Safeguarding Handbook

2023-2024

Contents:

Safeguarding 5-Minute Guide

'What does Safeguarding look like in our school?'

- **Safeguarding is everyone's responsibility, and we take the attitude that, "It could happen here"**
- **There is robust and systematic CPD from the point of induction for all staff and governors (including agency staff where applicable)**
- **We record incidents on CPOMS and on paper with face to face conversations with DSL**
- **Ongoing sample record checks are conducted to ensure accuracy of chronologies within the DSL and wider staff team**
- **Regular DSL/ECM meetings provide the opportunity to discuss vulnerable pupils'/families' cases and actions arising**
- **We use a wide range of nationally recognised documents and expert partners to support our decision making**
- **Safeguarding supervision is in place for the DSL and Early Years Team**
- **We have a named Safeguarding Governor who works closely with the school.**

School Strengths

Child Protection including the Health and Wellbeing – staff / pupils / families

- DSL team lead by example by developing trusting relationships with families, having high visual presence and by supporting referrals.
- Record keeping is meticulous, and incidents are followed up and resolved in a timely manner.
- Brompton Community Primary School staff know all of our families and are professionally curious - ensuring the safety of and support of all
- The school has excellent working relationships with outside agencies and utilises expert support beyond the standard local offer
- Brompton Community Primary School has a culture of staff who support and challenge each other and the families who they work with. Staff know how to report low level concerns.
- We actively listen to all concerns from all stakeholders.
- Site security has rapidly improved including new perimeter fencing.

Inclusion

- Many children join the school at points other than Reception. In-year pupil transition is smooth, and children quickly settle. School moves to Brompton are often due to: recommendations by people they know, armed forces and pupils with SEND (Especially SEMH) whose needs are not being met in other settings.
- Our most recent parent survey feedback was incredibly positive – 100% recommending the school to others
- Community engagement is a priority – the staff and leadership team are proud of the Brompton Family/Team
- 100% of respondents to the SEND family survey felt pleased with the progress their child is making. 100% felt involved in reviewing their child's needs.

Pastoral care

- Weekly meetings / individual records / patterns noted / interventions offered if needed – Early Help, CAMHS, Future Steps, 1:1 Talk Time or a wide range of further support offered, in-house – all staff know what to do if they have concerns
- Brompton Community Primary School has a well-developed and established RSE and PSHE&C culture and curriculum, that is driven by our 15 'Legacy' Principles.
- Children and families are given time and care by all staff, and we support struggling families to meet basic needs such as food (breakfast club and partnership with Hambleton Foodshare), uniform (preloved), computing loans, educational visits and residentials if needed.
- Safeguarding is always a school priority, and the school utilises external agencies to ensure family support – Early Help, Social Care, Broadacres, Young Carers, Compass Phoenix and the police/community organisations (MACE meetings)

School Awareness

Local issues

o Child Criminal Exploitation (CCE) **Headteacher attends the Level 2 MACE meetings to gain a wider understanding of potential contextual issues affecting our pupils' and their families' safety.**

o Radicalisation – far right extremism. **DSLs have advanced Prevent training. All staff undertake Prevent training on induction and three-year refreshers. All governors are Prevent trained. Radicalisation and extremism are explicitly addressed throughout the recruitment process.**

o Attendance

- **Robust and effective first day absence calling and follow up procedure in place as part of a comprehensive Attendance Policy (in line with DfE 2022 guidance). Our "Quick Read Policy" is shared regularly with families and is available on our website.**
- **Rigorous weekly attendance monitoring and regular reporting to families throughout the year. Process: attendance incentives, initial conversations and building relationships through support; home visits; early intervention letters; warning letter; monitoring – set targets; panel meeting – action plan (governor involvement); PACE meeting – led by NYC; penalty notice/Supervision Order/Prosecution; and penalty notices for all holidays in term time**

School issues

o **Anti-social behaviour in surrounding housing areas. Concerns have been raised regarding anti-social behaviour including drug dealing/taking, drinking, vaping/smoking, vandalism and violence at the rear of the school, which does have 'knock on' affects in school. These are some of the preventative practices we have put in place:**
  - **Curriculum design addresses smoking, vaping, substance misuse**
  - **Re-enforce messages about staying safe in assemblies and on newsletters**
  - **MACE (Multi Agency Child Exploitation) meetings allow HT to have advanced warning of potential issues**
  - **School Council, and Year groups, have campaigned to reduce the speed of traffic outside school.**
  - **Our DSL email address serves as a contact point which families use to report concerns (as well as via telephone or in person)**

- o Online safety both in and out of school
  - **Smoothwall immediate safeguarding reports**
  - <mark>**Redstor offline backups**</mark>
  - <mark>**Boxphish ongoing cyber aware**</mark> **training for staff**
  - <mark>**Two factor emails and secure passwords for pupils'**</mark> **apps and learning platforms**
  - **Online safety taught throughout the curriculum.** *Internet Safety Ambassadors* **addresses this specifically as well as ongoing assemblies and national days e.g: annual Internet Safety Days and Weeks.**
  - **Newsletters and informative page on school website**
- o Domestic abuse (due to increasing poverty and substance misuse)
  - **Operation Encompass; liaising with all professionals in the safeguarding partnership; and making timely onward referrals**

Communication

Regular, ongoing training throughout the year; mandatory item in staff briefing, staff meeting and governors' meetings; regular pastoral meetings with HT; regular DSL meetings; newsletter and website used as a way of communicating safeguarding information to families

Monitoring

NYC annual visit; NYC safeguarding audit which is regularly revisited; link governor termly visit; safeguarding issues (including online safety and sexual harassment/violence) shared with governors through termly Headteacher's report; safeguarding walks and culture checks; regular external Single Central Record audits; and live tracking of active cases/record checks in DSL meetings

Child-on-Child Abuse Action Plan

At Brompton Community Primary School, safeguarding is everyone's responsibility. We have a culture where sexual harassment and online sexual abuse are not tolerated, where concerns and issues and addressed early to better protect children and young people. In order to do this, all staff should assume that sexual harassment and online sexual abuse is happening in the school, even when there are no specific reports, we have put in place a whole school approach to address them. These actions are outlined in the plan below in accordance with the seven key recommendations Ofsted's review of sexual abuse in schools and colleges published in June 2021:

What do we want to achieve?	Action Required	Lead	Review Date	Evidence
A carefully sequenced PSHE&C/RSE curriculum, based on the Department for Education's (DfE's) statutory guidance that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'	PSHE&C lead to attend NYC network meetings and Kapow CPD. Mrs Byrne/Mrs Armstrong/Miss Greer embedding medium term plans drawn from Kapow.	J Byrne/ Miss Greer/ Mr Manning/ Mr Easby	Autumn term	School website information and Online Safety Ambassadors in place.
High-quality training for teachers delivering PSHE&C/RSE.	Staff meeting with a focus on pupils' understanding of healthy relationships.	J Byrne/ Miss Greer	Spring 1 2024	Staff confident in delivering PSHE&C and RSE And the use of Kapow to support delivery.
Routine record-keeping and analysis of sexual harassment and sexual violence, including online, to	Add sexual harassment and sexual violence categories on CPOMS.	J Byrne	Autumn 1	CPOMS/Staff record incidents in Incident file in school office

identify patterns and intervene early to prevent abuse.	Record on Headteacher's report.

Record checks in DSL meetings. | J Byrne

DSL team | Termly

3-weekly | Reported to Governors if necessary (ongoing)–see chronologies in safeguarding file. |
| A supportive behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated. | Embed Positive Behaviour and Relationships Policy. | Whole Staff | Half termly SLT monitoring | See SEF and School Improvement Plan |
| Working closely with local safeguarding partnerships in the area where the school is located so they are aware of the range of support available to children and young people who are victims or who perpetrate harmful sexual behaviour. | DSL attends the Local Safeguarding Partnership meetings and shares this information with deputy DSLs in regular meetings. | DSL Team and safeguarding governor (Mr Whiteley) | Partnership meetings

3 weekly for DSL meetings | Quarterly updates available on the partnership website: https://safeguardingadults.co.uk/about-us/lsps/

==Children's Society publication: *Responding to Children telling you they have experienced Sexual Abuse, Sexual Violence and Sexual Harassment* is available on CPOMS in the library.== |
| Training to ensure that all staff (and governors, where relevant) are able to:

• Better understand the definitions of sexual harassment and sexual violence, including online sexual abuse.

• Identify early signs of child on child sexual abuse. | Sexual Harassment and Sexual Violence CPD (Safeguarding Network) to be completed by all staff.

Deliver this as part of level 1 safeguarding refresher. | DSL. Whole Staff | End of Spr 2 2024

Jan 2024 | Completed. Evidence in safeguarding and personnel files and on excel training overview (Safeguarding Table). |

	• Consistently uphold standards in their responses to sexual harassment and online sexual abuse.	Share the Children's Society Publication in whole staff briefing and display in the staffroom.			Summer 1 2024				

NYC Safeguarding Audit March 2023

2	Do you ensure that Enhanced DBS and Barred List checks are carried out on all individuals who meet the definition of Regulated Activity working in your school, and undertake and record a risk assessed approach on DBS checks for all others who work within school, particularly volunteers?	*KCSIE 2022 Para 230, 232, 235, 236, 237, 238, 239 ,240* *For volunteers, has the Headteacher undertaken a risk assessment taking into account the duration, frequency and nature of contact with pupils and where appropriate undertaken other safer recruitment measures* e.g. Interview; References; Identity checks; Barred list checks can only be made where the volunteer is in Regulated Activity* *A check for a section 128 direction can be carried out using the TRA Teachers Services' system and where the person is engaged in Regulated Activity, the DBS barred list check will also identify any section 128 direction.*	5	5	Yes. No barred list checks are carried out for governors (in accordance with GDPR). All staff and volunteers are Enhanced DBS checked and evidenced on the schools' SCR		J Byrne	Annually

		It is advised that the checks undertaken in respect of the Childcare Disqualification Regulations 2018 and the S128 check on maintained school governors are recorded on the SCR.						
23	**Are there adequate and appropriate cover arrangements for any out of hours/out of term activities?**	KCSIE 2022 Annex C	5	5	Headteacher and Deputy Headteacher is available from 7am until 6pm.	On site cover for breakfast club and after school club- DDSL - am/DSL - pm.	J Byrne and D Manning	
26	**Is there evidence that Governing Bodies and Proprietors recognise the pivotal role the school has to play in multi-agency safeguarding arrangements? Is there evidence that they ensure that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children 2018?**	KCSIE 2022 para 106 - 113 Working together to safeguard children - GOV.UK (www.gov.uk)	4	5	The DSL reports to Governors regularly regarding working with other agencies and the impact on the safeguarding of all pupils. Annual safeguarding report to governors breaks down the number of referrals and pupils under Early Help, Child in Need and Child Protection. This demonstrates	Copy this table onto the HT report and update termly. Reference to be made of any multi agency meetings that have happened during the year.	N Hebron	

					the multi-agency approach.			
27	**Are Governing Bodies, Trustees, Proprietors, management committees and their senior leadership teams, and especially the DSL, are aware of the local multi-agency arrangements that are in place with the three safeguarding partners?**	KCSIE 2022 para 107 - 114	5	5	The DSL reports to Governors regularly regarding working with other agencies and the impact on the safeguarding of all pupils. Annual and ongoing safeguarding and DSL training. It is also explicit in the CP Policy and Manual.	Share the NYSCP One Minute Guide in the Jan governors meeting	N Hebron	
31	**The governing body has ensured that processes and principles for sharing information internally and with others are in place and set out clearly. Is there evidence that staff understand the circumstances in which it would be legitimate to share information without consent?**	KCSIE 2022 para 115 and 119	5	5	All staff and Governors are aware of the GDPR arrangements and adhere to these in order to keep our children safe. Flowchart displayed in the office, staff office and main office.	Further GDPR training for all staff. Box Phish every two weeks as well as whole staff cyber awareness training	N Hebron/ J Byrne.	

| 44 | Do governors ensure that there are procedures in place for managing any safeguarding concerns or allegations that do not meet the harm threshold? Do they ensure there are procedures in place for staff to report concerns or allegations that may meet the harm threshold? This applies to staff members (including supply staff, volunteers and contractors) | *KCSIE 2022 para 152 - 155 and Part 4*

KCSIE 2022 para 71 | 5 | 5 | Governors are allocated roles to action any concerns or allegations against staff. | Low level concerns spreadsheet to put in place. Low level concerns policy. | J Byrne N Hebron | Immediate |
| 45 | Are staff and volunteers made aware of what they should do if they have concerns about another staff member (including volunteers and supply staff) including arrangements where the allegation is against the Head or Proprietor? | *KCSIE 2022 Part 4*

Page 19 para 71 | 4 | 5 | A Complaints policy is in place that informs procedures of complaint regarding all members of staff and stakeholders. Staff have read the whistleblowing policy and posters are prominently on display in school. Visitors and volunteers have instructions on | Add the whistleblowing policy to the volunteer pack. | J Byrne | |

					DSL posters about concerns against staff (and the headteacher)			
47	Are all staff and volunteers made aware of the school's policy and procedures with regard to child on child abuse?	*KCSIE 2022 para 156 - 157 and Part 5* *https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges*	5	5	Child on child abuse policy in place which has been shared with staff in briefing (minutes). Our school Behaviour Policy is shared by all stakeholders that work or are involved with the daily working of our school.	Child on child abuse action plan is part of the wider safeguarding action plan.		
57	Are there clear leadership and accountable structures in place to meet the school's statutory duties to prevent radicalisation and extremism?	*KCSIE 2022 page 148*	4	5	All staff and governors have undertaken prevent awareness CPD. DSLs have undertaken the further Chanel and referral training.	Engage in the enhanced offer distributed via the red bag. Extremism covered in job references. .	J Byrne	By the end of the academic year.
61	Have the Senior Leadership Team and governors identified	*NYCC School Emergency Response Guide is reviewed and all emergency procedures are exercised at least annually by school.*	5	5	Procedures are in place and have been	Practice an evacuation to the church (as	J Byrne	

	robust procedures to manage emergency situations should they arise?	*All staff and governors are fully aware and practised in procedures.* *The school has identified clear evacuation routes and safe areas away from the school at 100, 200, 400m.* *Copies of all plans and procedures should be made available on alternate platforms for emergency service response. (The NYCC Resilience and Emergencies Team can provide further assistance for all schools).* *A school emergency management team has been identified with clear roles and responsibilities.* *Staff have completed the Action Counters Terrorism (ACT) Awareness e-learning package. Package can be accessed here (need to register as a school but it is free for all schools).* *The school has a Business Continuity Plan.* *Staff make use of additional emergency response guidance such as phone apps like Citizen Aid.*			shared by staff and Governors. Practise routines take place regularly and are displayed around school	per the business continuity plan).		
63	**Does the school have appropriate policies, facilities, and staff with identified responsibilities for delivering intimate personal care to pupils aged 5 years as over where required?**		5	5	As part of staff job descriptions it is within their role as a teacher. Parents have signed an agreement that they are happy for staff to carry out these duries if needed to. We have revised and reviewed the policy. Practice is safe and	Check the intimate care policy. Whole staff training on the policy. Staff in each key stage are now specifically named. The policy has been reshared face-to-face.	J Byrne	

					effective for those in EYFS. We will meet to ensure absolute consistency and identify specific responsibilities.			
4	**Does the school have arrangements in place ensure that pupils with complex and challenging needs, have appropriate risk assessment and associated personalised education plans which are reviewed at least each term?**	*SEND Code of Practice: 0 to 25 years (2015), from page 91, chapter 6* *SEND Mainstream guidance (2017)*	5	5	Regular SEND input is given throughout the year regarding documentation and SEN requirements		Mrs Armstrong	
12	**Does the school have rigorous systems in place to follow up school absence (including from lessons) and to manage late arrivals at school?**	*DfE Guidance on School Attendance, page 8* *KCSIE 2022* *DfE Guidance Children Missing From Education (2016), page 9*	5	5	We have a RAG system in school and all absences are followed up and support is put in place where necessary. Staff are informed of absences and pupils that may be causing concern.	Late arrivals are effectively and safely managed. We will improve further on this when the electronic signing in system (linked to SIMS) is installed.	Mrs Pennet	

20	Are rigorous systems in place for quality assuring any use of Alternative provision and safeguarding arrangements in place for pupils accessing alternative provision?	*Alternative provision - GOV.UK (www.gov.uk)* *North Yorkshire Alternative Provision	CYPSinfo*	5	5	if a cse should arise all guidelines are followed and agencies work together with the schoolSite visits. Records of checks completed. Weekly handover reports. Multi agency meetings.		J Byrne	
1	Does the governing body/proprietor(s) ensure that children are taught about how to keep themselves and others safe, including online and recognise that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities?	*KCSIE 2022 – Para 127 129* *DfE Statutory guidance on relationships education, relationships and sex education (RSE) and health education.* *NYCC information and resources to support implementing an effective PSHE curriculum* *Government guidance on Teaching Online Safety in Schools* *The Prevent Duty: Advice for schools and childcare providers. Page 8* *National guidance available here for Prevent.* *Guidance on resources available here for* *NYCC Prevent guidance and resources*	5	5	Personal and online safety is taught systematically and effectively through our computing, PSHE/RSE curriculum and collective worship.	Radicalisation awareness for pupils as well as staff.	All staff	Summer 2
3	Have staff received appropriate and relevant continuing professional	*Training needs analysis of staff, records of relevant CPD, sharing of good practice and expertise within the school.*	5	5	All relevant staff delivering this were	New staff require this training	J Byrne	

	development to enable them to teach age appropriate and suitably differentiated aspects of safeguarding with confidence?	*DfE Support and training materials for schools to help train teachers on relationships, sex and health education* *Information about a range of training opportunities can be accessed at NYES.* *A range of e-learning training opportunities and further supporting information is available here*			trained last year. We have since moved teachers around to different year groups.			
4	Is there evidence that staff are aware of specific safeguarding issues and have taken appropriate actions where they have concerns about a child's welfare? Is there evidence that staff are aware that harm can include witnessing ill treatment of others, for example domestic abuse?	*KCSIE 2022 page 9 para 21 - 22, page 10 para 26* https://www.operationencompass.org/	5	5	CPoms is used in school for staff to log concerns regarding pupils and training has highlighted appropriate agencies CPOMS records	Operation encompass training for staff – JB has completed this. CPOMs updates required	J Byrne	
6	Is their evidence that staff are aware of the legal duties on teachers to report concerns about FGM?	KCSIE 2022 para 44	4	5	Part of Level 1 training needed	Share the one minute guide in staff briefing Staff show a clear awareness that it is their duty to call the police should they suspect FGM	J Byrne	
9	Is there evidence that staff receive regular supervision and support if they are working directly	*Regular appraisals and supervision are undertaken for all staff.* *Training needs analysis undertaken with key staff to establish training needs.*	4	5		Note – supervision in FSU/Y3	J Byrne	

	with children where there are concerns about their safety and welfare?	*Reference to EYFS statutory framework section 3.21 and 3.22*						
2	**Does the school have appropriate policies, facilities, and staff with identified responsibilities for delivering intimate personal care to pupils where required?**	*If a school is taking young children or any child in the EYFS it will need to ensure there are suitable areas for changing nappies and toilet training children. This should afford the child dignity and respect. Appropriate nappy disposal bins, disposable aprons and gloves for staff will need to be provided. Staff should understand that supporting children in their self-care needs is part of the EYFS curriculum. Health and self-care. Intimate personal care should be supported/carried out by the KP. The senior leaders/EYFS should monitor intimate personal care arrangements to safeguard children.*	5	5	The accessible toilet has been refitted and is clean, tidy and allows for pupils to be changed with dignity. Staff responsible for specific pupil's intimate care are identified on intimate care plans. his is part of all staff job description and permission is also sought from parents.	Small bin for under the sink and a nappy disposal bin for the accessible toilet.	FSU staff JByrne CITRON	
5	**Are all children in the EYFS allocated a Key Person (KP)?**	*Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk) - EYFS Statutory Framework (2021) 3.27*	5	5	We have a Foundation Manager in place and all staff are deployed to individuals or groups of children where necessary.			

2	Are measures in place to ensure the school knows the identity and purpose of all visitors so that no persons can gain unchallenged access to staff, pupils or any part of the school buildings?	*Visitors, contractors and others should be clearly directed via good signage to the school reception. Access to all buildings should either be via locked doors which can only be opened by school staff, or a secure entrance/reception area controlled by staff.. Identity should be checked and all visitors should sign in for even the shortest visits and a 'visitor' badge issued. All contractors should also sign in via the Authorisation to Work on Site Scheme (ATWS).*	5	5	The school has a reception area and access procedures in place with identity badges that are allocated to visitors. Contractors have paperwork to sign and all staff and visitors are made aware of people on site..		J Byrne Admin staff	
3	Are measures in place to ensure that pedestrians are safeguarded against moving vehicles on the school site?	*Pedestrian access routes should be kept separate from vehicular routes and there should be clear signage at the entrance.* *In some schools it may be necessary to lock gates at the start and end of each school day to reduce the risk of impact to pedestrians entering or leaving the premises.* *Please note: If you intend to change arrangements for locking car parks, please speak to your HandS Advisor.*	5	5	There is no access to the school car park for vehicles other than deliveries and pupils are escorted by adults at all times when walking around school. Pedestrian access is separate to vehicular access.	Cones need to be put out on the road on a morning and the carpark gates closed during the school day.	J Byrne	

						Clearly marked car park and pedestrian routes.		
4	Does the school have a plan in place to manage the risks from bikes, cars, buses, coaches, minibuses and taxis dropping off and collecting children and young people?	*There should be a documented traffic management system in place for the beginning and end of the school day which may include drop off zones, parking restrictions, staff supervision and monitoring etc. The Traffic Management Plan needs to cover all areas of risk including potential for impact, excessive congestion, disability access, travel speed, reversing operations etc.* *Advice is available from your HandS Advisor, Integrated Passenger Transport and Road Safety Team.*	4	4	Bus/coach pick ups and drop off s are supervised at all times by adults and RAs in place.	The main risk is outside the school gates with the amount of transport that use the road where parents pupils walk. Reminders go out to all families		
6	Are robust arrangements in place for receiving and handing over pupils at the start and end of the day, including procedures for registering the arrival and departure of children at other times within the school day? These arrangements will change as pupils get older and more independent.	*Staff should only hand over a child to an adult who is known to the school as someone permitted by parents/carers to receive the child.* *Parents should also be regularly reminded, via school newsletters etc., that they are responsible for the safety of siblings on school sites, and they must remain under close parental supervision*	5	5	Arrangements are known by parent/carers and these are adhered to at the start and end of the school day. These are reminded in our monthly newsletters.			
2	Has the Health and Safety Policy been communicated to all staff and have they signed to	*Evidence is required e.g., sign off sheet, Google Form etc.*	5	5		Still several people to sign this off as of June 2023		

say they have read and understood the policy?					🟩	

Safeguarding Resources

Free online training:
- [Online Key Adult Training : Operation Encompass](#) - Operation Encompass and domestic abuse
- [ACEs (acesonlinelearning.com)](#) – Adverse childhood experiences
- [YOU HAVE ACCESSED THE E-LEARNING TRAINING ON PREVENT](#) – Prevent Duty
- [Online bereavement training for schools | Winston's Wish (winstonswish.org)](#) – Bereavement
- [Free FGM Training Online | Recognising & Preventing FGM Free Course | Virtual College (virtual-college.co.uk)](#) – Female genital mutilation
- [Keep Them Safe: Free Child Protection Course | Virtual College (virtual-college.co.uk)](#) – Child sexual exploitation
- [Level 1 Child Criminal Exploitation and County Lines Training | Virtual College (virtual-college.co.uk)](#) – Child criminal exploitation
- [Modern Slavery: Child Focus (policingslavery.co.uk)](#) – Modern slavery
- [Forced Marriage Awareness - Free Course | Virtual College (virtual-college.co.uk)](#) – Forced marriage
- [Free GDPR Training Course | Virtual College (virtual-college.co.uk)](#) – Introduction to GDPR
- [MindEd Hub](#) – Self harm and risky behaviour
- [Free online training from Zero Suicide Alliance](#) – Suicide awareness

Bulletin information:
- [Safeguarding In Schools](#)
- [NSPCC Learning Newsletters | NSPCC Learning](#)
- [Safeguarding Network - confidence in safeguarding](#)

Video resources:
- [NCA-CEOP Education - YouTube](#)
- [nspcc videos - YouTube](#)
- [Childline - YouTube](#)
- [The Children's Society - YouTube](#)

Recommended videos to prompt discussion:
- [Responding to a Child's Disclosure of Abuse | NSPCC Learning - YouTube](#) – Responding to disclosures
- [Dream On - YouTube](#) – Experiences of children in care
- [See the Child. Change the System. - YouTube](#) – Imagining what life looks like for children
- [Understanding safeguarding 1 of 5: What is Safeguarding? - YouTube](#) – What is safeguarding (5pt series)

Ofsted webinars:
- [Ofstednews - YouTube](#)
- [Effective culture of safeguarding in schools - YouTube](#)