



BRANNEL SCHOOL

**CHILD
PROTECTION
AND
SAFEGUARDING
POLICY**

Model Child Protection and Safeguarding Policy

- **This policy was developed and adopted on: July 2017**
- **The policy will be reviewed on: July 2018**
- **The Designated Safeguarding Lead (DSL) is:**
MARC COOPER - ASSISTANT HEADTEACHER
- **The officer with responsibility to cover for the Designated Safeguarding Lead is:**
CAROLINE HUNT – EDUCATIONAL WELFARE OFFICER
- **The Single Point of Contact for the Prevent agenda is:**
MARC COOPER - ASSISTANT HEADTEACHER
- **The name of the Designated Teacher for Children in Care is:**
MARC COOPER - ASSISTANT HEADTEACHER
- **The named Member of the Governing Body with responsibility for safeguarding is:**
MARTIN BUCK

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information on audiotape, in Braille, largeprint, any other format or interpreted in a language other than English, please contact the school's Equality and Diversity team.

Purpose of Policy

The purpose of the Child Protection and Safeguarding Policy is to provide a secure framework for the work force in safeguarding and promoting the welfare of those pupils who attend our school. The policy aims to ensure that:

- All our pupils are safe and protected from harm;
- Other elements of provision and policies are in place to enable pupils to feel safe and adopt safe practices; and
- Staff, pupils, governors, visitors, volunteers and parents are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and promoting the welfare of all our pupils.

Policy Statement

This policy develops procedures and good practice within our School, to ensure that each person and agency can demonstrate that there is an understanding of the duty to safeguard and promote the welfare of children and young people including those who are vulnerable. It provides evidence of how this will be implemented within our School and within multi-agency working arrangements.

This policy has been developed in accordance with the principles established by the Children Act 1989, the Education Act 2002 and the Children Act 2004 and in line with government publications and local guidance.

The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard¹ and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm. Where a child is suffering significant harm, or is likely to do so, action will be taken to protect that child. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are (sic) at immediate risk.²

Ethos

Improving outcomes for all children and young people underpins all of the development and work within this school.

All children deserve the opportunity to achieve their full potential. In 2003, the Government published the Every Child Matters Green Paper alongside the formal response to the report into the death of Victoria Climbié. The Green Paper set out five outcomes that are key to children and young people's wellbeing:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution; and
- achieve economic wellbeing.

The five outcomes are universal ambitions for every child and young person, whatever their background or circumstances. Improving outcomes for all children and young people underpins all of the development and work within this school. Safeguarding is considered everyone's responsibility and as such our school aims to create the safest environment within which every student has the opportunity to achieve their Five Outcomes. Brannel School recognizes the contribution it can make in ensuring that all students registered or who use our school feel that they will be listened to and appropriate action taken. We will do this by working in partnership with other agencies and seeking to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities throughout our curriculum that will help to equip our students with the skills they need. This will include materials and learning experiences that will encourage our students to develop essential life skills and protective behaviours.

¹Safeguarding (as defined in the Joint Inspector's Safeguarding report) is taken to mean "All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised" and "where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other agencies".

²DfE Keeping Children Safe in Education September 2016

Safeguarding is everyone's responsibility and as such our school aims to create the safest environment within which every student has the opportunity to achieve. Our school recognises the contribution it can make in ensuring that all registered students or others who use our school feel that they will be listened to and appropriate action taken. We will do this by working in partnership with other agencies and seeking to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities throughout our curriculum that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours.

Governing Body Responsibilities

Our governing body has a legal responsibility to make sure that the school has an effective safeguarding policy and procedures in place and monitors that the school complies with them. The Governing body has appointed a Designated Safeguarding Lead (DSL) who has lead responsibility for dealing with all safeguarding issues in our school. The school will ensure that there will always be cover for the role of DSL³.

Our Governing Body recognises that for this policy to be effective, it is essential that staff have an understanding of what safeguarding is, know that **'safeguarding is everybody's responsibility'**, know how to access safeguarding information, know of any possible contribution that they may be required to make to safeguard children, young people and vulnerable adults and how to access further advice, support or services.

Responsibilities of the Designated Safeguarding Lead's (DSL)

We will follow the procedures set out in the South West Child Protection Procedures (www.swcpp.org.uk) and take account of both national guidance issued by the Department for Education⁴ and local guidance. Our Designated Safeguarding Lead (DSL) is an appropriately senior member of staff who has the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff⁵. All child protection concerns WILL be reported to the appropriate authority by our DSL. In the absence of our DSL, cover will be provided by another appropriately trained member of staff.

Whole school and staff responsibilities

Our school recognises that Safeguarding is not just about protecting children from deliberate harm. It relates to aspects of school life including: pupils' health and safety; the use of reasonable force; meeting the needs of pupils with medical conditions; providing first aid; educational visits; intimate care; internet or e- safety; appropriate arrangements to ensure school security, taking into account

³ DfE Keeping Children Safe in Education September 2016

⁴ DfE Keeping Children Safe in Education September 2016

⁵ DfE Keeping Children Safe in Education September 2016, Annex B

the local context. Additionally, we recognise that Safeguarding can involve a range of potential issues such as: bullying, including cyberbullying (by text message, on social networking sites, and soon), peer on peer and prejudice-based bullying; racist and homophobic or transphobic abuse; sexting; substance misuse; issues which may be specific to a local area or population, for example gang activity and youth violence and other particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation, extremist behaviour and radicalisation, forced marriage and modern slavery.⁶

All our staff maintain an attitude of **'it can happen here'** and are aware of the signs and indicators of abuse.

All members of staff have a responsibility to provide a safe environment in which children can learn.

Our staff recruitment policy and induction process includes information on our arrangements and systems for child protection, the staff behaviour policy, code of conduct and details of the Designated Safeguarding Lead (DSL).

All members of staff are provided with opportunities to receive appropriate training which is regularly updated, in order to develop their understanding of the signs and indicators of abuse and of the school's child protection procedures.

In conjunction with this policy, all members of staff are provided with, and are required to read, the Department for Education statutory guidance as outlined in Part 1 of 'Keeping Children Safe in Education, September 2016'.

All members of staff, volunteers and governors know how to respond to a student who discloses abuse, or for whom they have a concern, and the procedure to be followed inappropriately sharing a concern of possible abuse or a disclosure of abuse.

All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Child Protection and Safeguarding Policy.

When services are delivered by a third party or agency, education or otherwise, on the school site, we will follow the requirements of the Disclosure and Barring Service and check that the person presenting themselves is the same person on whom appropriate checks have been made⁷.

Our lettings and visitors' policies will seek to ensure the suitability of adults working with and in the presence of children at any time. Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures. We will carry out appropriate vetting checks on visiting speakers as required by the Prevent Agenda⁸.

⁶Ofsted Briefing for Section 5 Inspectors on Safeguarding Children, Ofsted July 2015

⁷DfE Keeping Children Safe in Education September 2016

⁸HM Gov- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Our school operates safer recruitment procedures including making sure that:

- statutory duties to undertake required checks on staff who work with children are complied with in line with the Disclosure and Barring Service requirements for Regulated Activity; Teachers' Prohibition Orders; the Child Care Act 2006 and Childcare (Disqualification) Regulations 2009
- statutory guidance relating to volunteers is followed
- recruitment panel members are properly trained⁹.

We hold a Single Central Record (SCR) which demonstrates we have carried out the range of checks required by law on our staff^{10, 11, 12, 13}

Our school complies with the requirements of Keeping Children Safe in Education July 2015.

Our school complies with the requirements of the Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009.

Should we dismiss or remove a member of staff or a volunteer because they have harmed a child, or poses a risk of harm to a child or would have done so if they had not left, we will report this to the Disclosure and Barring Service (DBS) and any appropriate professional or regulatory body.

Our safeguarding policies and procedures will be reviewed and updated annually.

Recognising concerns, signs and indicators of abuse

Safeguarding is not just about protecting children from deliberate harm. For our School it includes such things as student safety, bullying, racist abuse and harassment, educational visits, intimate care, children missing education and internet safety etc. The witnessing of abuse can have a damaging effect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child. Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognize as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

⁹DfE Keeping Children Safe in Education September 2016

¹⁰As required by: School Staffing (England) Regulations (2009); Education (Independent School Standards) (England) Regulations 2010; DfE Keeping Children Safe in Education 2016;

¹¹DfE Keeping Children Safe in Education September 2016—schools must use the Employer Access Online service to check that a candidate to be employed as a teacher is not subject of a prohibition order.

¹²Teacher Prohibition Order

¹³Childcare Act 2006 and Childcare (Disqualification) Regulations 2009

Physical Abuse

This can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating or otherwise causing physical harm to a child. It can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention through fabricated or induced illness. (This was previously known as Munchausen's syndrome and Munchausen's syndrome by Proxy).

Emotional Abuse

Emotional Abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development, where a child's need for love, security, recognition and praise is not met. It may involve seeing or hearing the ill-treatment of someone else such as in Domestic Violence or Domestic Abuse. A parent, carer or authority figure is considered emotionally abusive when they are consistently hostile, rejecting, threatening or undermining toward a child or other family member. It can also occur when children are prevented from having social contact with others or if inappropriate expectations are placed upon them.

Symptoms that indicate emotional abuse include: Excessively clingy or attention seeking; Very low self-esteem or excessive self-criticism; Withdrawn behaviour or fearfulness; Lack of appropriate boundaries with strangers; too eager to please; Eating disorders or self-harm; inappropriate level of expectation.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. This may include physical contact both penetrative and non-penetrative, or viewing pornographic material including through the use of the internet.

Indicators of sexual abuse include: allegations or disclosures, genital soreness, injuries or disclosure, sexually transmitted diseases, inappropriate sexualized behaviour including words, play or drawing.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, which can significantly harm their health and development. Neglect can include inadequate supervision (being left alone for long periods of time), lack of stimulation, social contact or education, lack of appropriate food, shelter, appropriate clothing for conditions and medical attention and treatment when necessary.

Indicators of Neglect include: growth delay, continuous hunger, inability to meet child emotional need, poor hygiene, poor school attendance.

A more comprehensive list of signs and symptoms may be obtained from the DSL/DDSL and can be found in the Child Protection Handbook on the school sharepoint.

Bullying

While bullying between children is not a separate category of abuse or neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our anti-bullying procedures. All students and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in the PSHE education and through the assemblies programme. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Headteacher and the SDL will consider implementing child protection procedures.

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, staff will:

- stay calm and listen carefully;
- reassure the child that s/he has done the right thing in telling you;
- not investigate or ask leading questions;
- let the child know that s/he will need to tell the DSL;
- not promise to keep what they have been told a secret;
- inform the DSL as soon as possible; and
- make a written record of the allegation, disclosure or incident which will be signed, and dated using the school's safeguarding record procedure

Remember you may ask the TED questions:

- T – Tell me what happened?
- E – Explain how did it happen?
- D – Describe what happened?

The schools' safeguarding concern/referral form is found on the school sharepoint.

Confidentiality and Information Sharing

Information sharing is vital to safeguarding and promoting the welfare of children and young people. A key factor identified in many serious case reviews (SCRs) has been a failure by practitioners to record information, to share it to understand its significance and then take appropriate action¹⁴.

- we recognise that all matters relating to child protection are confidential;
- the Headteacher or DSL will disclose personal information about a student to other members of staff on a need to know basis only;
- all staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children;
- all staff are aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being, or that of another; and
- we will always undertake to share our intention to refer a child to Cornwall Council's Directorate for Education, Health and Social Care with their

¹⁴HMGov- InformationSharing Advice forPractitioners,March2015

parents/carers, unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Multi-Agency Referral Unit(MARU).

Managing Allegations against staff

We are aware of the possibility of allegations being made against members of staff or volunteers that are working with or may come into contact with children and young people whilst in our school. They can be made by children and young people or other concerned adults.

All workers in our school have been made aware of the process¹⁵ to be followed if such an allegation is made and seek advice from the Designated Officer (DO) ON 01872326536.

In such circumstances our Headteacher, or Chair of Governors (if the allegation is against the Headteacher) will:

- consider the safeguarding arrangements of the child or young person to ensure they are not in contact with the alleged abuser;
- contact the parents or carers of the child/young person if advised to do so by the DO;
- consider the rights of the staff member for a fair and equal process of investigation;
- ensure that the appropriate disciplinary procedure is followed, including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary;
- act on any decision made in any strategy meeting; and
- advise the Disclosure and Barring Service (DBS) and any other appropriate regulatory or professional body where a member of staff has been disciplined or dismissed as a result of the allegations founded, or would have been if they have resigned.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

We advise our staff of our Whistleblowing Policy and of how it can be implemented. Staff are aware of their duty to raise concerns about the attitude and actions of colleagues where these are inappropriate or unsuitable. If necessary the member of staff, will speak to the delegated 'Whistleblowing' Governor who is:

TRACY CAFF

Supporting Staff

- Our staff will be advised on the boundaries of appropriate behaviour – such matters form part of our staff induction and staff have access to support and guidance when required or requested

¹⁵Outlined in Keeping Children Safe in Education September 2016.

- We recognise that staff working in the school, who have become involved in the case of a child who has suffered harm, or appears likely to suffer harm, may find the situation stressful and upsetting.
- We support such staff by providing an opportunity to discuss their anxieties with the DSL, or another teacher and/or a trade union representative as appropriate.
- Our designated officers have access to support and appropriate workshops, courses or meetings as organised or recommended by the Cornwall and Isles of Scilly Safeguarding Children Board (CioSSCB), Safeguarding Standards Unit (SSU) or Local Authority (LA).

Abuse of Trust

- All Brannel School staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.
- In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.
- The School's Code of Conduct sets out our expectations of staff and is signed by all staff members.

Physical Restraint

Our policy on physical restraint is compliant with the LA's 'Physical Restraint in Schools' Guidance along with guidance from the Department for Education (DfE).

Wherever possible such events are recorded and signed by a witness. Staff that are likely to need to use physical intervention are appropriately trained. We understand that physical intervention of a nature that causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Prevention

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing them with effective lines of communication with trusted adults, supportive friends and an ethos of protection. Our school will support all pupils by:

- Establishing and maintaining an ethos, understood by all staff, which enables children to feel secure and encourages them to talk, knowing that they will be listened to.
- Promoting a caring, safe and positive environment within the school and ensuring that all children know that there is an adult in the school whom they can approach if they are worried or in difficulty.

- Providing across the curriculum, including within PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Ensuring that a named teacher is designated for Children in Care, (CIC) and that a list of CIC is regularly reviewed and updated. The Education Welfare Officer (EWO) for the school is made aware of all CIC in the school.
- Providing continuing support to a student who leaves the school and about whom there have been child protection concerns, by ensuring that such concerns and school records are forwarded under confidential cover to the Headteacher/Principal at the student's new school as a matter of urgency.
- Recognising that children come from a variety of different cultural backgrounds, the school has developed policies to ensure that we embrace diversity in religion and faith, race, ethnicity, gender and sexual orientation.
- We will include our Child Protection and Safeguarding Policy in our school prospectus/website and will post copies of our policy throughout the school. We are also able to arrange for our policy to be made available to parents whose first language is not English, on request.

Training

- All members of our work force have been provided with, and signed to say that they have read and understood, Part 1 of Keeping Children Safe in Education, September 2016¹⁶
- All members of staff and volunteers will have access to appropriate whole school safeguarding training which is **regularly updated**. We will also, as part of our induction, issue information in relation to our Child Protection and Safeguarding Policy and any other policy and information related to safeguarding and promoting our children/young people's welfare to all newly appointed staff and volunteers.
- Our DSL and DSL Cover officers will undertake further multi-agency safeguarding training in addition to the whole school training. This will be undertaken at least every two years and will update their awareness and understanding of the impact of the wide agenda of safeguarding issues. It will support both the DSL and DSL Cover officers to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieving better outcomes for the pupils in our school.
- Our Governing Body will have access to safeguarding training. Our named Governor for Safeguarding will have access to multi-agency safeguarding training at least every two years to support the Headteacher, in managing allegations against staff and volunteers who work with children and young people and to support the annual review of this policy, in order to keep it updated in line with local and national guidance/legislation.

¹⁶Pg4, DfE Keeping Children Safe in Education July 2015

- At least one member of our recruitment panel will have undertaken safer recruitment training^{17,18}.

Missing Children

We will monitor unauthorised absence, particularly where children go missing on repeated occasions. We will report such absences without delay to the appropriate agencies in line with legislative and local authority requirements and agreements¹⁹.

Preventing Radicalisation

The Counter Terrorism and Security Act 2015 places a duty on all schools to prevent people being drawn into terrorism. We recognise that under this legislation our school leaders and governors must

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with it
- Communicate and promote the importance of the duty and
- Ensure staff implement the duty effectively

Our school recognises that radicalisation is a safeguarding issue and has clear procedures²⁰ in place to assess the risk of, and protect, our students from being drawn into radicalisation. We recognise that general safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in the relevant statutory guidance²¹.

Our school has undertaken an assessment of the risk of extremism and established appropriate procedures.

These procedures are reflected in our existing policies.

Helping children to keep themselves safe

Our children are taught to understand and manage risk through our personal, social, health and economic (PSHE) lessons and through all aspects of school life. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are reminded regularly about e-safety and tackling bullying procedures.

Our school continually promotes an ethos of respect for others and pupils are encouraged to speak to a member of staff in confidence about any worries they may have.

¹⁷School Staffing (England) Regulations 2009

¹⁸DfE Keeping Children Safe in Education September 2016

¹⁹DfE Keeping Children Safe in Education September 2016

²⁰DfE Prevent Duty 2015

²¹‘Working Together to Safeguard Children 2015’ and ‘Keeping Children Safe in Education September 2016’

Policy Review

The Governing Body of our school is responsible for ensuring the annual review of this policy and for additional policies²² that are relevant to safeguarding and child protection.

Safeguarding Guidance

The following Safeguarding issues are all considered to be child protection issues and should be referred immediately to the most relevant agency:

- Child sexual exploitation (CSE)
- Bullying including cyber-bullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender based violence/violence against women and girls (VAWG)
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- Mental health
- Private fostering
- Radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

Supply staff and other visiting staff will be given the School's Safeguarding pack and receive induction training.

MARU –Multi Agency Referral Unit

For MARU and Early Help, consultations and enquiries please contact:

²²DfE Policies and other documents that governing bodies/proprietors are required to have by law-
<https://www.gov.uk/government/publications/statutory-policies-for-schools>

Multi-agency Referral Unit: 03001231116

Out of Hours Service: 01208251300

Designated Officer: 01872326536

The following links as a useful resource:

- 'Working Together to Safeguard Children', March 2015
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf
 - 'Keeping Children Safe in Education', September 2016
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf
 - Disqualification under the Childcare Act 2006 and Childcare (Disqualification) Regulations 2009 <https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>
 - 'What To Do If You Are Worried A Child Is Being Abused', March 2015
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
 - Information Sharing advice for practitioners, March 2015
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
 - Guidance for Safer Working Practice for those working with children and young people in education settings – October 2015
<http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>
- The South West Safeguarding and Child Protection Procedures²³
<http://www.swcpp.org.uk/>
- Child Protection and Online Protection Agency
www.ceop.org.ukwww.thinkuknow.co.uk

Legislation and guidance relating to this policy:

- School Standards and Framework Act 1998
- Children Act 1989
- Children Act 2004
- Working Together to Safeguard Children, September 2016

²³Adopted 1st January 2008 www.swcpp.org.uk

- Education Act 1996,
- Education Act 2002 (Section 157/175)
- Keeping Children Safe in Education, July 2015
- Disqualification under the Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2010
- The School Staffing (England) Regulations 2009 (as amended)
- The Education (Independent School Standards) (England) Regulations 2010 (as amended)
- The Education (Non-Maintained Special Schools) (England) Regulations 2011
- The Education (Pupil Referral Units) (Application of Enactment) (England) Regulations 2007 (as amended)
- Childcare Act 2006
- Childcare (Disqualification) Regulations 2009