



Safeguarding Policy 2017

Egypt British International School

‘We are committed to safeguarding and promoting the welfare of children and young people and expect all staff, volunteers and other third parties to share this commitment.’

The safety of our pupils is our number one priority. Any concerns or signs of abuse or neglect must be immediately reported to one of our Safeguarding officers.

Contact

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Key Stage Safeguarding Representatives

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KEY FACTS

- This policy applies to all children and young people in the school, including those in early years. Anyone under the age of 18 will be regarded as a child for the purposes of this policy.
- All staff have a responsibility for the implementation of this policy.
- Any concerns or allegations relating to a member of staff must be reported immediately to the Vice Principal/ Head of Key Stage. All other safeguarding concerns must be reported immediately to the safeguarding officers.
- All staff must have read and will act in accordance with the EBIS Safeguarding Policy.
- All safeguarding and child protection concerns must be treated with the utmost confidence.
- When deciding what action to take (including in relation to sharing information) the most important consideration is whether the proposed action is likely to safeguard and protect a child.

1 Introduction

- 1.1 This policy is applicable to all pupils including those in early years (EYFS) and it is available to all parents and carers via our school website and on request from the school office.
- 1.2 In line with legislation, our school will ensure that arrangements are in place to safeguard and promote the welfare of pupils by:
 - o Providing a safe, healthy learning environment that allows them to develop to their full potential;
 - o safeguarding their welfare;
 - o providing pupils with opportunities to discuss issues and report problems affecting their safety and welfare;
 - o ensuring safe recruitment practices in accordance with our Safeguarding: Safer Recruitment Policy;
 - o ensuring robust procedures for identification and referral where there are welfare or child protection concerns;
 - o raising awareness amongst staff of safeguarding and child protection issues and ensuring staff are equipped to deal with concerns;
 - o teaching children to keep themselves safe and ensuring they know who to approach for help; and promoting partnership with parents and professionals outside the school.
- 1.3 Safeguarding children describes the action we take to promote the welfare of children and protect them from harm. We believe that safeguarding children is everyone's responsibility and that everyone who comes into contact with children and families has a role to play in keeping children safe.

1.4 We define safeguarding:

- o protecting children from maltreatment;
- o preventing impairment of children's health or development;
- o ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- o taking action to enable all children to have the best outcomes.

1.5 Safeguarding in school includes:

- o ensuring pupil health and safety;
- o bullying;
- o all forms of abuse;
- o harassment and discrimination;
- o use of physical intervention;
- o teaching children to understand and manage risks;
- o meeting the needs of pupils with medical conditions;
- o providing first aid;
- o drug and substance misuse;
- o educational visits;
- o intimate care;
- o internet and general electronic media safety;
- o school security.

1.6 Children are best protected when our staff are clear about what is required of them individually, and how they need to work together within the school. This policy must be read and understood by staff.

1.7 All School staff working with children have regular reviews of their own practice and opportunities to discuss any concerns they may have about welfare and safeguarding matters.

2 - Principles

2.1 The child's needs are paramount, and the needs and wishes of each child will be put first so that every child receive the support they need, before a problem escalates. We call this early help or early identification. In particular, where a child is suffering significant harm, or is likely to do so, action will be taken to protect that child. Where concerned about the welfare of a child, all staff members should always act in the best interests of the child. Our team will ensure the child's wishes and feelings are taken into account when determining what action to take and what support to provide to protect individual children. This will be facilitated by ensuring there are systems in place for children to express their views and to give feedback. All school staff are reminded to ensure that they do not promise confidentiality to the child and that staff always act in the interests of the child.

2.2 Safeguarding children is everyone's responsibility. If we are to be effective then each professional or adult in contact with our school will play their part in full. Everyone has a responsibility for keeping children safe.

2.3 Effective safeguarding systems are child centred. We will respect children, hear their views, and ensure that stable relationships with our school staff are built on trust and the provision of consistent support for their individual needs.

2.4 Action will also be taken by our school to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

2.5 We are fully aware, and implementing, our responsibility to provide a safe learning environment for children to live, learn and play to ensure that no child is left behind and all children flourish in our care.

2.6 Our staff will always act professionally when we come into contact with children and families so that we are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to the children.

2.7 All our staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff have a responsibility to take appropriate action, working with other services as needed.

2.8 As high quality professionals, we will use our expert judgement to put the child's needs at the centre of our decision-making so that the right solution is found for each individual child.

2.9 We will contribute to whatever actions are needed to safeguard and promote a child's welfare and take part in regularly reviewing the outcomes for any child against specific plans, including with external agencies outside school.

2.10 We recognise that children need the following from us: vigilance, understanding and action, stability, respect, information and engagement, explanation, support and advocacy.

2.11 As frontline professionals working with children, we aim to make sensible decisions in areas such as pre-employment vetting requirements; making sure that we request checks which common sense to keep children safe are. *See separate Safeguarding: Safer Recruitment Policy.*

3 - Early Identification

3.1 Providing early help is more effective in promoting the welfare of children than reacting later. We are particularly alert to the potential need for early help for particularly vulnerable children such as, for example, those who are disabled or have specific additional needs; those with special educational needs; those who are young carers; show signs of engaging in anti-social or criminal behaviour; or whose family circumstances present particular challenges for the child (substance abuse, adult mental health, domestic violence, and/or who is showing early signs of abuse and/or neglect).

3.2 Staff have a responsibility to identify the signs, indicators, and triggers of abuse and neglect, to share such information with children's social care or in some cases the police, and work together to provide children and young people with the help they need. (See Appendix 1 for types and signs of abuse and neglect). Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to their Key Stage CPO or in their absence to one of the members listed at the beginning of this document.

3.3 We are committed to continuing to develop our knowledge and skills in safeguarding and protecting children. Staff receive appropriate training, including staff induction, which is regularly updated to identify and respond early to abuse and neglect. Members of the Child Protection team all take additional training every 3 years above the training received by all staff. Training is always made available in alternative language if English is not the first language of the member of staff.

3.4 An important aspect of keeping children safe in school is the maintenance of a positive culture which supports early identification of abuse and neglect. All staff members are aware of the signs so that they are able to identify cases of children who may be in need of help or protection. Staff are advised to maintain an attitude of 'it could happen here'. To this end, we also have clear complaint policy which sets out how complaints should be directed.

3.5 These processes are in place to ensure that issues about safeguarding and promoting the welfare of children are addressed in our school by all staff who feel able to raise concerns and feel supported in their safeguarding roles.

4 Disclosures

4.1 Whenever a child discloses that they are suffering or have suffered significant harm through abuse or neglect, or have caused or are causing physical harm or sexual abuse to others, our role will be limited to listening carefully to what the child says in order to:

- clarify the concerns;
- offer reassurance that their concerns are being taken seriously and about how we will help to keep them safe;
- explain what action will be taken and within what time frame, including (as age

appropriate) their view on the consequences and significance of a referral to the appropriate bodies;

- make clear that irrespective of the child's view, we have a professional responsibility to take whatever action is required to ensure their safety and the safety of other children;
- cross examination, leading the child, pressing them for information, or giving them false assurances of absolute confidentiality since this could prejudice police or other agency investigations; especially in cases of sexual abuse.

5 What staff should do if they have a concern

5.1 Staff members must immediately refer all concerns and allegations against staff members to the Head of the Key Stage/ Assistant Head teacher or the Vice Principal. All other safeguarding concerns must immediately be referred to the CPO.

6 Informing parents/carers

6.1 We will tell the parent/carer(s) about any allegation as soon as possible if they do not already know of it. However, we will not do so in cases where a discussion is required with the police.

We will keep parents/carer(s) informed about the progress of the case and the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. Where a disciplinary hearing is held, we will not normally disclose to the parents/carer(s) either the deliberations of the hearing or the information taken into account in reaching a decision, but parents will be told of the outcome in confidence.

7 - Allegations against other children

7.1 All Allegations against other children will be referred to the relevant Head of Key Stage who will if necessary refer it onto the Safeguarding team.

7.2 If it is considered that there is a safeguarding issue, an EBIS safe guarding form will be completed.

8 - Illness and Injuries

8.1 Serious injuries or illnesses will be dealt with in accordance with our procedures for reporting and recording accidents and injuries. Consequently, we will seek medical attention immediately from accident and emergency services, informing children's social care where appropriate, and the duty paediatrician at the hospital. We obtain prior written consent from parents to seek such emergency medical treatment and advice which means that we never delay in obtaining swift medical attention while waiting for parents to arrive or to call us back; including on school trips.

9 - Record Keeping

9.1 Clear, up to date and accurate record keeping is essential to the effective management of safeguarding within our school. Not only will it help to ensure that patterns of abuse are identified but it will also help to ensure that children receive the right help at the right time.

9.2 All staff will take a record of any safeguarding related discussions with the child and/or the parents. The safeguarding officer will keep a record of all safeguarding discussions with staff members. All such records and all information provided will be kept by the CPO in one central and secure safeguarding file. All decisions and actions taken with times and dates are clearly noted and signed.

9.3 The CPO is responsible for passing any safeguarding record relating to an individual child on to any successor school separately from the main child record file, keeping a copy in school. We will ensure that this record is passed by hand or other secure delivery means, where a confirmation of receipt can be maintained.

10 - Training

10.1 All staff (including volunteers and the Head) in our school receive annual internal up-to-date refresher training from our CPO to ensure that they are fully aware of the systems in school which support safeguarding of children and these are explained to new staff as part of our induction process. This is in addition to our external [three] yearly safeguarding, including child protection, training for all members of the Child Protection team. All members of staff are required on induction to read our Code of Conduct, including neutral notifications and sign to accept that they understand the implications for safer work with our children and young people. Our school induction includes mandatory familiarisation with child protection responsibilities and procedures to be followed if anyone has concerns about a child's safety or welfare. This is always available in alternative languages for non-English speaking staff.

11 - Early Years

11.1 Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. As an early years provider, we have a duty under section 40 of the Childcare Act 2006 to comply with the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage (DfE, 2014) which includes being alert to any issues for concern in a child's life at home or elsewhere, as well as the following:

- External safeguarding training for all staff; this includes external training which is refreshed at least every three years and annual internal training conducted by the CPO. This training helps staff to recognise signs of potential abuse and neglect;
- A designated practitioner to take lead responsibility for safeguarding
- Children, including liaison with the local authority children's social care as appropriate. Our lead practitioners for EYFS has also completed child protection training, which is refreshed at least every two years.

11.2 We take all the necessary steps to keep children safe and well, as detailed in the following procedures:

- o We ensure the suitability of adults who have contact with children, we promote good
- o Health, manage behaviour well, maintain very good records, policies and procedures accordingly.
- o We allocate a key person to each child to ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with our setting and to offer a settled relationship for the child and parent.
- o We fully comply with the staff/child ratio requirements applicable to each age range of children in keeping with paragraphs 3.28 to 3.36 of the Statutory Framework for EYFS 2014.
- o We tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children; whether received before or during their employment

- with us (Paragraph 3.11 EYFS 2014).
- o We do not allow people whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for. (3.11 EYFS 2014).
 - o We ensure that we take all reasonable steps to ensure staff and children in our care are not exposed to risk and we are able to demonstrate how we are managing risks.
 - o We do not allow the use of personal mobile phones or cameras.

12 Professional Expectations

12.1 Everyone who comes into contact with our children and their families has a role to play in safeguarding children. We place a high priority on identifying concerns early and provide help for children, to prevent concerns from escalating. We do this because we are acutely aware that we play a vital role in the wider safeguarding system for children. Together with our colleagues in the police, health and other children's services, we promote the welfare of children and protect them from harm.

13 Curriculum

13.1 Our curriculum is flexible, relevant and engages pupil's interest. We use our approach to teaching and learning to promote safeguarding, including through teaching pupils how to stay safe, how to keep themselves from harm and how to take responsibility for their own and others' safety. The Personal, social, health education (PSHE), SEAL or Citizenship education programmes are planned programme of learning through which children and young people acquire the skills, knowledge and understanding they need to manage their lives.

They play a crucial part in teaching children and young people to recognise dangers and harmful situations as well as increases their awareness of preventative actions they can take to keep themselves safe and build resilience, including to radicalisation. We also use ICT classes to teach children about the safe use of electronic equipment and the internet, and in particular about the risks posed by adults and young people who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and other adults. We recognise that our senior leadership team need to ensure that teachers incorporate elements of safeguarding into their lesson objectives and schemes of work, so that safeguarding is seen as part of wider teaching and learning. Safeguarding is also as much about pupils' emotional and mental well-being as it is about their physical well-being. We create a culture of care where pupils are tolerant and respectful of each other and accept individual differences.

There is a strong approach to developing social and emotional skills in our school so that as pupils mature they are able to reflect on their own and other's rights and responsibilities. Children and young people have confidence in our school and trust the adults who work with them. Staff are approachable and helpful. Pupils feel secure and well protected, which is reflected in their positive attitudes to school.

13.2 The vast majority of adults who work with children act professionally and aim to provide a safe and supportive environment which secures the well-being and very best outcomes for children and young people in their care. There are adults who will deliberately seek out, create to exploit opportunities to abuse children. It is therefore essential that all possible steps are taken to safeguard children and young people and

ensure that the adults working with them are safe to do so. Our duty to promote and safeguard the wellbeing of children is in part achieved by raising awareness of illegal, unsafe and inappropriate behaviour.

14 Confidentiality

14.1 All staff are likely to have access to confidential information about the children and young people with whom they work in order to under take the irresponsibility. In some circumstances they may have access to, or be given, highly sensitive or private information about the child and family. These details must be kept confidential at all times and only shared when it is in the interests of the child to do so. Such information must not be used to intimidate, humiliate, or embarrass the child or young person concerned.

15 Information Sharing

15.1 If an adult who works with children is in any doubt about whether to share information or keep it confidential he or she should seek guidance from the Head or CPO in school. While staff need to be aware of the need to listen to and support children and young people, they must also understand the importance of not promising to provide or agree confidentiality with a child. Neither will they request this of a child or young person under any circumstances.

16 Roles

The Proprietor

16.1 As proprietor, International School Campus (ISC) is responsible for ensuring that the safeguarding policies, procedures and training in the School are effective and that they comply with the law in this area.

16.2 As proprietor ISC is responsible for:

- Ensuring that the school has a suitable child protection policy in place together with a staff behaviour policy and that this is made available to parents and to staff on induction.
- Ensuring that the school operates safer recruitment procedures and makes sure appropriate checks are carried out on those who work with children.
- Ensuring that the school has appropriate arrangements to deal with children who go missing from education (please see the school's separate policy).
- Ensuring that the school has appropriate arrangements for dealing with concerns and allegations against (a) all staff, including temporary staff and volunteers; and (b) other children.
- Ensuring that all staff undertake regular child protection training and that the above safeguarding procedures are understood and implemented by staff throughout the school.
- Ensuring that any deficiencies or weaknesses in regard to child protection

- arrangements are remedied without delay.
- Ensuring that children are taught about safeguarding, including E-Safety,
 - Ensuring that child's wishes and feelings are taken into account when determining what action to take
 - Ensuring that staff do not promise confidentiality and always act in the interests of the child.

17 Vulnerable situations

17.1 We pay special care to ensure that no child or adult is left in a potentially vulnerable situation, for example when working one to one. As a general rule, one to one work is avoided. However, there are occasions when it is appropriate, e.g. intimate care, religious tuition or specialist support. Where this takes place, the Head will risk assess the teaching or work space and make appropriate provisions to ensure the safeguarding of all parties.

18 Other relevant Safeguarding Policies

18.1 **Complaints Policy:** All staff, including volunteers, are encouraged to report any concerns about poor or unsafe practice and potential failures in our arrangements to safeguard children. We have a Complaints Policy which we encourage both Staff and Parents to use when they have situation to make a complaint.

18.2 **E-safety:**

We aim to protect pupils and staff and ensure they feel safe at all times,

including when using new technology and accessing the internet. We have mechanisms in place to deal with any incidents, including offensive emails, and any sanctions are applied to pupils in keeping with our behaviour policy. However, we also pride ourselves in educating our pupils to understand and respond to such risks (including the sharing of concerns with a responsible adult). We promote safe practice at all times and seek to develop a culture of e-safety in school. All teaching and non-teaching staff are able to recognise e-safety issues and it is a priority for school leadership staff. All staff receive general training and advice on E-Safety and relevant issues once a year. Every two years all members of the ICT department receive relevant accredited training.

18.3 **Anti-bullying:**

This is part of our commitment to eradicate and tackle any bullying. We are aware that this is a safeguarding matter and we also hold a separate policy which describes our approach towards the prevention of all types of bullying in more depth. We aim to ensure that our children are empowered to say 'No' to bullying and we keep a record of all such incidents, reviewing these termly at our compliance and safeguarding meeting. We keep our staff well-informed about our strategies in school, and we make our policy available for parent/carer(s).

18.4 **Learning outside the classroom (educational visits):**

Our policy and procedures are outlined in a separate policy. We believe strongly that our children benefit from a wide and rich learning environment within school and

beyond. As such, we seek opportunities to extend children's learning through an enriching programme of out of school activities, both day and residential. We place children's safety at the heart of our policy and practice. We adhere to our published guidance and carry out rigorous risk assessments of each and every trip which is outside of the day to day curriculum planning. We take care to ensure that all our trips are safely managed so that pupils have a safe but exciting and enjoyable learning experience.

18.5 Photographing children at school events:

We seek permission of parents for all photography when any child joins our school as a matter of course. However, we are aware that unless a child has special circumstances involving a need to protect their identity, there are no child protection issues involved in parents or other relatives wanting to photograph their children taking part in activities such as sports or drama events. Consent is not required for personal use but it is for commercial or publicity purposes and for data protection purposes. When we publish photographs of children we do not provide the full name of the child with the photograph, in order to safeguard their welfare.

Staff are required to use school cameras and are not permitted to use their own devices to take photographs of children.

Appendix 1 - Types of Abuse and Neglect

Abuse: “a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They maybe abused by an adult or adults or another child or children.”(KCSIE,July2015) Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger (e.g. via the internet).

One of the best ways to help children is by being aware of the signs of possible abuse. While these signs often take the form of physical injuries, behavioural indicators are also important when diagnosing abuse.

A responsible adult care-giver may also display significant indicators at that point towards the presence of child abuse.

All children are liable to get scratches, bruises, bumps and cuts from time to time in the normal course of childhood activities. Therefore it is sometimes difficult to tell the difference between injuries suffered as part of a quite normal childhood and those caused by physical abuse.

The diagnosis of child abuse requires a professional assessment. The list given below is not intended to be a comprehensive tool for recognising child abuse but such signs may indicate a problem. Further and more age specific examples can be found on the NSPCC website (see link below).

Physical abuse: “a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.” (KCSIE, July 2015)

Signs of physical abuse include:

- Injuries that the child cannot explain or explains unconvincingly
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen
- Bruising which looks like hand or finger marks
- Cigarette burns, human bites
- Scalds and burns
- Become sad, withdrawn or depressed
- Have trouble sleeping
- Behave aggressively or be disruptive
- Show fear of certain adults
- Have a lack of confidence and low self-esteem
- Use drugs or alcohol

Emotional abuse: “the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of

what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.” (KCSIE, July 2015)

Signs of emotional abuse include:

- Excessive behaviour, such as extreme aggression, passivity or become overly demanding
- Children who self-harm, for instance by scratching or cutting themselves
- Behaviour either inappropriately adult or infantile
- Children who persistently run away from home
- Children who show high levels of anxiety, unhappiness or withdrawal

Sexual abuse: *“involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.” (KCSIE, July 2015)*

Signs of sexual abuse may include:

- Difficulty walking or sitting
- Pain/itching/bleeding/bruising/discharge to the genital area/anus
- Urinary infections/sexually transmitted diseases
- Persistent sore throats
- Eating disorders
- Self-mutilation
- Refuses to change for gym or participate in physical activities
- Exhibits an inappropriate sexual knowledge for their age
- Exhibits sexualised behaviour in their play or with other children
- Lack of peer relationships, sleep disturbances, acute anxiety/fear
- School refusal, running away from home

Neglect: *“the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.” (KCSIE, July 2015)*

Signs of neglect include:

- The child seems underweight and is very small for their age
- They are poorly clothed, with inadequate protection from the weather
- They are often absent from school for no apparent reason
- They are regularly left alone or in charge of younger brothers or sisters

Appendix 2 - Specific Safeguarding Issues

Additional guidance is available on types of abuse and neglect and on specific safeguarding issues from the NSPCC website at www.nspcc.org.uk. Government guidance on other specific safeguarding issues listed below is also available via the Gov.Uk website.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190604/DF_ES-04320-2006-ChildAbuse.pdf