

Child Protection and Safeguarding Policy

Designated Safeguarding Lead Information

Designated Safeguarding Lead: Habeel Adam

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Date of policy and review date

This Safeguarding Policy was approved and adopted by Kind Education on:

Date agreed: August 2025

It will be reviewed annually or in response to significant changes in legislation or operational practice.

Next review due: August 2026

1. Introduction

Kind Education is a specialist recruitment agency based in Bristol, providing high-quality staff to schools and educational settings with a focus on supporting children and young people with Special Educational Needs and Disabilities (SEND). We work closely with mainstream and SEND-specific schools to supply trained and compliant professionals who support the learning, wellbeing, and safeguarding of all pupils. Our approach is rooted in inclusion, representation, and safeguarding-first practice.

2. Policy statement

Kind Education is committed to safeguarding and promoting the welfare of all children and young people — particularly those with Special Educational Needs and Disabilities (SEND) — who are supported by the staff we supply to educational settings.

We recognise that children with SEND may face greater risks to their safety and wellbeing due to communication challenges, increased dependency, and previous adverse experiences. As such, we embed safeguarding into every aspect of our recruitment, placement, and support processes.

This policy applies to all individuals associated with Kind Education, including our internal staff, supply staff, candidates, and the school staff we work alongside. We believe safeguarding is everyone's responsibility, and every child has the right to be safe, respected, and heard.

In implementing this safeguarding policy, Kind Education will:

- Ensure that all internal staff and candidates understand their responsibilities for safeguarding and child protection, including how to recognise and report concerns.
- Promote the safety and wellbeing of all children — including those with complex SEND needs — and respond with particular sensitivity to the risks they may face.
- Apply rigorous safer recruitment procedures, including enhanced DBS checks, references, ID

verification, and child protection interviews for all candidates before they are placed in schools.

- Act in accordance with current legislation and statutory guidance, including the Children Act 2004, Section 11 duties, and *Keeping Children Safe in Education (KCSIE)*.
- Respond promptly and appropriately to all safeguarding concerns, disclosures, allegations or incidents — and where necessary, escalate these to the relevant Designated Safeguarding Lead (DSL) in schools or the Local Authority Designated Officer (LADO).
- Recognise that children may face discrimination, neglect or abuse due to their disability, cultural background, race, or identity — and are committed to addressing these vulnerabilities in all safeguarding responses.
- Create a culture of openness, vigilance and respect, where safeguarding is seen as a shared duty across Kind Education, our candidates, and the schools we support.

Kind Education also commits to:

- Appointing a Designated Safeguarding Lead (DSL) and Deputy DSL within our organisation to oversee all safeguarding practices and manage serious incidents.
- Ensuring that all staff and candidates complete safeguarding training and receive regular updates and support to remain confident and competent in their duties.
- Keeping all safeguarding records confidential, accurate and securely stored, and ensuring that concerns are followed up appropriately and without delay.
- Working in close partnership with schools to support their safeguarding priorities, ensure proper induction of placed staff, and maintain clear communication around any safeguarding issues.

4. Designated Safeguarding Lead

Kind Education has a nominated Designated Safeguarding Lead (DSL) who is responsible for managing and responding to all safeguarding and child protection concerns within the organisation.

Our Designated Safeguarding Lead is:

Habeel Adam

Email: info@kineducation.co.uk

Phone: 0117 990 3650

The role and responsibilities of the Designated Safeguarding Lead include:

- Providing advice, guidance, and support to Kind Education staff and candidates who have concerns about the welfare or safety of a child or young person.
- Ensuring all staff and candidates are aware of what to do if they are concerned that a child may be at risk of harm or abuse.

- Taking immediate action upon receiving a safeguarding concern, ensuring it is clearly documented and recorded accurately.
- Deciding whether a referral to local authority children's services is necessary and making that referral where appropriate.
- Maintaining confidential safeguarding records securely, and ensuring all incidents and concerns are stored in the organisation's safeguarding file.
- Referring any cases involving allegations against a member of staff or candidate to the Local Authority Designated Officer (LADO) without delay.
- Referring individuals who pose a risk to children to the Disclosure and Barring Service (DBS) in line with legal duties.
- Referring any cases where a crime may have been committed to the police as appropriate.
- Ensuring concerns about radicalisation or extremism are referred to the local Channel Panel if required.
- Contributing to statutory assessments and attending multi-agency meetings, including strategy discussions where required.
- Promoting the visibility and accessibility of Kind Education's safeguarding policy among staff, candidates, and schools.
- Ensuring the safeguarding policy is reviewed annually and reflects up-to-date legislation and best practice.

All safeguarding policies and procedures are available to staff and candidates on request and are published through Kind Education's secure internal systems. Staff are regularly reminded of these procedures as part of ongoing safeguarding training and supervision.

5. Recognising the Signs and Symptoms of Abuse

Kind Education is committed to ensuring that all staff and candidates working with children and young people are trained to recognise the signs and symptoms of abuse, including specific indicators that may be more difficult to detect in children with Special Educational Needs and Disabilities (SEND).

All staff and candidates will complete safeguarding training as part of their induction process. This training will include:

- An introduction to safeguarding principles
- Understanding categories of abuse and neglect
- How to recognise signs of harm in children, including those with communication or developmental differences
- Knowing how and when to report concerns

Staff are also required to undertake refresher training at regular intervals — recommended as a minimum of every three years — to ensure their knowledge remains current and in line with statutory guidance.

All staff must familiarise themselves with the definitions and categories of abuse as outlined in *Working Together to Safeguard Children (2015)*, particularly pages 92–94, which detail:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

Staff are reminded that children with SEND may not always be able to communicate concerns in typical ways, and may show signs of abuse through changes in behaviour, regression, anxiety, or other non-verbal cues. Our training and ongoing supervision ensure our team are aware of these nuances and are confident in responding appropriately.

6. How concerns about a child or young person's safety can come to light

At Kind Education, we recognise that concerns about a child or young person's safety can arise in many different ways. It is essential that all staff and candidates remain vigilant and act immediately on any sign that a child may be at risk of harm or abuse.

Concerns may come to light through:

- A child or young person discloses or alleges that abuse has taken place or that they feel unsafe
- A third party or anonymous source shares a concern
- A child or young person's appearance, behaviour, drawings, play, or communication causes suspicion of abuse or neglect
- A child or young person makes a disclosure relating to abuse that occurred in the past
- A report is received regarding the inappropriate or unsafe conduct of a staff member, candidate, or other adult working with children — these concerns will be managed in line with our Allegations Management procedures
- A child with SEND communicates concern through non-verbal means such as withdrawal, distress, anxiety, or behaviour changes — especially when verbal communication is limited or impaired
- A teacher, support staff member, or DSL in a placement setting raises concerns about a candidate's observations or experiences in relation to a pupil's safety

We are especially mindful that many of the children supported by Kind Education staff may have limited speech, understanding, or the ability to describe harm. Therefore, our staff are trained to observe both verbal and non-verbal cues and to work closely with school safeguarding leads to ensure that any concern is followed up appropriately and without delay.

7. What to do if you are concerned about a child

At Kind Education, we take all concerns about the safety and wellbeing of children and young people extremely seriously. If a member of staff, candidate, or school partner becomes aware of or suspects that a child is at risk of harm, abuse, or neglect, it is vital that they act immediately — never assume someone else is dealing with it.

Delays or inaction can place a child at further risk.

We follow the guidance outlined in *Working Together to Safeguard Children* and the statutory duties set out in *Keeping Children Safe in Education*. All staff and candidates must follow these core steps:

Listen and record

If a child discloses abuse or shows signs of concern, listen carefully without interrupting. Reassure them they have done the right thing by speaking up. Do not promise confidentiality. Record the conversation as accurately as possible, using the child's own words where appropriate.

Report immediately

Concerns must be reported without delay to Kind Education's Designated Safeguarding Lead (DSL) or Deputy DSL. If the child is in immediate danger, call 999.

Complete a safeguarding concern form

Write a clear and factual account of what was seen, heard, or disclosed. Include dates, times, witnesses, and any immediate actions taken. Submit this to the DSL promptly.

Do not investigate yourself

Staff must not attempt to investigate or question the child further. This can compromise any subsequent formal investigations.

Follow up and support

The DSL will take responsibility for further action, which may include referring the concern to the school's DSL, the Local Authority Designated Officer (LADO), children's social care, or the police.

Maintain confidentiality

Information should only be shared with individuals on a need-to-know basis, in line with data protection and safeguarding protocols.

These procedures apply to all Kind Education staff, supply staff, and any professionals placed into schools through our agency. This includes concerns raised directly by children, staff observations, third-party disclosures, or safeguarding alerts made by school personnel.

It is never acceptable to ignore a concern or delay action. Safeguarding is everyone's responsibility.

8. Managing Allegations against a member of Staff or Volunteer

Kind Education takes all allegations made against any of its staff, candidates, or representatives seriously. We are committed to responding swiftly and in line with local safeguarding procedures and national statutory guidance, including *Working Together to Safeguard Children* and the *Safeguarding Vulnerable Groups Act 2006*.

Allegations may relate to individuals currently placed in schools or working on behalf of Kind Education in any capacity.

Kind Education will ensure any allegation made is managed fairly, transparently, and with the welfare of the child as the priority. The following procedures apply:

- Immediate steps will be taken to ensure the child or young person is safe and removed from direct contact with the individual against whom the allegation has been made.
- The person to whom the allegation or concern is initially reported must treat it seriously, keep an open mind, and must not:
 - Investigate the matter themselves or ask leading questions
 - Make assumptions or suggest alternative explanations
 - Promise confidentiality (they must instead explain that information will be shared on a need-to-know basis)
- The Designated Safeguarding Lead (DSL) for Kind Education must be informed immediately.
- The DSL will contact the Local Authority Designated Officer (LADO) in the relevant local authority (e.g. Bristol City Council) for guidance. The LADO will advise on whether the matter should be referred to social care, the police, or other relevant bodies.
- Advice will also be sought from the LADO and, where appropriate, from the police or children's social care, regarding the amount and type of information that can be shared with the accused individual during the early stages of the investigation.
- Subject to any such restrictions, the person against whom the allegation has been made will be informed of:
 - The nature of the allegation
 - The process that will follow
 - Possible outcomes (including suspension, removal from register, referral to the DBS, or disciplinary action)
- Kind Education has a legal duty under the *Safeguarding Vulnerable Groups Act 2006* to refer individuals to the Disclosure and Barring Service (DBS) when a person is removed from working with children due to safeguarding concerns — or would have been had they not resigned or left voluntarily.
- The individual who first received the concern must make a written record of what was seen, heard, or reported — as soon as possible. This should be factual, signed, and dated. The DSL may offer support but must not write the report on their behalf.
- This written report must be made available to children's social care, the police, or any official investigation authority upon request.

- Regardless of any external investigation, Kind Education will carry out an internal investigation in line with its disciplinary procedures. This may involve suspension, formal warnings, or termination of registration, depending on the outcome.
- The DSL will follow up to ensure that referrals made to the LADO or relevant safeguarding authorities are acted upon, and that communication remains open throughout the process.
- If the candidate was placed at a school when the allegation arose, the school's Designated Safeguarding Lead and Headteacher will be consulted and informed at all key stages, in line with information-sharing protocols.

This procedure reflects our duty of care to both children and staff and our firm commitment to maintaining the highest safeguarding standards across all of our placements and operations.

9. Recording and managing confidential information

Kind Education is committed to managing all information shared with us especially safeguarding disclosures with the highest level of confidentiality, professionalism, and in accordance with current data protection legislation.

When recording information related to a safeguarding concern, it is essential that staff and candidates:

- Record exactly what was said as soon as possible after any disclosure or allegation is made.
- Use the exact language or words used by the child or individual do not paraphrase or interpret.
- Make a note of any visible signs, injuries, unusual behaviours, or relevant observations.
- Where applicable, draw a simple body map to indicate the location of any visible injuries
- Complete Kind Education's Safeguarding Concern Report Form and ensure that all pages are clearly signed and dated.
- Store all safeguarding records securely in line with our internal Data Protection Policy.

This information is confidential and must only be shared on a strict need-to-know basis, such as with the Designated Safeguarding Lead (DSL), the Local Authority Designated Officer (LADO), or children's social care where appropriate.

Data Protection and Confidentiality

Kind Education complies with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018. All staff are expected to follow internal procedures for secure handling, storage, and sharing of sensitive information.

We have robust procedures in place to detect, report, and respond to personal data breaches, and we

understand our legal duty to notify the Information Commissioner's Office (ICO) if necessary.

Useful guidance includes:

- UK GDPR and Data Protection Act 2018
- Information Commissioner's Office (ICO): <https://ico.org.uk>
- Preparing for the General Data Protection Regulation: 12 steps (ICO guidance)

Children's Right to Confidentiality

Kind Education recognises that children and young people have a right to confidentiality. However, if a disclosure indicates that a child may be at risk of abuse, harm, or neglect, this information must be shared with the appropriate safeguarding authorities to ensure their safety. In these cases, the child will be informed (where appropriate) that the concern will be passed on to ensure they are protected.

11. Information sharing

At Kind Education, we understand that timely and effective information sharing is essential to safeguarding children and young people — particularly those with Special Educational Needs and Disabilities (SEND). Whether supporting Early Help services, responding to emerging concerns, or acting in cases of suspected abuse, the ability to share accurate and relevant information can be critical to ensuring a child's safety and wellbeing.

All staff and candidates working on behalf of Kind Education are expected to follow national guidance and local safeguarding procedures when handling or sharing information, including *Working Together to Safeguard Children (2023)* and the DfE's *Information Sharing: Advice for Practitioners*.

We work in partnership with schools, local authorities (such as Bristol City Council), and safeguarding professionals to ensure that information is shared securely and appropriately.

When We Share Information

In order to keep children and young people safe from harm, we may need to share relevant information with other professionals. This may include:

- Concerns about a child's health, development, welfare, or exposure to harm
- Indicators that a parent or carer may be struggling or unable to care for the child safely
- Information about adults or children who may pose a risk to others
- Patterns of behaviour, incidents, or disclosures raised during placements
- Requests for Early Help or support for families of children with SEND (with consent)

Our Principles for Information Sharing

- Information will only be shared with the informed consent of the individual or parent/carer, where appropriate, unless there is a lawful reason not to (e.g. risk of significant harm).
- If it is unsafe or inappropriate to seek consent, Kind Education may share information in the public interest to protect a child or prevent harm.
- No professional should ever assume someone else has passed on important safeguarding information. All concerns should be recorded and shared appropriately and without delay.
- Staff and candidates must always record the reason for their decision to share (or not to share) information, and keep clear notes of who it was shared with, when, and why.
- Any information shared must be done securely and in line with our Data Protection Policy, whether shared verbally, by email, or via secure digital platforms.
- Any request for information received by telephone or email must be verified to ensure the recipient is authorised to receive the information. Where in doubt, the DSL (Habeel Adam) must approve the sharing of any confidential information.

Legal Framework

Kind Education complies with the requirements of:

- The Data Protection Act 2018 and UK GDPR
- The Freedom of Information Act 2000
- The Education (Pupil Information) (England) Regulations 2005 (where applicable)

We are committed to managing all personal data securely and responsibly, and have procedures in place to detect, report, and respond to any data breaches.

Specific to SEND and Early Help

When contacting Early Help or Early Intervention services in relation to a child with SEND or additional needs, consent from the child or their parent/carer must be obtained in advance, unless there is a risk of significant harm that justifies sharing information without it.

10. Safer Recruitment at Kind Education

At Kind Education, we recognise that some individuals who seek to work with children may pose a risk to their safety and wellbeing. As a specialist SEND staffing agency, we are committed to safeguarding every child and young person we support through rigorous safer recruitment practices.

We apply the same high standards to **all candidates and staff**, regardless of familiarity or previous

experience. Every applicant must complete our full recruitment and vetting process before being placed in a school or educational setting.

Our safer recruitment process includes:

- **Application Process**

All applicants must complete a detailed application form so we can assess their suitability, experience, and qualifications consistently and fairly.

- **Clear Safeguarding Commitment**

Our safeguarding statement and expectations are made clear throughout the recruitment process, including in all job packs and candidate briefings.

- **Structured Face-to-Face Interviews**

We conduct structured interviews with pre-planned questions designed to explore experience, values, and attitudes towards working with children, particularly those with SEND.

- **Disclosure of Criminal History**

Candidates are asked to declare any criminal convictions, cautions, pending cases, or other relevant legal matters that could impact their suitability to work with children.

- **Identity and Qualification Checks**

All candidates must provide valid photographic ID and evidence of any qualifications they claim to hold. We verify all documents as part of our vetting procedures.

- **Enhanced DBS Checks**

Every candidate undergoes an Enhanced DBS check (including Children's Barred List, where applicable). This applies to all staff working directly with children or accessing sensitive information. In Bristol and the South West, we process DBS checks directly and also support candidates via registered umbrella bodies when required. More information on DBS services can be found at: <https://www.gov.uk/disclosure-barring-service-check>

- **Children's Prohibition Check Questionnaire:** In accordance with the Department for Education's requirements, all candidates are asked to declare whether they are subject to any prohibition order under the Teachers' Disciplinary (England) Regulations 2012 or similar. For relevant roles, Kind Education conducts a Teaching Regulation Agency (TRA) Prohibition Check to ensure the individual is not barred from teaching or managing schools.

- **Medical Fitness Declaration:** All candidates are required to complete a Medical Fitness Questionnaire to confirm they are physically and mentally fit to undertake work in a school environment. This check supports the employer's duty under the Education (Health Standards) (England) Regulations 2003 to ensure fitness for role, particularly in relation to duties involving vulnerable children and young people.

- **References**

We obtain and verify at least two references for each candidate, including one from their most recent employer. References include specific questions about the applicant's suitability to work with children and any safeguarding concerns.

8. Induction and Training

All staff and candidates receive safeguarding induction training prior to placement. This includes:

- Review of Kind Education's Safeguarding Policy
- Whistleblowing and allegations procedures
- Expectations for professional conduct
- Reporting mechanisms and DSL contact details

Ongoing training is required annually, and updated in line with changes to statutory guidance.

9. Record Keeping

All recruitment documents are securely stored and managed in compliance with UK GDPR and REC data handling guidelines.

This includes:

- Application forms
- Interview notes
- DBS certificates and vetting records
- Reference checks

Access to this information is limited to authorised personnel only. All data is retained in accordance with our Data Retention Policy.

- **Safeguarding Policy and Role Brief**

Every candidate receives a copy of Kind Education's Safeguarding Policy and a full job description or assignment brief for their role in the school. We ensure they understand their responsibilities before placement.

Recruitment of Overseas Applicants

In cases where we consider candidates who have lived or worked abroad, we will request overseas police checks (where available) and obtain additional character or employer references. We assess all applicants against the same safeguarding criteria, regardless of nationality or country of origin.

All checks are documented, risk-assessed where needed, and stored in compliance with our Data Protection Policy. No candidate will be placed in a school or setting until all required checks are completed

and approved by our compliance team.

More information on Safer Recruitment can be on Safer Recruitment Policy on our website.

13. Date of policy and review date

This Safeguarding Policy was approved and adopted by Kind Education on:

Date agreed: 29 July 2025

It will be reviewed annually or in response to significant changes in legislation or operational practice.

Next review due: 29 July 2026

Definitions of terms used in this policy:

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm

Staff refers to all those working for or on behalf of Kind Education full time, part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

DSL refers to the nominated Designated Safeguarding Lead or their Deputy for your organisation.

APPENDIX 1

SIGNS AND SYMPTOMS OF ABUSE AND NEGLECT

Source: '[Working together to safeguard children 2023: statutory guidance](#)' – A Guide to inter-agency working to safeguard and promote the welfare of children, pages 92-94. Published by the Department for Education, Published, 26 March 2015. Last updated 12 June 2025.

What is abuse and neglect? Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, neglect or by failing to act to prevent harm. 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 for example, via the internet. They may be abused by an adult or adults, or another child or children.

Children: Anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.

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.

Emotional abuse: The persistent emotional maltreatment of a child such as to cause severe and persistent 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 insofar 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, though it may occur alone.

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.

Child Sexual Exploitation (CSE): Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.

Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

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 94
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Female Genital Mutilation (FGM): FGM is a serious form of child abuse and violence against women and girls, and a violation of human rights. It has been illegal in this country since 1985 and there is a statutory duty to safeguard children and protect and promote the welfare of all women and girls. People guilty of allowing FGM to take place are punished by fines and up to fourteen years in prison.

FGM is defined by the World Health Organisation as "all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons". It can leave women and girls traumatised as well as in severe pain, cause difficulties in child birth, and in some rare cases it can lead to death.

There is no cultural or religious justification for FGM.

Appendix 5: Legal framework

- Kind Education works in accordance with national legislation and statutory guidance designed to protect children and young people. These frameworks form the basis of our safeguarding procedures and responsibilities. We adhere to the following key legal instruments and guidance documents:
- Children Act 1989 – Published 1989, latest amendments July 2025
- Children Act 2004 – Published 2004, amended by Children and Social Work Act 2017
- Children and Families Act 2014 – Published March 2014, latest amendments up to 2025
- Children Missing Education (Statutory Guidance) – Published September 2016
- Counter-Terrorism and Security Act 2015 (Prevent Duty, Section 26) – Published July 2015
- Data Protection Act 1998 – Superseded by Data Protection Act 2018 (published 2018)
- Disqualification under the Childcare Act 2006 – Regulations updated February 2015
- Female Genital Mutilation (FGM) Act 2003 – Amended by Serious Crime Act 2015
- Human Rights Act 1998 – Published 1998
- Information Sharing: Advice for Practitioners – Published March 2015
- Prevent Duty (under CTSA 2015) – Published July 2015
- Protection of Freedoms Act 2012 – Published 2012
- Safer Working Practice Guidance – Published October 2015
- Sexual Offences Act 2003 – Amended by Sexual Offences Act 2006
- Safeguarding Vulnerable Groups Act 2006 – Published 2006
- SEND Code of Practice: 0–25 – Published January 2015
- United Nations Convention on the Rights of the Child (UNCRC) – Ratified by UK in 1991, Scotland incorporation legislation passed 2024
- What to Do If You're Worried a Child Is Being Abused – Published March 2015
- Working Together to Safeguard Children – Latest version published December 2023