



SAFEGUARDING CHILDREN POLICY

Thomas's Academy fully recognises its responsibilities for child protection and are aware that the safeguarding and promotion of the welfare of children is of paramount importance. This policy complies with DfE guidance 'Keeping Children Safe in Education', 'Working Together to Safeguard Children', Disqualification under the Childcare Act 2006 (February 2015) and DfE statutory guidance 'Dealing with Allegations of Abuse against Teachers and other Staff' (2012). Our procedures are in line with our local safeguarding children boards.

Designated Safeguarding Lead: Miles Chester

Deputy Designated Safeguarding Lead: Karen Carpenter

Educational Welfare Officer: Peter Whitton

This policy applies to all staff, parents, volunteers, visitors and to pupils on and off the school site whilst they are the responsibility of the school.

AIMS

- To practise safe recruitment in checking the suitability of staff and volunteers to work with children
- To raise awareness of child protection issues and equip children with the skills needed to keep them safe
- To establish a safe environment in which children can learn and develop
- To develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- To support children who have been abused in accordance with his/her agreed child protection plan
- To ensure that children on the school register, of compulsory school age do not miss out on parts of their education through continuous absenteeism

We recognise that teachers are well placed to observe the outward signs of abuse. The school will create a positive ethos amongst the staff so that we can:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
- Ensure children know that there are adults in the school whom they can approach if they are worried
- Include opportunities in the PSHCE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the LSCB and take into account the guidance 'Working Together to Safeguard Children' (2015) in order to:

- Ensure that we have in each of our settings a designated teacher for child protection who has received appropriate training and support for the role
- Ensure that every member of staff and volunteer knows the name of the designated teacher and their role
- Ensure that every member of staff and volunteer understand their responsibilities in being alert to signs of abuse and responsibility for referring any concerns to the designated teacher
- Develop links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences
- Keep written records of concerns about children, even where there is no need to refer the matter immediately
- Ensure all written records are kept securely, separate from the main pupil file, and in a locked location
- Develop and follow procedures where an allegation is made against a member of staff or volunteer
- Ensure safe recruitment practices are always followed
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection
- Ensure that pupils who have been abused are supported in line with the child protection plan
- Ensure that the child welfare office of the appropriate Local Authority is informed of any unexplained absence of two days for pupils on the CP register and ten consecutive days for others
- Ensure that information is passed to relevant bodies, especially when a pupil moves school.
- Ensure that staff working with Early Years, Reception and Year 1 pupils or at before and after school clubs attended by children under eight years of age are aware of the requirement to confirm that they are not disqualified from working in those settings.
- Ensure staff are aware of the relevant legislation relating to Disqualification by Association and that they must advise the head teacher if they are concerned that they may be disqualified.

The role of the Governors

- To ensure that safe recruitment procedures are followed and that all appropriate checks are carried out on all staff
- To ensure that the school has a Designated Lead who is a member of the Senior Leadership Team and has undergone regular inter-agency training
- To provide sufficient resources to enable appropriate training to be given to the Head, the Designated Lead and other staff at regular intervals
- To ensure that the Safeguarding Policy and procedures are consistent with London Safeguarding Children Board (LCSB) requirements and are reviewed annually
- To ensure that the school has procedures for dealing with allegations of abuse against members of staff that comply with the LSCB

The role of the Head

- To understand procedures set out by the London Safeguarding Children Board and the role of the Designated Leads
- To ensure that the Safeguarding Policy and procedures are implemented and followed by all staff and concerns are handled sensitively and in accordance with the whistle-blowing procedures
- To ensure that all temporary staff and volunteers are made aware of the school's arrangements for safeguarding children
- To monitor the effectiveness of the policy and procedures and liaise with the Governors over amendments
- To ensure that the Designated Leads receive sufficient support, training, time and resources to carry out their role effectively
- To ensure that all staff know and are alert to possible signs of abuse and know what to do if they have any concerns or suspicions
- To be aware of any off-roll notification should there be safeguarding concerns and to follow this up in conjunction with the Designated Safeguarding lead and, if applicable, with the local borough safeguarding team
- To create a safe environment and a caring ethos within the school
- To make parents aware of the school's Safeguarding Children Policy
- To ensure that pupils' safety and welfare is addressed through the curriculum and related policies (anti-bullying – including tackling cases of homophobia and racism, behaviour, equal opportunities, PSHE)

The role of the Designated Lead (Currently the Head Teacher)

The Designated Lead is generally the person to whom anyone working in the school is required to report instances of actual or suspected child abuse or neglect.

The Deputy Designated Lead is appropriately trained and in the absence of the Designated Lead, carries out those functions necessary to the ongoing safety and protection of pupils.

The three broad areas of responsibility of the Designated Safeguarding Lead are:

- **Managing Referrals**
 - To be responsible for referring cases of suspected abuse or allegations to the local authority children's social care. This includes dealing with allegations about members of staff. Referrals will be confirmed in writing
 - To inform the Disclosure and Barring Services in cases where a person is dismissed or left due to risk/harm to a child
 - To inform the police in cases where a crime may have been committed
 - To act as a source of support, advice and expertise to staff within the educational establishment on matters of safety and safeguarding and when deciding whether and when to make a referral by liaising with relevant agencies. Where there is doubt, advice will be sought from the Deputy Designated Lead, the Lead Officer for Education Services or the Child Support Services Duty Manager. Alternatively anonymous advice can be obtained from the NSPCC helpline (0800 800 5000)

- To keep detailed, accurate, secure written records of concerns and referrals
- To report to the local authority any pupil who fails to attend school regularly, has been absent, without the school's permission for a continuous period of 10 school days or more
- To liaise with the Head to inform him or her of any issues and ongoing enquiries.
- **Training**
 - To keep up to date with training (every two years) in identifying and referring suspected cases of abuse and pass new information to staff, Heads, Principals and Vice Principal.
 - To understand the assessment process for providing early help and intervention
 - To have a working knowledge of how local authorities conduct a child protection case conference and be able to attend and contribute to these effectively when required to do so
 - To develop effective links with relevant statutory and voluntary agencies and to be the first point of contact for outside agencies who are pursuing Child Protection investigations
 - To be alert to the specific needs of children in need, those with special educational needs and young carers
 - To obtain access to resources and attend any relevant or refresher training courses
 - To encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them
 - To ensure each staff member has received appropriate training to be refreshed every three years
 - To keep a record of staff attendance at Safeguarding training
- **Raising Awareness**
 - To be familiar with and understand the DfE guidance 'Keeping Children Safe in Education' (2015), 'Working Together to Safeguard Children' (2015), LSCB procedures and the HM Gov advice 'What to do if you're worried a child is being abused' (2015)
 - To ensure that all staff and support teams (permanent, temporary or supply) sign to say they have read and understood the Safeguarding Policy and Part 1 of Keeping Children Safe in Education (2015)
 - To ensure that all parent volunteers and PTA Reps working in school are aware of the School's Safeguarding Procedures
 - To ensure each staff member is aware of and has access to the school's Safeguarding Policy
 - To ensure the school's safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly
 - To ensure the Safeguarding Policy is available publicly
 - To ask previous schools for details of any safeguarding issues for children new to the school
 - Where children leave the establishment to ensure their child protection file is copied for any new establishment as soon as possible but transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained

The role of the teacher

- To be aware of the contents of the Safeguarding Children policy and procedures and the identity of the Designated Lead
- To set a good example by conducting themselves appropriately and maintaining suitable standards of conversation and interaction with and between pupils
- To help pupils understand how to keep themselves safe and manage risk through PSHE discussions and through all aspects of school life
- To foster a culture of trust between adults who work at the school and children who attend it
- To undertake training to identify and be alert to possible causes or symptoms of abuse
- To identify children at risk of being drawn into terrorism and to challenge extremist ideas which can be used to legitimize terrorism and are shared by terrorist groups
- To build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views
- To be alert of persistent absenteeism of any pupils and report concerns to the Designated Lead should it be felt there may be safeguarding concerns
- To be open, accepting and ready to listen to a pupil and to follow the procedures outlined in this policy in the event of a disclosure.
- Members of staff are required to 'self declare' if there are any changes to their own criminal record or if there is a change in their personal circumstances which may affect the 'disqualification by association' criteria as listed in the DfE Disqualification under the Childcare Act 2006 statutory guidance of February 2015. They are also encouraged to sign up for the DBS update service to enable future status checks to be made.

PROCEDURES

Recognising indicators of abuse

Staff in schools are uniquely placed to observe outward signs of abuse, unexplained changes in behaviour or failure to develop. Children who are victims of abuse often display emotional and behavioural difficulties. Staff should also be aware that children with special educational needs may be especially vulnerable to abuse and, therefore, extra care should be taken to correctly interpret apparent signs of abuse or neglect. **Appendix 2** of this Policy lists some of the types of abuse with which staff should be familiar.

All members of staff should be aware of the four key steps to follow to help identify and respond appropriately to possible abuse and/or neglect:

- Be alert – to be aware of signs of abuse and neglect and to understand the procedures set out in local multi-agency safeguarding arrangements
- Question behaviours – to be aware if something seems unusual and try to speak to the child alone, if appropriate to seek further information
- Ask for help – discuss concerns with the Designated Lead
- Refer – make a referral to the LSCB. This would usually be made by the Designated Lead but can be made by any practitioner.

It may not always be appropriate to go through all four stages sequentially. If a child is in imminent danger or is at risk from harm the matter should be referred to children's social care and/or the police.

Dealing with a Disclosure

If a child reports, following a conversation you have initiated or otherwise, that they are being abused or neglected the following procedure should be followed:

- Listen to the pupil, take their allegation seriously and reassure them that you will take action to keep them safe.
- Do not interrupt if he or she is recalling a significant event; the first account is usually the most accurate.
- Do not guarantee confidentiality; referrals may have to be made in order to safeguard the pupil
- Ensure that any questions that need to be asked to clarify understanding are as open as possible and do not lead the pupil.
- Report orally to the designated teacher as soon as possible but certainly on the same day. If the Designated Lead is not available, report to the Deputy Designated Lead, the Head or a member of the SLT
- Keep any suspicions confidential and not discuss them with anyone other than those mentioned above
- Make a written note of the discussion as soon as possible and at least within twenty-four hours to give to the Designated Lead. Note time, date, place, people present and what was said. Records should be verbatim; the notes may be needed in subsequent court proceedings. All notes should be signed.
- Teachers are not required to investigate further, but may be required to support or monitor the pupil in the future.
- Members of staff have the right to contact the child protection agencies independently if it is felt that the school has not responded appropriately to concerns. The contact details for the LSCBs are: familyservices@lbhf.gov.uk or tel: 020 8753 6600

Referrals

Normally, when there are Safeguarding concerns, the Designated Lead will contact parents before making a referral to Children's Social Care Services. However, there are some exceptions; see below.

Physical injury, emotional abuse or neglect:

- The Designated Lead will contact Children's Social Care Services. If there has been a deliberate injury or where there are concerns about the child's safety, the child's parents should not be contacted before first consulting with social services
- Where emergency medical attention is necessary it will be sought immediately. The Designated Lead should inform the doctor of any suspicion of abuse
- If a referral is being made without the parent's knowledge and non-urgent medical treatment is required, social services should be informed. Otherwise, speak to the parent and suggest medical attention should be sought for the child.
- If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, for example, urgent Police intervention should be requested.

Sexual abuse:

- The Designated Lead will contact Children's Social Care Services or Police Child Protection Team
- The Designated Lead will not speak to the parents
- Under no circumstances should the Designated Lead, or any other member of the school, attempt to carry out any investigation into the allegations or suspicions of sexual abuse. The role of the Designated Lead is to collect the exact details of the allegations or suspicion and to provide this information to the child protection agencies.

Dealing with allegations of abuse against staff

If any allegation of abuse is made against a member of staff, the LSCB procedures will be followed and we shall have regard to the guidelines on practice and procedure given in Part 4 of the DfE statutory guidance 'Keeping Children Safe in Education (2015).

Allegations that might indicate that a person is unsuitable to continue to work with children are where a person has:

- behaved in a way that has harmed a pupil, or may have harmed a pupil
- possibly committed a criminal offence against or related to a child
- behaved towards a pupil or children in a way that indicates that he or she would pose a risk of harm if they work regularly or closely with children

The procedures for dealing with allegations need to be applied with common sense and judgement. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer is dealt with very quickly, in a fair and consistent way that provides effective protection for the pupil and at the same time supports the person who is the subject of the allegation.

In response to an allegation all other options should be considered before suspending a member of staff: suspension should not be the default option. An individual should be suspended only if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the employer and the individual notified of the reasons.

A member of staff receiving an allegation of abuse against another member of staff should report this immediately to the Head, unless the Head is the one against whom the allegation is made. An allegation against the Head should be reported to the Chair of Governors. If the Head is absent, the report should be made to the Chair of Governors. Many cases may well not warrant the consideration of either a police investigation or enquiries by the LSCB. In these cases local arrangements should be followed to resolve cases without delay. However some rare allegations will be so serious they require immediate intervention by the LSCB, in which case the following guidelines are followed:

1. The Head should consult the local authority Safeguarding Children Referral & Quality Assurance Team and obtain written details of the allegation, signed and dated, from the person who received the allegation (not the pupil).
2. The Head should record any information about dates, times, locations and names of potential witnesses.

3. An initial assessment of an allegation should be made by the duty officer and the Head to judge whether there is need for immediate action to protect the pupil, the allegation is demonstrably false, there has been inappropriate behaviour or poor practice that can be dealt with through the school's disciplinary procedures.
4. Where a referral is made because the pupil has suffered or is likely to suffer significant harm, or the alleged abuse is a criminal offence, the LSCB procedures will be followed. The local authority will be informed of all allegations and be invited to discuss the allegation with the Head to confirm details and the best way of informing parents (if they are not already aware).

The local authorities for the schools are:

- Triborough: Hammersmith and Fulham, Kensington and Chelsea:

LADO: Jane Foster, Direct Tel: 020 7641 6108,

Hammersmith and Fulham E-mail: lado@lbhf.gov.uk

5. The Head will inform the accused person about the allegation after consulting the LADO (Local Authority Designated Officer)
6. If the allegation is not false or unfounded and there is cause to suspect a pupil is suffering, or likely to suffer significant harm, a strategy meeting will be convened
7. Teachers are permitted to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour. This should be taken into account if the allegation is about physical contact.
8. The LADO may hold meetings with other agencies e.g. the police, if it is judged that the threshold of significant harm has not been reached.
9. In cases where other interagency involvement is not required, the LADO will discuss with the Head what steps to take. The Head may decide to take no further action, to dismiss the person or not to use that person's services in the future.
10. Where further investigations are required before deciding how to proceed, the Head will decide, with the LADO, who will investigate; this may be an independent investigator provided by the Local Authority.
11. The Head will make the decision whether or not to suspend, given the risk to the pupil and where the allegations warrant investigation by police.
12. Outcomes of allegations against members of staff may be defined as Substantiated, False, Malicious, Unfounded or Unsubstantiated.
13. If the allegation is substantiated, the person is dismissed or the school no longer uses his/her services, then the LADO will discuss with the school whether a referral should be made to the National College for Teaching and Leadership (NCTL)
14. If the person is considered unsuitable to work with children, a report will be made to the Disclosure and Barring Service (DBS) within one month of their leaving the school.
15. For children in the Early Years Foundation Stage the school will also inform Ofsted within 14 days at the latest of any allegations of serious harm or abuse and of the action taken in respect of these allegations.
16. If an allegation is not substantiated and the person returns to work, the school will support that person through offering for example, a phased return or a mentor.
17. Allegations that are found to be malicious should be removed from personnel records; and any that are unsubstantiated, are unfounded, or malicious should not be referred to in employer references.

Training

- All newly recruited staff (teaching and non-teaching) are given in-house training on safeguarding issues as part of their induction, covering how to identify and respond early to the needs of all vulnerable children
- Refresher courses are organised in school to ensure that everyone is re-trained every three years
- Training is provided about the duty to 'prevent terrorism', using the 4 main themes from The Prevent Duty – Risk Assessment, Working in Partnership, Staff Training, IT Policies
- The Designated Safeguarding Leads undertake inter-agency training every two years. They are encouraged to attend network meetings and external courses.
- At least one person in each recruitment process has had "Safer Recruitment" training
- A record is kept of staff training, including type of training and dates.

Dealing with allegations of abuse against other children

If an allegation of abuse is made about another child it should be reported directly to the Designated Safeguarding Lead who will consult with the Head and the Duty Social Work service for the borough, and follow guidelines as laid out in our Anti-Bullying Policy and general safeguarding guidelines as applicable.

Safety in school

Entry to school premises is controlled by secure doors, constant staff supervision or video surveillance. Authorized visitors are logged in and out of the premises and asked to wear visitor badges. Unidentified visitors will be challenged by staff or reported to the Head or School Office. The presence of intruders and suspicious strangers loitering near the school will be reported to the Police and the LA so that other schools can be alerted.

No internal doors to classrooms will be locked while pupils are present. Members of staff who work with children on a one to one basis are made particularly aware of policies and procedures with regard to safeguarding as the nature of their work means they are more vulnerable to allegations made against them or a pupil may see their individual lesson time as a private opportunity to make a disclosure. See Appendix 1

Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own Safeguarding Policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential trips and work related activities, we will check that effective safeguarding arrangements are in place.

First Aid and Medical Plans

Except in cases of emergency, first aid will only be administered by qualified first aiders. All first aid treatment will be recorded and where significant will be shared with parents at the earliest opportunity.

Children requiring regular medication or therapies for long term medical conditions will be made the subject of a medical plan that has been agreed with parents.

Contractors

Building contractors who work on the school site will be made aware of this policy. Long-term contractors who work in the school during term time will be asked to provide their consent for DBS checks to be undertaken. These checks will be undertaken when individual risk assessments by the SLT deem this to be appropriate. During major works, when large numbers of workers and sub-contractors may be on site during term time, Health and Safety risk assessments will include the potential for contractors and their employees to have direct access to pupils in non-teaching times.

REFERENCES

This policy has been informed by and complies with:

DfE statutory guidance 'Keeping Children Safe in Education (July 2015),

DfE advice 'The Prevent Duty' (June 2015) from The Counter-Terrorism and Security Act (2015)

HM Gov advice 'What to do if you're worried a child is being abused' (March 2015)

DfE statutory guidance 'Disqualification under the Childcare Act 2006' (February 2015)

HM Gov guidance 'Working Together to Safeguard Children' (March 2015),

See also: **Anti-bullying Policy, Behaviour Policy, Code of Conduct, Complaints Policy, E-Safety Policy, ICT Acceptable Use Policy, Whistleblowing Policy**

This policy will be reviewed annually			
Created: March 2008	By:	NTL Thomas and BVR Thomas, Principals and Jill Kelham Vice Principal	
Latest Review: September 2015	By:	Joanna Copland, Vice Principal	Changes made
September 2015	By	Miles Chester	Edit from TLDS policy to Academy version
Next Review: April 2016	By:	NTL Thomas and BVR Thomas, Principals and Joanna Copland, Vice Principal	

Appendices

Appendix 1: Types of abuse

Appendix 2: Working with children one-to-one

Appendix 3: Useful references and organisations

SAFEGUARDING POLICY APPENDIX 1

DEFINITIONS AND SIGNS OF ABUSE

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child either directly by inflicting harm, or indirectly, 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. They may be abused by an adult or adults, or another child or children.

DEFINITIONS

There are four types of child abuse. They are defined in the DfE Statutory Guidance 'Keeping Children Safe in Education' (2015) as follows:

1. Physical abuse
2. Emotional abuse
3. Sexual abuse
4. Neglect

Specific safeguarding issues of which staff should be aware are: a child missing from education, a child missing from home or care, child sexual exploitation (CSE), bullying including cyberbullying, domestic violence, drugs, fabricated or induced illness, faith abuse, female genital mutilation (FGM), force marriage, gangs and youth violence, gender based violence, mental health, private fostering, preventing radicalisation, sexting, teenage relationship abuse, trafficking

SIGNS

Details of understanding and identifying abuse and neglect can be found on pages 5 – 10 of the HM Gov non-statutory advice for practitioners 'What to do if you're worried a child is being abused' (March 2015).

www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

Further information can be found in DfE Statutory Guidance 'Keeping Children Safe in Education' (2015), pages 11 and 12.

www.gov.uk/government/publications/keeping-children-safe-in-education--2

SAFEGUARDING POLICY APPENDIX 2

WORKING WITH CHILDREN ONE-TO-ONE

Working with children in one to one situations requires additional safeguards to be in place. Adults working in one to one settings are more vulnerable to unfounded or malicious allegations being made against them. One to one situations also have the potential to make the child more vulnerable to harm by those who seek to exploit their position of trust. It is important that every effort is made to ensure the safety and security of children and the adults who work with them.

Teachers also need to recognise that they may also pick up on concerns about a child or a child may disclose that they are being abused.

Principles (from Safer Working Practice guidance 2009)

- The welfare of the child is paramount
- It is the responsibility of all adults to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children.
- Adults who work with children are responsible for their own actions and behaviour and should avoid any contact which would lead any reasonable person to question their motivation and their intentions.
- Adults should work and be seen to work, in an open and transparent way.
- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious and /or sexual identity.

Working arrangements

- A teacher must carefully consider the needs and circumstances of the child when in one to one situations
- It is advisable to leave the door of the classroom open when working in a one to one situation. In cases where privacy is required, it is essential that the teacher and child are visible through a window at all times.
- In the rare case of tutoring a child at home, a parent or carer must be in the house and the door to the room must be kept open.
- If lone working is an integral part of the role, appropriate risk assessments should be undertaken and conditions agreed with the line manager.

Confidentiality

- Teachers have a duty to report any concerns regarding a child's welfare
- Teachers must be aware of the contents of the Safeguarding Children Policy and the name of the designated teacher
- If a child discloses any information about abuse, the teacher must not ask leading questions or promise confidentiality
- All concerns must be recorded, dated and signed

SAFEGUARDING POLICY APPENDIX 3

Useful references and organisations

London Safeguarding Children Board www.londonscb.gov.uk

‘What to do if you’re worried a child is being abused.’ Published by DFES 04320–2006

National Society for the Protection of Children www.nspcc.org.uk

Kidscape www.kidscape.org.uk

Stonewall www.stonewall.org.uk

The Safe Network www.safenetwork.org.uk

Child Line 0800 11 11 www.childline.org.uk

Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings. March 2009

Barnado’s www.barnados.org.uk

www.horsemouth.co.uk Mentoring site where users can give and receive confidential advice.

<http://www.thehideout.org.uk/>

Below is a selection of useful teaching resources on domestic abuse/violence for schools

‘Is this Love?’ Lesson plans and guidance for schools

<http://www.devon.gov.uk/adva-education-pack.pdf>

Respect Training Resources for primary and secondary schools – developed in Scotland but an excellent resource for use in all schools. www.zerotolerance.org.uk

‘Stop Hitting Mum’ – Children talk about domestic violence (2003) Mullender A, et al Young Voice.

‘Hitting and Hurting – Living in a Violent Family’ Pickering, F (2000) The Children’s Society.

‘Child protection and domestic violence’ Mullender A, Dobbonair T (2000) Venture Press.

The Woman who Walked Into Doors, Roddy Doyle, Random House (1997).

Children’s Perspectives on Domestic Violence, Mullender A, Hague G, and Regan L (2002), Sage.