



Safeguarding and Child Protection

KidSafe matched with Ofsted* and Keeping Children Safe in Education (KCSiE)* requirements 2016/18

KidSafe makes significant contributions to support schools in safeguarding pupils.

These guidelines are designed to:

- Assist head teachers with documentation regarding safeguarding and child protection criteria when KidSafe programmes are delivered in their school.
- Enable all schools to achieve 'good' or 'outstanding' in encouraging pupils to be aware of their own safety and in supporting staff to be aware of the guidance they need to give to pupils both in and out of school.

The following document is intended to be amended to represent school's actual implementation of KidSafe programmes. Please insert and delete as appropriate.

KidSafe helps meet Ofsted and KCSiE requirements although not designed to specifically match their criteria.

*Sections with KidSafe relevance have been selected from the **Ofsted School Inspection Handbook January 2015, No. 120101** and **Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges Sept 2016 & revised guidance 2018**

Selected aspects of Ofsted School Inspection and Keeping Children Safe in Education requirements corresponding with KidSafe UK programmes having been delivered.

All KidSafe programmes are based on good practise and are delivered without shattering pupils' innocence.

KidSafe Aims:

- Pupils are able to protect themselves against all forms of abuse including peer-on-peer abuse, sexual & domestic abuse.
- Pupils feel safe at all times in school and in all alternative provision placements.
- Pupils understand very clearly what constitutes unsafe situations and are highly aware of how to keep safe, including in relation to e-safety.

How KidSafe meets criteria from the Ofsted evaluation schedule and KCSiE requirements:

KidSafe registered schools, with at least one KidSafe trained educator in school, deliver a variety of age appropriate safeguarding workshops helping pupils to keep themselves safe in a variety of situations. Workshops link in with annual bullying and cyber safety/e-safety weeks, when the main messages of the workshop can be re-visited and re-enforced. By regularly accessing the KidSafe Website educators reinforce their awareness and understanding of safeguarding and promoting children's welfare.

Delivering the full programme helps meet Ofsted and KCSiE criteria:

KidSafe trained educators deliver a comprehensive 6 session safeguarding programme to all pupils in school, potentially annually, giving pupils very simple but effective strategies to deal with all forms of child abuse. The age appropriate programme covers sexual, physical, emotional and domestic abuse. It also includes an in-depth e-safety section which gives children strategies to deal with inappropriate images, privacy settings and enables children to make healthy choices about their use of technology. Various additional workshops are aimed at specific age groups and to meet specific needs including peer on peer abuse.

Pupils are fully aware of different forms of bullying, including cyber bullying, and are taught strategies to prevent it from occurring.

Matching KidSafe with Ofsted (p3-12) and KCSiE (p13- 15) criteria:

Where specific KidSafe sessions match requirements they are coded as follows: Training manual = **TM** Full Programme 1= **FP1**

Additional Scenarios = **AS** Early Years Programme = **EYFS** Safe Use of the Internet and Cyber Bullying Y3/4 & Y5 upwards = **CB**

General:

- KidSafe educator/s is/are named adult/s in school supporting the school's commitment to safeguarding pupils. Pupils recognise the KidSafe educator is an absolute trusted adult. (Picture/s of KidSafe educator/s can be displayed so pupils know who they can talk to.)
- Pupils have a shared vocabulary for expressing feelings with their peers, staff and their parents/carers.
- School staff deliver each session so pupils know how to ask the adults in school for help and are reassured that they will be listened to.
- The KidSafe programme is fully inclusive
- Pupils learn that they are in charge of the decisions they make and can say 'no' e.g. when faced with peer pressure, or any inappropriate behaviour by an adult or child.

OFSTED: How KidSafe addresses criteria

	Ofsted - how schools will be judged taken from School inspection handbook January 2015: The Evaluation Schedule for Schools <u>Sections selected for KidSafe relevance</u>	Ofsted criteria met through KidSafe: Only trained educators can deliver the programme. A KidSafe lanyard is worn during the delivery of the programme/sessions. Pupils know the adult can be trusted. Parents/carers helping in school cannot be in the sessions. This might prevent a pupil from disclosing something.
129	Evaluating how well individuals benefit from the education provide by their school	KidSafe is designed to be delivered to include all pupils: disabled, SEN, pupils with protected characteristic, high and low attainers and disadvantaged pupils (pupil premium). KidSafe is delivered at the appropriate age and developmental level. Appropriate training is given to educators to deliver to each age group. A variety of teaching methods are used, including kinaesthetic. Educators report and evaluate the effectiveness of each programme to KidSafe UK and to stakeholders of the school; and report to staff, leadership team and governors. Schools are encouraged to provide extra access to the programme for pupils where there is specific concern.
131	Defining spiritual, moral, social and cultural development The spiritual development of pupils is shown by their: <ul style="list-style-type: none"> ■ ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values ■ sense of enjoyment and fascination in learning about themselves, others and the world around them ■ use of imagination and creativity in their learning ■ willingness to reflect on their experiences 	FP1, CB, AS: KidSafe encourages pupils to reflect on their own and other people's feelings through group and 1 to 1 discussions, practical activities and scenarios suggested in the programmes. FP1: By helping to ensure that pupils deal with uncomfortable feelings KidSafe helps them enjoy life more and learn more readily. The KidSafe programme aims to enhance self-esteem through participating in the programme and showing the children that being KidSafe registered school provides a culture of support for them. Pupils may identify with the situations in the scenarios and/or help the puppet KS solve problems he encounters.

132	<p>The moral development of pupils is shown by their:</p> <ul style="list-style-type: none"> ■ ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England ■ understanding of the consequences of their behaviour and actions ■ interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues. 	<p>FP1, EYFS: Pupils are taught to identify when something doesn't feel right and then do something about it. KidSafe resources are used to support pupils in accessing age appropriate materials e.g. ratings on DVDs and games; what to do when you break rules; knowing watershed time.</p> <p>FP1: In relation to bullying and private places pupils learn to understand consequences; owning up when something has gone wrong or they have done something wrong. They learn about peer pressure and about making healthy choices.</p> <p>FP1: Children are invited to discuss how others might be feeling when they are being bullied etc. Pupils are invited to help solve problems that the puppet KS shares with them. These problems are differentiated to be age appropriate.</p>
133	<p>The social development of pupils is shown by their:</p> <ul style="list-style-type: none"> ■ use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds ■ willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively 	<p>FP1: Pupils are taught to say 'no' assertively. They are taught rules for when it's okay and not okay for 'private places' being exposed (e.g. changing for swimming) and inappropriateness of some 'touching' and not to hurt, grab just for fun.</p> <p>All workshops: Implicit in all KidSafe workshops is enhancement in pupils' confidence and ability to make choices and therefore they participate more fully in educational and social settings.</p>

	<ul style="list-style-type: none"> ■ acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. 	<p>All workshops promote individual liberty by empowering them to speak out if something doesn't feel right. KidSafe workshops encourage pupils to understand how others, as well as themselves, might be feeling and to respect each other.</p> <p>AS: Additional scenarios allow pupils to address issues to do with 'difference'. Pupils who are feeling good about themselves will be in a better position to contribute positively to modern Britain.</p>
134	<p>The cultural development of pupils is shown by their:</p> <ul style="list-style-type: none"> ■ interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio economic groups in the local, national and global communities. 	<p>All workshops encourage respect, and therefore tolerance, for others.</p>
146	<p>Quality of leadership in and management of the school Inspectors should consider how well leaders, managers and governors pursue excellence, modelling professional standards in all of their work for example through:</p> <ul style="list-style-type: none"> ■ having the highest expectations for social behaviour among the pupils and staff, so that respect and courtesy are the norm 	<p>KidSafe educators set high expectations of behaviour in workshops with the rules of Good listening and respecting each other emphasised at the start of every lesson. KidSafe principles are explained at staff and governors meetings to ensure relevant messages, vocabulary and expectations are known to and understood by all. Messages from the programme are displayed in the school and key vocabulary is known and used by staff and pupils. The school's LT model behaviour and have appropriate strategies and policies in place to enforce respect and courtesy.</p>

146	<ul style="list-style-type: none"> ■ the consistent application of policies and procedures, in particular in relation to reading, writing, mathematics and behaviour ■ the extent to which pupils, parents and staff are committed to the vision and ambition of leaders, managers and governors 	<p>KidSafe messages about behaviour pervade the school. FP1 Rules for Children are on display in classrooms.</p> <p>Pupils, parents and staff are able to talk about KidSafe and it is on the agenda for staff and governors meetings; teachers know the programme is being rolled out in school i.e. which year groups etc.</p>
147	<p>Inspectors should consider the effectiveness of monitoring and evaluation and the extent to which it is shared with governors. This includes monitoring and evaluation of:</p> <ul style="list-style-type: none"> ■ the satisfaction levels of pupils and their parents 	<p>All KidSafe programmes require pupils to respond to how they feel about the sessions in one of three ways: 'thumbs', group feedback, and written feedback. Parent/cares are invited to an information session prior to the delivery of FP1. Feedback from parents/cares is welcome. Letters are sent home after each session so parents are fully informed.</p> <p>Through delivering the KidSafe programme in school parents/carers are made aware of the school's commitment to safeguarding children.</p> <p>Because the KidSafe programme provides children with a shared set of keeping safe rules they understand that the school supports them and that they can provide help if necessary.</p>
152	<p>Inspectors should consider how well leadership and management ensure that the curriculum:</p> <ul style="list-style-type: none"> ■ is broad and balanced, complies with legislation and provides a wide range of subjects, preparing pupils for the opportunities, 	<p>Delivery of KidSafe workshops underpins attitudes in all areas of the curriculum with transferable skills both for pupils now and in their future lives. E.g. FP1 work on trust, assertiveness - saying 'no', speaking out if something doesn't feel right.</p> <p>All KidSafe workshops promote individual liberty by empowering pupils to speak out if something doesn't feel right. KidSafe</p>

	<p>responsibilities and experiences of later life in modern Britain; inspectors should not expect to see a particular range of subjects but should be alert to any unexplained narrowness in the breadth of curriculum being offered by the school</p> <ul style="list-style-type: none"> ■ actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs ■ focuses on the necessary priorities for ensuring that all pupils make excellent progress in reading, writing and mathematics ■ promotes high levels of achievement and good behaviour ■ information about what is taught in the curriculum each year is shared with parents and carers, including by meeting the statutory requirement to make curriculum information available on the school's website ■ promotes tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics) through the effective spiritual, moral, social and cultural development of pupils, including through the extent to which schools engage their pupils in extra-curricular activity and volunteering within their local community 	<p>workshops encourage pupils to understand how others, as well as themselves, might be feeling and to respect each other. In FP1 the pupils are given a set of class rules regarding how they should behave towards others and they towards them. Every KidSafe session has the rules of Good listening and respecting each other.</p> <p>AS: Additional scenarios allow pupils to address issues to do with 'difference'.</p> <p>Pupils experiencing problems who use the strategies taught through KidSafe and are having their fears addressed will be in a better position to make good progress with their school work.</p> <p>FP1: Addresses mental health and emotional wellbeing which helps enable children to attain and behave well.</p> <p>FP1: Parents and carers are invited to attend meetings prior to the sessions taking place. Pupils take letters home following each session to outline what has been covered. School (may) inform parents and carers about KidSafe work via the school's website.</p> <p>All KidSafe workshops promote tolerance and respect for difference of any sort.</p>
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	<ul style="list-style-type: none"> ■ is effectively planned and taught ■ includes a rounded programme of assemblies that help to promote pupils' spiritual, moral, social and cultural development, providing clear guidance on what is right and what is wrong 	<p>All KidSafe workshops are well planned and messages are taught effectively using a carefully crafted script to ensure messages are delivered consistently. KidSafe educators have studied the underlying principles of the programmes.</p> <p>AS: KidSafe messages are reinforced through extra scenarios in assemblies focusing on what to do when something doesn't feel right.</p>
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157	<p>Inspectors should consider the effectiveness of safeguarding arrangements to ensure that there is safe recruitment and that all pupils are safe. This includes the:</p> <ul style="list-style-type: none"> ■ maintenance of the single central record and appropriate arrangements for child protection ■ effectiveness with which a school identifies any pupils who may be at risk, using a case study approach based on concerns about individual pupils that may have originated either inside or outside the school ■ action taken following any serious incident 	<p>KidSafe sessions deliver strategies directly to the pupils which enable them to protect themselves and speak out when something has happened to them.</p> <p>KidSafe educators are reminded about their school's policies with regard to safeguarding concerns and reporting.</p> <p>KidSafe sessions are a way via which pupils may disclose inappropriate things that have happened to them and therefore help identify pupils at risk. KidSafe training manual informs educators about handling potential disclosures and the script is delivered in such a way that educators do not seek disclosure. KidSafe may be being delivered in a nurture group and 1 to 1.</p> <p>KidSafe educators are reminded about their school's policies with regard to reporting.</p>
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	<ul style="list-style-type: none"> ■ effectiveness of the arrangements for safeguarding pupils who are educated wholly or partly off-site at a unit run by the school or at alternative provision ■ approach to keeping pupils safe from the dangers of radicalisation and extremism, and what is done when it is suspected that pupils are vulnerable to these ■ promotion of safe practices and a culture of safety, including e-safety. 	<p>See above</p> <p>KidSafe also lets the children know that they are in charge of the decisions they make and can say 'No' for example when faced with peer pressure.</p> <p>FP1: Pupils keep themselves safe by being taught what to do if something doesn't feel right.</p> <p>CB: e-safety workshops encourages safe use of all technology</p>
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158	<p>When evaluating the effectiveness of leaders, managers and governors, inspectors should gather evidence about the use of the pupil premium in relation to the following key issues:</p> <ul style="list-style-type: none"> ■ how the school has spent the pupil premium and why it has decided to spend it in the way it has ■ any differences made to the learning and progress of disadvantaged pupils as shown by performance data and inspection evidence. 	<p>KidSafe fee and costing of necessary timetable arrangements are an effective use of pupil premium money in terms of pupil safety and wellbeing.</p> <p>There's evidence of improvement in self-esteem and reduction in bullying and cyber bullying incidents following the introduction of KidSafe.</p> <p>Educators keep a track of vulnerable groups, reporting issues of safety and consider these against the progress of pupils.</p>
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174	<p>When judging behaviour and safety, inspectors should consider:</p> <ul style="list-style-type: none"> ■ pupils' attitudes to school, conduct and behaviour, during and outside of lessons and their attitudes to other pupils, teachers and other staff, including the prevalence of low-level disruption ■ pupils' contribution and response to the culture of the school and how they conduct themselves, including: their respect, courtesy and good manners towards each other and adults, for example when moving around the school; and their understanding of how such behaviour contributes to school life, relationships, adult life and work ■ pupils' respect for the school's learning environments (including by not dropping litter), facilities and equipment, and adherence to school uniform policies 	<p>FP1, EYFS,CB,AS: Pupils will be aware of the responsibility they have as citizens to help others when necessary e.g. if they know someone is being bullied, alienated or suffering any form of abuse.</p> <p>FP1, EYFS: Pupils will be able to refer to a shared understanding of how to keep themselves safe.</p> <p>FP1: KidSafe addresses how pupils behave towards and view each other through the sessions on bullying, rules about 'private places' and difference. KidSafe educators set high expectations of behaviour in sessions.</p> <p>FP1, EYFS, CB, AS: Pupils understand the 'rules of the programme' and apply them to other lessons: hands up, good listening, closed eyes for 'thumbs', trust games not to be played in the playground.</p> <p>FP1: KidSafe explains the need for appropriate behaviour between peers, respecting each other and the needs of others.</p> <p>FP1: KidSafe addresses how pupils behave towards and view each other through the sessions on bullying and private places. They understand that feelings can affect behaviour. Rules for pupils are discussed and issued to the classes. Pupils are taught strategies to resist peer pressure. Permanent displays with keywords and messages are displayed.</p> <p>KidSafe wall displays: pupils read/use them to demonstrate their expectations of the programme and its language. Permanent displays are encouraged and pupils and staff use a universal language: Yukky feelings; Say no, Walk away, Tell a trusted grown up.</p>
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	<ul style="list-style-type: none"> ■ types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment; this includes cyber-bullying and prejudice-based bullying related to special educational need, sex, race, religion and belief, disability, sexual orientation or gender reassignment ■ The school's policy and policies for ensuring that visitors to the school are suitable and checked and monitored as appropriate, for example speakers at school assembly ■ the success in keeping pupils safe, whether within school or during external activities through, for instance, effective risk assessments, e-safety arrangements and action taken following any serious safeguarding incident ■ the effectiveness of the school's actions to prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people, and homophobic and racist language 	<p>FP1: explores peer pressure and how to deal with bullying. It helps prevent bullying by increasing pupils' awareness of the effects of bullying. It improves pupils' ability to speak out and say 'no' if they are being bullied.</p> <p>CB: Cyber bullying, and bullying of any sort, because of 'difference' is addressed.</p> <p>Pupils are made aware of the risks associated with new technology (e.g. cyber bullying) and how to respond to bullying and peer pressure.</p> <p>Because KidSafe is used bullying in all its forms is rare and dealt with highly effectively.</p> <p>KidSafe sits within the school's policies for behaviour equality and anti-bullying, also reporting to governors and parents.</p> <p>Only trained educators can lead the programme;</p> <p>Only staff (or non-parent governors) of the school can be in the educator lead sessions – no parents/carers are allowed to sit in.</p> <p>FP1: The importance of not posting any personal information and checking privacy settings helping to prevent things from going wrong in the first place is taught. The importance of telling an adult if they access inappropriate material on line is emphasised. The KidSafe programme helps pupils protect themselves against all forms of abuse.</p> <p>FP1: Pupils are assured that action will be taken if they experience discrimination because of any perceived difference. They are encouraged to tell an adult.</p> <p>FP1: KidSafe programme provides children with a shared set of rules for keeping safe. They understand that school supports them and that we can provide help if necessary.</p>
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	<ul style="list-style-type: none"> ■ the extent to which pupils are able to understand, respond to and calculate risk effectively, for example risks associated with child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism and are aware of the support available to them ■ the views of parents, staff and governors. 	<p>All KidSafe programmes help children protect themselves against all forms of abuse.</p> <p>FP1: Pupils are taught how they, and others, might feel physically and emotionally in the event of discriminatory behaviour. They are taught that the rhyme ‘sticks and stones....’ isn’t actually the case.</p> <p>FP1: KidSafe programme provides children with a shared set of rules for keeping safe. They understand that school supports them and that we can provide help if necessary.</p> <p>FP1: Parents/carers arguing is discussed. Rules for keeping body parts safe is taught.</p> <p>Parents and carers are kept fully informed about their child’s involvement in KidSafe programmes. Before KidSafe FP1, EYFS are delivered parents/carers are invited to attend an introductory meeting where the content is explained and can be discussed. Letters are send home after each session has been delivered with information on the content and the children’s learning.</p> <p>Parent/carers are encouraged to talk with their own children after each session.</p> <p>The KidSafe programme reassures parents/carers that the school is pro-active when dealing with signs of abuse, bullying and that the appropriate action would be taken.</p> <p>KidSafe is an agenda item at Staff and Governors meetings.</p>
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KCSiE: How KidSafe addresses criteria in document ‘Keeping children safe in education - Statutory guidance for schools and colleges September 2016’& and revised Guidance 2018

para	KCSiE	KidSafe Evidence
4	Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.	All KidSafe programmes promote the welfare of children by teaching them strategies to deal with any situation which might impair their health or development. They are taught effective actions to avoid maltreatment of any sort in an age appropriate way.
6	School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.	TM: Unit 4 Disclosures and Abuse: identifying signs and symptoms; early disclosures; dealing with disclosures; schools responsibilities.
9	All school and college staff should be prepared to identify children who may benefit from early help.	TM: KidSafe educators are taught/reminded what to listen to and watch out for that might indicate early intervention is necessary and to report to the school’s safeguarding team.
13	All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.	TM: Reinforces the safeguarding, child protection and dealing with disclosures training the school offers and provide up to date information.
16	All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children’s social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.	TM: KidSafe educators are taught/reminded about school strategies. If a child discloses something of significance educators will not make promises they won’t keep. It is a requirement that at least 2 members of staff are present in all KidSafe sessions so that one can record any disclosures whilst the other

cont		<p>carries on with the lesson. Educators are taught that they have a duty of care which includes acting in the best interest of children to prevent further abuse.</p> <p>Being a KidSafe registered school sends a message of zero tolerance to the wider community, which could, indirectly, prevent abuse happening.</p>
17	<p>All school and college staff members should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in paragraphs 35-44 of this guidance.</p> <p>(NB: The KCSiE document offers excellent definitions of the types of abuse.)</p>	<p>TM: Types of abuse, including domestic abuse, are discussed and definitions clarified during training.</p> <p>Signs and symptoms of damage cause by abuse are covered.</p> <p>FP 1: Children empowered to speak out about any form of abuse including peer-on-peer abuse, sexual and domestic abuse, bullying and cyber bullying</p>
18	<p>Departmental advice What to do if you are worried a child is being abused- Advice for practitioners provides more information on understanding and identifying abuse and neglect.</p>	<p>TM: KidSafe educators are reminded about what to do if any type of abuse is brought to their attention and how they would get support themselves. School's own and local Safeguarding policies are reinforced.</p>
19	<p>Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.</p>	<p>TM: The fact that abuse can, and does, happen to children regardless of their background or circumstances is emphasised. KidSafe educators endeavour to act in the best interests of the child. Because we don't know who the abuser(s) might be it is vital to empower children to speak out.</p>
20	<p>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 the designated safeguarding lead.</p>	<p>TM: Educators are reminded to speak to the designated safeguarding lead if they have any concerns about a child. In the event of that person not being available they know to go to another member of the safeguarding team and further if need be.</p>

21	If staff members have any concerns about a child (as opposed to a child being in immediate danger - see paragraph 28) they will need to decide what action to take.	As above
35	All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label.	TM: Educators are taught about the complex nature of abuse and the far reaching consequences for children who suffer from one or more types including ACEs.



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