Safeguarding and Child Protection Policy

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1. Introduction

1.1 Policy Statement

The Hamwic Education Trust fully recognises its moral and statutory responsibility to safeguard and promote the welfare of all children. This policy applies to all adults, including volunteers, working in or on behalf of the school.

Everyone working in our Trust has a responsibility to promote the welfare of all children and young people and to keep them safe. We are committed to practice in a way that protects them.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, resilient, valued and respected and are encouraged to talk, believing they will be listened to. We will ensure children know there are adults at the Trust whom they can approach if they are worried.

1.2 Our commitment to safeguarding

Environment:
- To provide a safe environment within which children can learn and flourish.
- To provide an environment in which all adults recognise that safeguarding and ensuring children and young people's welfare is everyone's responsibility.
- To ensure that all children and young people will feel safe, secure, valued and respected, and feel confident to approach adults if they are in difficulties and that adults will, at all times, consider what is in the best interests of the child.
- To consider that children may not feel ready or know how to tell someone they are being abused, exploited or neglected, and/or they might not recognise their experiences as harmful.
- To recognise that children may feel embarrassed, humiliated or threatened due to their vulnerability, disability, sexual orientation and/or language barriers. None of this should stop staff from having a 'professional curiosity' and speaking to the designated safeguarding lead.
- To raise the awareness of all leaders, teaching and non-teaching staff, volunteers and visitors of the need to safeguard children both offline and online.
- To raise awareness of leaders, teaching and non-teaching staff responsibilities in identifying and reporting possible cases of abuse.

Safeguarding procedures:
- To ensure that all concerns, however small, are recorded so as to establish the wider picture for a child and ensure that sufficient oversight by our Designated Safeguarding Leads (DSLs) enables a context to be known and therefore support the identification of for example, risks or exploitation.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To enable proactive work together with partners such as other education settings where there are siblings, or GP surgeries to ensure that where there are concerns, our schools are sharing and addressing swiftly, with a strong base of information ensuring that the best interests of a child/the children are placed at the centre of referrals.
- To ensure our schools refer to Early Help services so that children, and their wider families can be supported by professionals, intervening as early as possible before referral to children's social care services is required.
- Ensure that all adults within our Trust who have access to children have been checked and this is recorded.

External factors:
- Appropriate supervision is given to visitors and adults in our schools. Key information or training for visiting staff and adults will be provided to those who may lead for example sports clubs / out of hours activities at or for the school.

- Have information available for all hirers to ensure the setting must not be used for the promotion of extremism or radicalisation, including the handing out of materials or speakers.
- Ensure that appropriate safeguarding arrangements are in place for children on work placements or alternative provision offsite, or in flexi-school arrangements.
- There are checks on transfer of child protection, welfare concerns and learning records that provide support for pupil development when pupils move on from their current setting.

Curriculum:
- To ensure that the schools in the Trust comply with the statutory guidance September 2020 for relationships, sexual relations, health and well-being.
- To provide an effective PSHE curriculum that encompasses age and developmentally appropriate content, enabling pupils to build skills and confidence to help them to manage the challenges of growing up in today's society, including knowing how to keep themselves safe and where to get help from if they, or others need it.

The protection of children is of the highest priority for our Trust. Children have the right to feel secure and cannot learn effectively unless they do so. All children regardless of age, gender, ethnicity, ability, sexuality, religion, culture, language and beliefs have a right to be protected from harm.

All staff have a key role in prevention of harm and an equal opportunity to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance. We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will proactively engage in partnership working throughout the child protection process to safeguard children.

1.3   Purpose

The purpose of this policy is to:

- provide staff, volunteers, Trustees and governors with the framework they need in order to keep children safe and secure in our Trust.
- protect children and young people who attend schools in our Trust.
- ensure consistent good practice across the Trust.
- demonstrate our commitment to protecting children.

1.4   Definitions used within this policy

Safeguarding, as defined in KCSIE 2023, is "protecting children from maltreatment; preventing impairment of children's mental and physical 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" (Part One paragraph 4).

Child protection is an aspect of safeguarding but is focused on how we respond to children who have been significantly harmed or at risk of significant harm.

The term **staff** applies to all those working for or on behalf of the Trust, full-time or part-time, in either a paid or voluntary capacity. This also includes parents and governors.
Child refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our school; however, the policy will extend to visiting children and students from other establishments.
Parent refers to birth parents and other adults in a parenting role for example adoptive parents, stepparents, guardians and foster carers.

Victim refers to the person who is adversely affected by a stressful or distressing situation or harmful or humiliating act.

It is important that we recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way.

Alleged perpetrator refers to someone who may have caused harm, humiliation, distress or alarm to another.

Perpetrator refers to a person who causes harm, humiliation, distress or alarm to another.

It is important that we consider that the perpetrator may also have been a victim of, or witness to abuse.

1.5   Legal Context

This policy is based on statutory guidance from the Department for Education:

- Keeping Children Safe in Education (September 2023)
- Working Together to Safeguard Children (2018)
- What to do if you're worried a child is being abused - Advice for Practitioners (March 2015)

It is also based on the following child protection legislation:

- Children Act 1989 and Children Act 2004
- Education Act 2002 which states that teachers, education professionals, social workers, health professionals, police officers and members of the public have a statutory duty to report any concerns or suspicions that a child has been abused.
- Sections 175 and 157 of the Education Act 2002 which clearly states that the governing body of an academy shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.

Where national guidance changes within the approved policy year or learning from practice reviews becomes available addendum to policies and process may be made through the governing body.

2.   Providing a Safe and Supportive Environment

2.1   Safer Recruitment

We create a culture of safe recruitment and, as part of that, adopt robust recruitment processes and volunteer checking processes that help deter, reject or identify people who might abuse children. This enables the Trust to act reasonably in making decisions about prospective employees and volunteers using evidence and checks carried out.

The Trust follows the safer recruitment process outlined in Part Three of KCSIE 2023. On all recruitment panels there is at least one member who has undertaken safer recruitment training which is updated regularly. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history, checking any gaps in employment history and ensuring that a candidate has the health and physical capacity for the job, alongside effective induction processes. It also includes undertaking interviews and, in all cases, instigating Disclosure and Barring Service (DBS) checks. As part of our due diligence, we may carry out an online search on shortlisted candidates to help identify any issues that are publicly available online. (as outlined in KCSIE 2023) We will inform shortlisted candidates that online searches will be carried out.

Curriculum Vitae will only be accepted alongside a full application form.

The Single Central Record (SCR) includes a record of all checks undertaken, the date they were completed and who carried out the checks. It also includes the identification of the person's role to ensure regulated or

unregulated activity is accurately recorded. Where an individual's details or role has changed the SCR will be updated and files supporting the SCR will include the updated information. For supply staff, information is received from the supply agency, downloaded, stored securely and checked prior to the individual starting regarding checks carried out for the role. Regular monitoring of the SCR is undertaken by senior leaders or governors and a record is made of this monitoring and any actions required.

2.2   Staff Training and Staff Induction

All staff in our Trust should be aware of the signs of abuse and be able to respond appropriately. All managed service staff will receive an induction programme which will include basic information relating to signs and symptoms of abuse, how to manage a disclosure from a child, when and how to record a concern about the welfare of a child and advice on safe working practice. All staff are expected to read at least Part One of KCSIE 2023. Only staff who do not regularly work with children can choose to read Annex A instead.

All Trustees are expected to know and understand their safeguarding responsibilities and the safeguarding team and the Trustee with responsibility for safeguarding should read the whole of KSCIE 2023.

In line with KCSIE 2023 safeguarding training for staff is provided to every Trust school every year with separate training to all new staff and volunteers as part of their induction (if this falls at a different point in the year). All staff are provided with the school's Safeguarding and Child Protection Policy and are informed about safeguarding arrangements on induction to ensure they fully understand their role in identifying concerns and their responsibility to report concerns.

The DSLs in the Trust attend Level 3 Safeguarding training for their role and then refresh this specific training for DSLs every two years. It is the responsibility of the DSL to maintain an overview of new developments so, in addition to having an annual update, they will receive regular updates between training through Local Authority Network meetings, safeguarding updates from the Trust and reading safeguarding related articles or research. Records of training and updates will be kept which identifies that staff have attended, read and understood the information shared. A full description of the DSL role can be found in Annex C of KCSIE 2023.

2.3   Roles and Responsibilities

We recognise that all staff and Governors in the Trust have a full and active part to play in ensuring there is a culture of safeguarding that is effective in protecting our pupils from harm. We recognise that staff anxiety around child protection can compromise good practice and so have established clear lines of accountability, training, and advice to support the process and individual staff within that process. Staff understand that they all have a key role to play in identifying concerns early and provide help for children where necessary through referral to Early Help services or Children's Services at the Local Authority.

2.3.1 Leadership and Management

In the Trust any individual can contact the DSLs if they have concerns about a pupil. The names and contact details of DSLs in the managed service team are listed on page 2 of this policy. These safeguarding roles are explicit in assigned job descriptions. A full description of the DSL role can be found in Annex C of KCSIE 2023.

2.3.2 Governance

There is a nominated Safeguarding Trustee (see page 2 for details) who leads the monitoring of safeguarding at Trustee level and ensures the Trust meets its statutory duties effectively. The Safeguarding Trustee meets with the safeguarding team to check that procedures are being followed, that staff training is up to date and

to keep abreast of the number of children who are at risk and the type concerns being reported to the Trust and what support and mitigation is put in place. Trustees will refer to the Trustees Board Report document as a template to support their own monitoring. The Trustee with responsibility for Safeguarding receives reports of allegations against the CEO and Deputy CEO and are aware of the duties set out in KCSIE 2023 for whistleblowing. The Safeguarding Trustee is required to read KCSIE 2023 in full and will attend regular safeguarding and child protection training.

2.4 Confidentiality

Staff understand they can get advice from the Trust DSLs regarding concerns and confidentiality. We maintain that all matters relating to child protection are to be treated as confidential and shared as per the GDPR guidance and DfE Working Together to Safeguard Children guidance. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection. Decisions to share/not share information will be recorded together with the reasons for this within a child protection or welfare concern recorded. The best interests of the child will be placed at the heart of the decision making to share information, especially where contextual information is included. All staff are aware that they cannot promise a child to keep a disclosure confidential. Disciplinary action/re-training will be considered for any breach of confidentiality.

2.5 Staff Code of Conduct

All Trust staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. This can be found in the Staff Code of Conduct Policy and forms part of induction process for all staff, including expectations for volunteers.

2.6 Related school policies

Safeguarding encompasses issues such as pupil health and safety, attendance, bullying and a range of other issues, for example, arrangements for meeting the medical needs of children, providing first aid, school security and positive behaviour. For this reason, other related policies within the Trust reflect our safeguarding procedures and ethos and are updated accordingly.

2.7 Safeguarding information for pupils

We are committed to creating an ethos in the Trust where children and adults feel safe and can talk freely about their concerns, believing that they will be listened to and valued. All pupils in our schools are aware of staff they can talk to if they are worried about any problems and all staff within the Trust know that they can approach a DSL with any concerns. The Trust is committed to ensuring that pupils in our schools are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All our schools should ensure pupils know that they have a senior member of staff with responsibility for safeguarding and know who this is. Our schools will inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

2.8 Children who are lesbian, gay, bi, or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open.

It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

2.9 Children with Special Educational Needs or Disabilities (SEND)

The Trust recognises that children with special educational needs or disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. We are committed to ensuring school environments in which pupils with SEND feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The DSL (or Deputy) will work with a school's Special Educational Needs Coordinator (SENCO) to identify pupils with particular communication needs. Parents can seek information, advice and support from The Special Educational Needs and Disabilities Information and Support Services (SENDIASS).

2.10 Children with mental health needs

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Our Trust staff are aware of how these children's experiences, can impact on their mental health, behaviour, attendance and education.

Trust staff will liaise with the DSL on matters of mental health when it involves safety and safeguarding and welfare (including online and digital safety), so children's needs are considered holistically. Our schools may then liaise with the mental health support team and CAMHS where safeguarding concerns are linked to mental health.

We understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.

2.11 Children who need a social worker

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse and/or neglect and/or complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

2.12 Children Looked After (CLA)

The Trust values that every child who has been taken into care, even if they are now out of care and adopted remain vulnerable. They will have experienced levels of abuse that were eventually deemed unacceptable in order for them to have been removed. These experiences are often likely to have a long-term impact on a child's relationships, emotional wellbeing and development. We place these children with high regard to ensure that educational gaps are diminished, and that emotional development and wellbeing is supported and monitored.

The Designated Teacher for CLA in each of our schools will have all details of the child's social worker, the name of the LA Virtual School Headteacher. The role is clearly set out in their job description and includes the need to promote the educational achievement of these children. The Designated Teacher will:

- Ensure PEP meetings take place regularly and ePEPs are kept up to date.
- Ensure devolved funding is allocated to named children.

- Ensure they work effectively (or in partnership) with the Virtual School Headteacher.

Governors in our schools ensure that the Designated Teacher has the necessary training, skills and time to carry out this role on at least an annual basis. The Designated Teacher will ensure that they liaise with the Virtual School and ensure that a personal education plan (PEP) is in place and regularly reviewed. Appropriate staff will have information they need in relation to a child's looked after legal status and contact arrangements in place for the child.

2.13 Multi-agency working

No department operates in isolation but are part of a wider safeguarding system for children. KCSIE 2023 and Working Together to Safeguard Children 2018 sets out the pivotal role schools have in multi-agency safeguarding arrangements. The Trust aims to help protect the children in its care by working consistently and appropriately with a range of agencies.

Our Trust works as a named agency with the Southampton Safeguarding Children Partnership, Portsmouth Safeguarding Children Partnership, Pan-Dorset Safeguarding Children Partnership.

Each of our safeguarding children's partnerships have three safeguarding partners (the local authority, a clinical commissioning group for an area within the local authority; and the chief officer of police for an area within the local authority). The partners have a shared and equal duty to work together with appropriate relevant agencies to safeguard and promote the welfare of local children including identifying and responding to their needs. When named as a relevant agency, schools, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements. Our Trust will adhere to local published threshold guidance and procedures.

3. Safeguarding Issues and Procedures

3.1 Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

We will consider the various factors that have an interplay with the life of any child about whom we have concerns within the Trust and the level of influence that these factors have on their ability to be protected and remain free from harm particularly when it comes to child exploitation or criminal activity.

We recognise that safeguarding incidents and/or behaviours can be associated with factors outside of their school environment and/or can occur between children outside of their school. This is contextual safeguarding.

3.2 Radicalisation, Extremism and the Prevent Agenda

The Trust is aware of the statutory duty to prevent radicalisation and extremism under the Prevent Duty which became law in 2015. The Prevent Duty requires that all managed service staff are aware of the signs that a child may be vulnerable to radicalisation. The risks will need to be considered for any kinds of extremism. Extremism is the vocal or active opposition to our fundamental British Values of liberty, mutual

respect, tolerance of different faiths and beliefs, rule of law and democracy. Extremism can include political; environmental; extremist animal rights; or faith-based extremism that may lead to a child becoming radicalised. This list is not exhaustive, and all staff are updated when new ideologies come to light through safeguarding updates.

All managed service staff and school staff have annually undertaken Home Office Prevent awareness training or equivalent and will be alert to signs of radicalisation.

As part of the preventative process, resilience to radicalisation will be built through the regular promotion of fundamental British values through the PSHE and wider curriculum available at our schools.

3.3 Exploitation

Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive any child or young person under the age of 18. At our Trust we recognise that any child or young person is vulnerable to this activity and ensure through our annual safeguarding training for all staff that awareness of raising concerns is vital.

3.3.1 Child Criminal Exploitation (CCE)

CCE "is where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal activity
 (a) in exchange for something the victim needs or wants, and/or
 (b) for financial advantage or increased status of the perpetrator or facilitator and/or
 (c) through violence or the threat of violence. (KCSIE 2023)

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Any person who has concerns that a child is being criminally exploited should report their concern to the DSLs without delay. The DSLs will refer immediately to the MASH or CRS for advice / to make a referral. It may be that the DSLs decides to refer to the police. The Local Authority Children's Services and the police will consider if a National Referral Mechanism (NRM) need completing alongside child protection procedures.

As a Trust we educate all managed service staff in the signs and indicators of all forms of exploitation, including criminal exploitation.

3.3.2 Child Sexual Exploitation (CSE)

CSE is a complex type of abuse and "occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator" (KCSIE 2023) The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also include involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet (KSCIE 2023).

As a Trust we educate all staff in the signs and indicators of sexual exploitation.

3.3.3 County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in several locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who: go missing and are subsequently found in areas away from their home, have been the victim or perpetrator of serious violence (e.g. knife crime), are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs, are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection, are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity, owe a 'debt bond' to their exploiters and may have their bank accounts used to facilitate drug dealing.

As a Trust we educate all staff in the signs and indicators of County Lines.

3.4   Children Missing from Education (CME)

Absence from school is a safeguarding issue. A child going missing from education is a potential indicator of abuse or neglect including sexual exploitation, FGM, child exploitation, child criminal exploitation or risk of radicalisation. We recognise our statutory duty to follow the guidance relating to any child we are aware of who for example does not begin school as expected or moves with no forwarding school known. There are various reasons a child may be deemed as CME which include, but are not limited to:

- Child not starting school when they reach compulsory school age and therefore never entering the system
- Failing to transition between schools, at phase transfer or if a family moves from one LA to another
- A delay in applying for a new school place
- Refusing an alternative offer of a school place, when the preferred school is full.
- Leaving school, with no forwarding education provision or destination

We recognise that it is important that agencies work cooperatively, and information is shared in a timely manner. If anyone at one of our schools becomes aware of a child missing education, a referral is made to the LA CME Officer as soon as possible.

3.4.1 Absence from school

In addition to statutory CME duties, absence from school at any point may be considered, in individual contexts, as both a potential safeguarding issue as well as an educational outcomes issue. The Trust recognises that educational neglect is a factor that adversely affects a child into adulthood. The Trust issues clear procedures to monitor, support and challenge attendance of all pupils. Staff are aware of these procedures and that attendance is an aspect of safeguarding. All absence or non-attendance will be considered in context with other known factors or concerns and relevant partners or agencies contacted as per safeguarding duties. Staff in our schools will aim to work with parents/carers to establish regular

attendance for all children and young people through an approach including support and guidance, external agency support, including health colleagues where required. Where these are refused or are not effective given time, we will review each on a case-by-case basis, to consider any additional actions. We may also take steps that could result in legal action for attendance, or a referral to children's social care, or both but will do so on a case-by-case basis.

Our schools will inform the LA if a parent/carer has notified the school in writing of their decision to electively home educate their child and will co-ordinate a meeting with the parent/carers where possible; if the child is unfit to attend on health grounds; is in custody for four months and when a child is issued a suspension or permanent exclusion. Required LA documentation will be completed and submitted to the relevant LA colleague/team.

3.5 E-Safety and online safety risks

Children may expose themselves to danger, whether knowingly or unknowingly, when using the Internet and other technologies. Additionally, some children and young people may find themselves involved in activities which are inappropriate, or possibly illegal, through social networking sites etc., including cyber-bullying. Some of the risks presented with online activity include:

- Unwanted contact
- Grooming
- Online bullying
- Sexting
- Leaving digital footprint
- Accessing inappropriate material deliberately or by accident
- Accessing inappropriate material beyond a child's capacity to comprehend

To safeguard all our children, our Trust schools will seek to provide information and awareness to both pupils and parents through:

- Acceptable use agreements for children, parents/carers and governors
- Curriculum activities involving raising awareness around online dangers and strategies to keeping themselves safe online.
- Parents evenings / sessions – parents are included as much as possible as children often have access to a wide range of technologies at home.
- High profile events / campaigns e.g., Safer Internet Day
- Building awareness around information that is held on relevant web sites, apps or publications.
- Ensuring the safeguards in place for the school electronic systems are effective and monitored for any threats to safety. The school have appropriate virus software and filters on all computers.
- Careful management and handling of reports that include an online element. Including being aware of searching screening and confiscation advice (for schools) and UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. The key consideration is for staff not to view or forward illegal images of a child.

The Trust will share any updates they receive around new technologies and the accompanying risks.

3.5.1 Remote Learning

Governors and the Trust will refer to additional guidance for keeping children safe online, including when they are online at home. The Trust will follow the most up to date DfE guidance regarding remote learning as signposted in KCSIE 2023.

3.5.2 **Social Media**

In addition to the above online safety guidance above, we recognise there are some specific risks with the use of social media platforms increasingly by younger children. Pupils of a young age are now aware of a wide range of social media platforms. They may access them via friends or family member's phones. Many have an age restriction, mainly due to how the platform can be used. Trends may be seen with platforms, especially those aimed at young people where they think their message or photo disappears once read, or children don't understand privacy settings. Whilst they can seem harmless, we will ensure that our Trust set out the responsibilities and legalities of usage as well as the dangers and risks that usage can bring.

3.5.3 **Filtering and monitoring**

Our filtering and monitoring systems allows excellent filtering capabilities, and they keep abreast of any issues worldwide and update school systems regularly. It is the responsibility of all staff to monitor online safety. The designated safeguarding lead will take lead responsibility for understanding the filtering and monitoring systems and processes in place. The filtering and monitoring in this Trust is called 'Smoothwall' and is in place to prevent against unwanted contact, grooming, online bullying, sexting, leaving a digital footprint, accessing inappropriate material deliberately or by accident, accessing inappropriate material beyond a child's capacity to comprehend.

3.6 **Child on Child abuse policy including sexual violence and harassment.**

We recognise that children are capable of abusing their peers and it can take various forms – we robustly hold the view that it could happen here. Children can be victims, and perpetrators, in their own relationships. This will be dealt with in line with the statutory guidance set out in KCSIE 2023 and as outlined in the guidance. In KCSIE 2023, the definition of child-on-child abuse includes:

- Physical abuse
- Sexual violence and sexual harassment
- Sexting and
- Initiation/hazing type violence and rituals
- Bullying (including cyberbullying) and
- Up-skirting
- Abuse within intimate partner relationships

None of these behaviours are acceptable and will be taken seriously. There is a zero-tolerance approach to all forms of child-on-child abuse.

We uphold the importance of making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

We recognise, acknowledge, and understand the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.

We will challenge physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising them.

We will minimise the risk of child-on-child abuse by:

- Taking a whole Trust approach to safeguarding and child protection.
- Providing training to staff.
- Making staff aware that even if there are no reported cases of child-on-child abuse, including direct disclosures of sexual violence and sexual harassment, they must not take the view it is not happening. All staff working with children are advised to maintain an attitude of 'it could happen here'.
- Providing a clear set of values and standards, underpinned by the policy.
- Engaging with specialist support and interventions.

All persons who need to report any unwanted, inappropriate, or hurtful behaviours whether they be on-line, in text type communications, on social media or in person to any member of staff can be reassured that they will be taken seriously and supported to take any appropriate actions which may be in schools or with external agencies as needed.

3.6.1 Responding to reports of sexual violence and sexual harassment

All staff in our Trust are clear that sexual violence and sexual harassment is not acceptable and will never be tolerated. The Trust recognises that more vulnerable groups are girls, SEND and CLA.

Where needed, the Trust DSLs will follow Part 5 of KCSIE 2023 on how to record and respond to a report and complete an immediate risk and needs assessment on a case-by-case basis to support a school. The risk assessment will consider:

- The victim, especially their protection and support.
- Whether there may have been other victims.
- The alleged perpetrator, their support needs and any sanctions.
- All other children at the school.
- The victim and the alleged perpetrator sharing classes and space at school.

The Trust DSLs will support the school to manage the report with the following options:

- Manage internally
- Refer to Early Help
- Refer to the Multi-Agency Safeguarding Hub (MASH) or Children's Resource Service (CRS)
- Report to the police (generally in parallel with a referral to MASH) or Children's Resource Service (CRS)

If the alleged abuse involves an online element staff including the DSLs will be mindful of the Searching, screening and confiscation: advice for schools DfE guidance (2018) and the UK Council for Child Internet Safety (UKCCIS)guidance (2020) Sharing nudes and semi-nudes: advice for education settings working with children and young people. If a child is reported to the Trust that is at risk of harm, is in immediate danger, or has been harmed, the Trust DSL will ensure a report from the school in question to children's social care through contact with MASH or CRS, and this will be in conjunction with having contacted the police first (irrespective of the child's age). Parents/carers will be informed by the school unless there is a compelling reason not to, such as immediate safety or risk to the child be they the victim or alleged perpetrator. The police will advise what information can or should be shared. The Trust Safeguarding team will advise around ongoing support.

3.6.2 Bullying

All incidents of bullying (including those involving physical abuse), including cyber-bullying, racist, homophobic and gender related bullying, will be dealt with in accordance with each school's Anti-Bullying policy.

The Trust is committed to treating all bullying seriously. Racial and homophobic incidents are recorded by our schools separately to general behavioural issues and appropriate consequences, re-education and support is put in place with the support from the Trust managed service team where appropriate.

3.6.3 Harmful sexual behaviour

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). The term has been widely adopted in child protection and is used in this advice. HSB can occur online and/or face-to-face and can also occur simultaneously. When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. Confidential specialist support and advice on HSB is available from the specialist sexual violence sector and sources are listed in Annex B of KCSIE 2023.

3.6.4 Prejudice-based abuse / Hate crime

This is a criminal offence which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person's real or perceived disability; race; religion; gender identity; sexual orientation; and/or age. Although this sort of crime is collectively known as 'hate crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'.

As a Trust we will train staff to ensure staff recognise what constitutes hate crime, or early indicative behaviour and take action to challenge it effectively. We will support victims of prejudice-based incidents and hate crimes. We recognise that anyone can be a perpetrator, and this can take place within groups who have a protected characteristic as well as those who do not.

3.7 Harmful Practices

Harmful Practice encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or community or an individual, including female genital mutilation (FGM), forced marriage, abuse linked to faith or cultural practices such as breast flattening (sometimes referred to as breast ironing). It often can include a wider network of family or community pressure and can include multiple perpetrators.

3.7.1 Female Genital Mutilation (FGM)

FGM is illegal in England and Wales, and it is mandatory for teachers and other regulated professionals to report known or disclosed cases of FGM directly to the police. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. In these situations, the DSL and/or School Leader in our schools must be informed that the member of teaching staff has called the police to report information that they believe indicates that FGM has happened. Advice can be sought from the Trust DSLs if required. If the information is gained by a non-regulated professional, they must report to the school or Trust DSL without delay for advice on actions.

At no time will any staff examine pupils to confirm FGM concerns. For cases where it is believed that a girl (under 18) may be vulnerable to FGM or there is a concern that she may be about to be affected by this issue the staff will inform the DSL who will report it in line with any other child protection concern.

Through the Relationships, Sex and Health Education curriculum, pupils in the Trust will be made aware of the rights they have regarding their body.

3.7.2 Forced Marriage

Forcing a child to enter into a marriage without their full and free consent or where it is seen that they cannot consent, is a crime in England and Wales and is a form of abuse. Forced marriage is one in which one or both spouses do not consent to the marriage but are physically, psychologically, socially or emotionally coerced into entering it. Where evidence is found of forced marriage or forced marriage is suspected, schools will inform and work with the relevant agencies to support the victim.

3.8 Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The Trust acknowledges that all children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. We know that experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. We are aware, in some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). Where there are concerns about safety or welfare, we will follow our child safeguarding procedures and both young victims and young perpetrators will be offered support.

We will ensure that our PSHE curriculum has planned learning for pupils to enable them to recognise and build healthy relationships and understand where they can get help from if they, or someone they know needs help or advice. This will be in line with the statutory guidance for the RSHE curriculum.

4. Taking action to ensure that children are safe at school and at home.

4.1 The Curriculum

Throughout the Trust, staff raise pupil's awareness of safety knowledge. The aim is to raise awareness, confidence and resilience in all our pupils, enabling them to use strategies and a range of contacts that ensure their protection and that of others. In this way the Trust seeks to give pupils opportunities to develop the skills they need to stay safe from abuse.

Pupils in the Trust will be taught that they have a right to be safe and they will be taught how to be safe in a range of situations and how to avoid harming themselves.

4.2 Physical Intervention (use of reasonable force)

During rare occasions where a child is causing harm to themselves or others, staff in our schools are expected to safely intervene. The Trust follows the DfE guidance on Use of Reasonable Force (2013). Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from:

a) Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil).
b) Causing personal injury to, or damage to the property of, any person (including the pupil himself).
c) Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

'Reasonable' in these circumstances means 'using no more force than is needed'.

School staff may also be empowered to carry out physical searches for weapons, illegal drugs, pornography etc. Actions by school staff must at all times be in accordance with guidance and procedures. In the event of searches or physical restraint being needed, parents will be informed the same day.

Any child who has more complex behavioural and emotional needs will have a Behaviour Response Plan and a Risk Assessment which will be co-created by nominated school staff and shared and signed by parents/carers. These documents will be shared with other staff and reviewed on a regular basis.

Any restraint incident will be recorded using the Trust electronic form. Parents/carers should be informed by a school of any restraint used immediately.

4.3 Reporting and recording concerns about a child or young person

In our Trust any individual can contact a DSL or a Deputy DSL if they have concerns about a pupil. Staff understand through training that they must report without delay disclosures or information identifying harm to the DSL using the Trusts process. Staff will make a brief, accurate and verbatim record of the concerns including the child's own words (if a disclosure/allegation) or the evidence that has led to the concerns. This report is given to the DSL who will analyse risk and refer onwards as necessary and appropriate.

Referrals where urgent action is required should never be delayed in order for a full record to be written.

Staff should not delay reporting if the DSL is unavailable. If a DSL or Deputy DSL is unavailable or there are immediate concerns, the staff member will refer directly to Children's Social Care and the police if appropriate.

The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police. A DSL should also be made aware.

Generally, a DSL will inform the parents prior to making a referral. However, where this may not be possible or appropriate, particularly when informing parents/carers may place the child at further risk.

Staff will report to a DSL any additional concerns, disclosures or observations after the initial referral, not assuming that a referral in itself will protect children.

Staff will record any concern using their school system and/or safeguarding reporting form for managed service staff as it is acknowledged that it is the combination of information that often brings the best oversight of the whole child or family. Child protection records will be stored securely. Oversight of records of concerns made by staff will be maintained by a DSL. Staff will be held to account for the record, timelines and appropriateness of actions.

4.4   Dealing with allegations against staff and volunteers

Our Trust has clear procedures for dealing with allegations against staff. If a concern is raised about the practice or behaviour of a member of managed service staff this information should be reported straight away and passed to the CEO or Deputy CEO.

In the absence of the CEO and DCEO or if the allegation is against the CEO or DCEO, the person receiving the allegation should contact the Local Authority Designated Officer (LADO) and Board of Trustees Chair (details on page 2) directly.

An allegation, in the context of the statutory obligations or organisations relates to any individual who works or volunteers in any capacity with children or any individual or organisation using a school premises for running an activity for children and where there is a concern that this person has or may have:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

In all cases where the concern about an individual falls into one of the categories above, which does meet the harm threshold, this will be considered to be an allegation. In all such cases the allegation must be reported to the LADO as soon as possible but must be within 24 hours.

The Trust will also respond to low-level concerns that do not meet the harm threshold. The term 'low-level' concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' that an adult working in or on behalf of the Trust may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

The term 'low-level' concern does not mean that it is insignificant.

Examples of such behaviour could include, but are not limited to:
- Being over friendly with children.
- Having favourites.
- Taking photographs of children on their mobile phone, contrary to Trust policy.
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or,
- Humiliating pupils.

Any low-level concern must be reported to the safeguarding team and HR, recorded in writing by the safeguarding team and HR and dealt with appropriately. Where a low-level concern is raised about the DSL, it should be shared with the CEO or DCEO. The record should include details of the concern, the context in which the concern arose, and the action taken. The name of the individual sharing their concerns should also be noted, unless they wish to remain anonymous. Staff records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where this is identified, the Trust will decide on a course of action, either through its disciplinary procedures or where it moves from a concern to meeting the harms threshold, in which case it will be referred to the LADO. Any organisations or individuals using school premises will be subject to the same procedures.

4.4.1 The Role of the LADO

The LADO is responsible for:

- Providing advice, information, and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers.
- Managing and overseeing individual cases from all partner agencies.
- Ensuring the child's voice is heard and that they are safeguarded.
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.
- Recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and social care.

LADO Contact Details:

Southampton
Jemma Swann
023 8091 5535/07500 952037
LADO@southampton.gov.uk

Portsmouth
Rebecca Paradise
023 9288 2500
LADO@.portsmouthcc.gov.uk

Poole
Stephanie Power
01202 155910/07880297155
stephanie.power@bcpcouncil.gov.uk
LADO@bcpcouncil.gov.uk

Dorset
Martha Sharp
Lynn Bowmen
01305 221122 (business support)
LADO@dorsetcouncil.gov.uk

4.5 Whistleblowing

All staff and volunteers should be able to raise concerns about poor or unsafe practice and potential failures in the Trust's safeguarding regime and know that such concerns will be taken seriously. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the Trust's Whistleblowing Policy.

Any concerns which staff feel unable to raise internally or feel they have not been addressed correctly can be taken via the NSPCC helpline via help@nspcc.org.uk .

5. Appendix 1: Glossary of types of abuse

Neglect is the ongoing failure to meet a child's basic needs. A child might be left hungry or dirty, or without proper clothing, shelter, supervision or health care. This can put children and young people in danger and have long term effects on their physical and mental wellbeing. Neglect can include physical neglect (not meeting a child's basic physical needs); educational neglect (a child does not receive an education); emotional neglect (a child doesn't get the nurture and stimulation they need); and medical neglect (a child isn't given proper health care).

Physical abuse is when someone intentionally hurts or harms a child or young person on purpose. Physical abuse symptoms include bruises; broken or fractured bones; burns or scalds; bite marks; injuries and health problems. It also includes making up the symptoms of an illness or causing a child to become unwell. If a child regularly has injuries, there seems to be a pattern to the injuries or the explanation doesn't match the injuries, then this should be reported.

Sexual abuse is when a child or young person is sexually abused, they're forced or tricked into sexual activities. There are two types of sexual abuse; contact abuse (which can include touching, kissing and oral sex) and non-contact abuse. Sexual abuse can happen in person or online.

Emotional abuse (sometimes called psychological abuse) is any type of abuse that involves the continual emotional mistreatment of a child. It can involve deliberately trying to scare, humiliate, isolate or ignore a child.

Online abuse is any type of abuse that happens on the internet and can happen anywhere online. Children and young people might experience different types of online abuse, such as cyberbullying, emotional abuse, grooming, sexting, sexual abuse and sexual exploitation.

Domestic abuse is defined as the behaviour of a person towards another person if they are aged 16 or over and are personally connected to each other and the behaviour is abusive. Behaviour is 'abusive' if it consists of any of the following: physical or sexual abuse; violent or threatening behaviour; controlling or coercive behaviour; economic abuse; psychological, emotional or other abuse. It can seriously harm children and young people and witnessing domestic abuse is child abuse.

Child sexual exploitation (CSE) is a type of sexual abuse and is when a child or young person is given things like gifts, drugs, money, status and affection, in exchange for performing sexual activities. Children and young people are often tricked into believing they're in a loving and consensual relationship.

Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them. It can happen in person or online, or both and by a stranger or someone they know. Children and young people who are groomed can be sexually abused, exploited or trafficked.

Child trafficking is where children and young people are tricked, forced or persuaded to leave their homes and are moved or transported and then exploited, forced to work or sold.

Honour based abuse is an incident or crime involving violence, threats of violence, intimidation, coercion or abuse which has or may have been committed to protect or defend the honour of an individual or family. This type of abuse can include female genital mutilation (FGM), breast ironing and forced marriage.

Female genital mutilation (FGM) is when a female's genitals are deliberately altered or removed for non-medical reasons. It's also known as 'female circumcision' or 'cutting' but has many other names.

Child criminal exploitation (CCE) is where children and young people are manipulated and coerced into committing crimes.

County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into suburban areas and market and coastal towns, using dedicated mobile phone lines or 'deal lines'.

Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations. It can take various forms. Online child-on-child abuse is any form of child-on-child abuse with a digital element.

Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online.

Cyberbullying is bullying that takes place online and can follow the child wherever they go, via social networks, gaming and mobile phone.

6. Appendix 2: Reporting Concerns: Southampton Safeguarding Children's Partnership

One of our main priorities at Southampton City Council is that children and young people in Southampton get a good start in life and can go on to fulfil their potential.

If you are concerned about a child or young person, it is important to take action. There are several options available so we have provided more information below to help you decide what to do next. This information is relevant for both professionals and members of the public.

A member of staff has concerns about a child.

The staff member should read and follow the Child Protection Policy, and speak to the Designated Safeguarding Lead or Deputy immediately.

If the DSL is not available...

If the DSL is available...

Staff members must not delay action. They must immediately speak to a member of SLT if available and/or contact Children's Services within the Local Authority 02380 833336, Professionals line 02380 832300 or if at risk of immediate harm a call could be made to the police depending on circumstance.

The DSL must take immediate action as appropriate.

Child protection & safeguarding for children in need
When it's not an emergency situation but you are worried that a child may be at risk of abuse, harm or neglect, please contact us. You can find out more about these risks and how to report a concern here: https://www.southampton.gov.uk/health-social-care/children/child-social-care/child-protection.aspx
Or you can contact us straight away on 023 8083 3336

Early help and support for families
You might feel that a child is not at risk of harm at the moment, but their family needs more support to stop anything from getting worse in future. Our Early Help Hub can help with this. Further information can be found here: https://www.southampton.gov.uk/health-social-care/children/child-social-care/early-help.aspx
Or if you would like to talk to them immediately, you can call 023 8083 3311
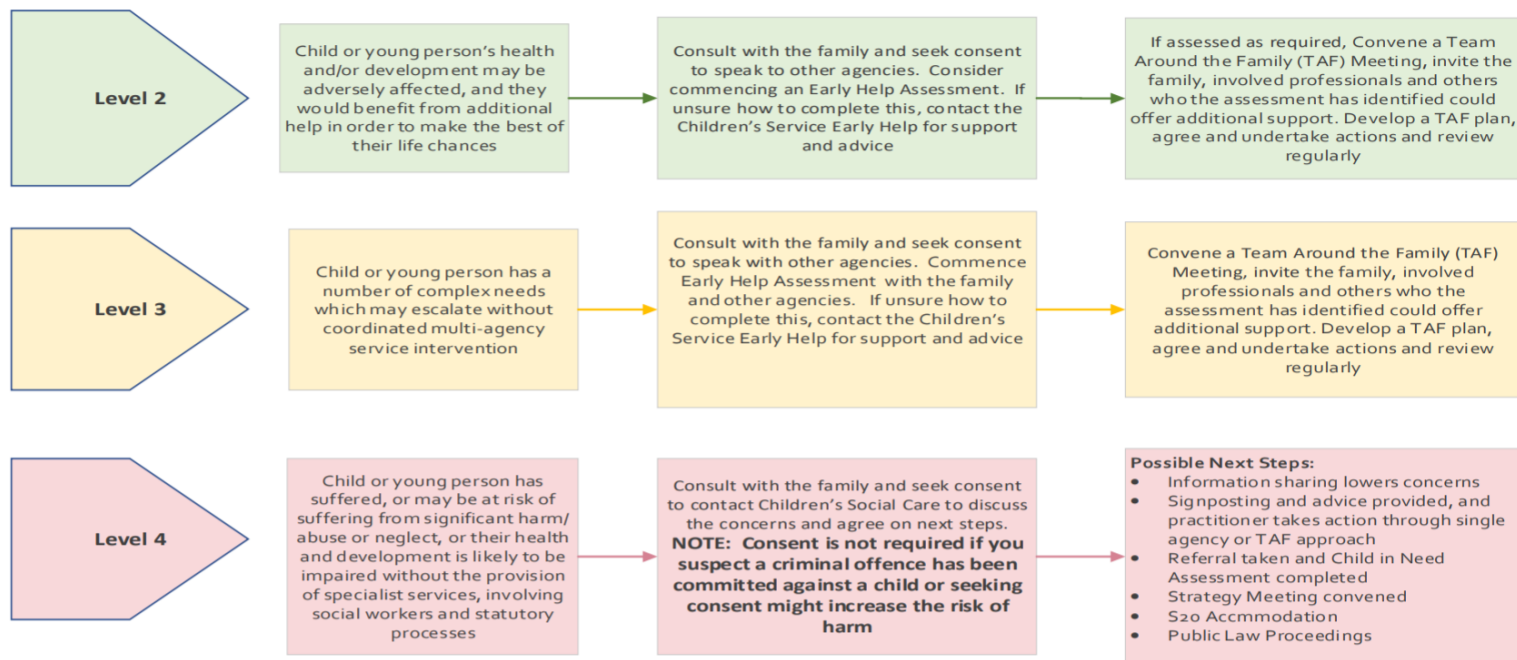
Further resources and universal services
If you're a family member or professional who wants to find out what support is available apart from Early Help, you can view more resources here: https://www.southampton.gov.uk/health-social-care/children/child-social-care/further-information-resources.aspx

7. Appendix 3: Pan-Dorset flowchart to support safeguarding decisions

Providing effective support to children and families

Level 2

Child or young person's health and/or development may be adversely affected, and they would benefit from additional help in order to make the best of their life chances

→

Consult with the family and seek consent to speak to other agencies. Consider commencing an Early Help Assessment. If unsure how to complete this, contact the Children's Service Early Help for support and advice

→

If assessed as required, Convene a Team Around the Family (TAF) Meeting, invite the family, involved professionals and others who the assessment has identified could offer additional support. Develop a TAF plan, agree and undertake actions and review regularly

Level 3

Child or young person has a number of complex needs which may escalate without coordinated multi-agency service intervention

→

Consult with the family and seek consent to speak with other agencies. Commence Early Help Assessment with the family and other agencies. If unsure how to complete this, contact the Children's Service Early Help for support and advice

→

Convene a Team Around the Family (TAF) Meeting, invite the family, involved professionals and others who the assessment has identified could offer additional support. Develop a TAF plan, agree and undertake actions and review regularly

Level 4

Child or young person has suffered, or may be at risk of suffering from significant harm/ abuse or neglect, or their health and development is likely to be impaired without the provision of specialist services, involving social workers and statutory processes

→

Consult with the family and seek consent to contact Children's Social Care to discuss the concerns and agree on next steps. **NOTE: Consent is not required if you suspect a criminal offence has been committed against a child or seeking consent might increase the risk of harm**

→

Possible Next Steps:
- Information sharing lowers concerns
- Signposting and advice provided, and practitioner takes action through single agency or TAF approach
- Referral taken and Child in Need Assessment completed
- Strategy Meeting convened
- S20 Accmmodation
- Public Law Proceedings

Dorset Council Children's Social Care Tel: 01305 228558

Bournemouth, Christchurch & Poole Council Children's Social Care Tel: 01202 735046

Hamwic Education Trust, Unit E, The Mill Yard, Nursling Street, Southampton SO16 0AJ
t: 023 8078 6833 | e: info@hamwic.org | www.hamwic.org