



# 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 everyone knows 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 a 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, neglect or exploitation.

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 of 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 our schools.
- 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 and that these hirers comply with safeguarding requirements of the school.
- 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 schools in the Trust comply with the statutory guidance for relationships, sexual relations, health education.
- 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 responsibility 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 2024, is ‘providing help and support to meet the needs of children as soon as problems emerge, protecting children from maltreatment, whether that is within or outside the home, including online, preventing the 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, taking action to enable all children to have the best outcomes’ (Part One paragraph 3).

**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 18<sup>th</sup> birthday. On the whole, this will apply to pupils of our schools; 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. Alleged perpetrator(s) and perpetrator(s) are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what’s appropriate and which terms to use on a case-by-case basis.

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



**DSL** refers to Designated Safeguarding Lead.

**DDSL** refers to Deputy Designated Safeguarding Lead.

Hamwic Education Trust (HET) is the Multi-Academy Trust.

**School**, when we refer to school if the setting includes a nursery this is included in the definition.

## 1.5 Legal Context

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

- [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [Working Together to Safeguard Children \(2023\)](#)
- [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.
  - Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of 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 governing bodies and our senior leadership teams in our schools are responsible for ensuring recruitment procedures that help to deter, reject or identify people who might harm children are followed.

All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification from childcare guidance and their obligations to disclose to us relevant information that could lead to disqualification.

The Trust follows the safer recruitment process outlined in Part Three of KCSIE 2024. 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 2024) 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 school 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, neglect and exploitation 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 2024. 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 2024.



In line with KCSIE 2024 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 2024.

## **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 2024.

### **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 2024 for whistleblowing. The Safeguarding Trustee is required to read KCSIE 2024 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.

School staff can speak to their school Data Compliance Officer or HET Data Protection Officer if they need any advice around sharing safeguarding information.

## **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 Staff/pupil relationships**

Staff are aware that inappropriate behaviour towards pupils is unacceptable and that it is a criminal offence for them to engage in any sexual activity with a pupil under the age of eighteen. We provide our staff with advice regarding their personal online activity, and we have clear rules regarding electronic communications and online contact with pupils. It is considered a serious disciplinary issue if staff breach these rules. Our Staff Code of Conduct, within our Employee Handbook, sets out our expectations of staff and is signed by all staff members.



## 2.7 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.

## 2.8 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.

## 2.9 Children who are lesbian, gay, bisexual, or gender questioning

A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, the Trust recognises that they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are. Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff. When supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child).

## 2.10 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, neglect and exploitation 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 DSL) 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).

### **2.11 Children with mental health needs**

Where children have suffered abuse and neglect, exploitation 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.

### **2.12 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, exploitation 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.

### **2.13 Children In Care (CIC) or Care Experienced**

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 CIC 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.

## **2.14 Private fostering arrangements**

A private fostering arrangement occurs when someone other than a parent or a close relative care for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of sixteen or aged under eighteen if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. Where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will tell the DSL in their school, and they will notify the local authority of the circumstances.

## **2.15 Multi-agency working**

No department operates in isolation but are part of a wider safeguarding system for children. KCSIE 2024 and Working Together to Safeguard Children 2023 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, Dorset Safeguarding Children's Partnership and BCP Children's 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 susceptible to radicalisation. The risks will need to be considered for any kinds of extremism. Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to: negate or destroy the fundamental rights and freedoms of others; or undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or intentionally create a permissive environment for others to achieve the results in the above.

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 2024)





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 local authority's children's services 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" (KSCIE 2024). 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 2024).

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.

### 3.3.4 Serious violence

All staff are made aware of indicators that children are at risk from or are involved with serious violent crime. These include increased absence, a change in friendships or relationships with older individual or groups, a significant decline in performance, signs of mental health difficulties, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts could also indicate that children have been approached by or are involved with individuals associated with criminal gang.

All staff are made be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced maltreatment and having been involved in offending, such as theft or robbery.

## 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 them in writing of their decision to electively home educate their child and schools 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 cyberbullying. 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 2024.

### 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 2024 and as outlined in the guidance. In KCSIE 2024 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”, “boys being boys” or “girls being girls”. 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 Care Experienced Children.

Where needed, the Trust DSLs will follow Part 5 of KCSIE 2024 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
- Report to the police (generally in parallel with a referral to children's services)

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, and this will be in conjunction with having contacted the police first (irrespective of the child's age). Parents/carers will be informed by their child's 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 help to 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 2024.

### 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 who see, hear or experience its effects are victims of domestic abuse. 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 the 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.

### **3.9 Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The designated safeguarding lead (and any deputies) in our schools are aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children’s social care where a child has been harmed or is at risk of harm.

## **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 HET incident reporting system. 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 sent 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 member of staff 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 except 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. In the absence of a Chair of Governors, the HET Deputy CEO at should be contacted.

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.

#### **Low-Level Concerns**

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 school 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 school policy.
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door.
- Using inappropriate sexualised, intimidating, or offensive language.
- humiliating pupils.

The Trust will promote a culture in which safeguarding pupils is the uppermost priority beyond any perceived professional loyalties to colleagues, ensuring that staff are actively encouraged to report concerns, regardless of their relationship with the staff member.

From September 2024, any low-level concerns must be reported through the Hamwic Incident System (via the Hamwic Intranet). This allows staff to report a concern about another member of staff or the Headteacher. The online reporting form ensures details of the concern are captured for the Headteacher to review and investigate. The name of the individual sharing their concerns should also be noted, unless they wish to remain anonymous.

Our low-level concerns reporting mechanism is in place to:

- Give everyone a way to raise their concerns discreetly and in the right way.
- Help create and embed a culture of openness, trust and transparency in which the school values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff.
- Address unprofessional behaviour, which may lead to a colleague receiving help, support and guidance at an early stage.
- Help identify a colleague who may be finding things difficult but does not feel able to come forward to say they are struggling, which may lead to targeted support.
- Help identify any weaknesses in the safeguarding systems of the school, which will lead to change.

We also encourage staff to self-refer if they find themselves in a situation that could be misinterpreted. If staff are not sure whether behaviour would be deemed a low-level concern, we encourage staff to report it.



Low-level concerns will be managed in the following way:

- Concerns about members of staff will be read, reviewed and managed by the Headteacher. In some cases, the Headteacher may ask for advice from the Trust HR department.
- Concern about the Headteacher will be managed by the HET Deputy CEO.
- All concerns will be handled in a responsive, sensitive and proportionate way.
- If concerns are unsubstantiated or do not meet the low-level concerns threshold they will not be recorded.
- In most cases, a Headteacher will arrange a conversation with the member of staff. If the Headteacher is satisfied it is a valid concern, the conversation may lead to a follow up in writing, either an email or letter of professional advice.
- The member of staff will be advised if the concern is being noted – the school MIS (Bromcom) is used to do this.

Staff records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where this is identified, the school 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 and the Trust safeguarding team will be informed. 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 can be found on page 3 of this policy.

## 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 Protect helpline [Protect - Speak up stop harm - Whistleblowing Homepage \(protect-advice.org.uk\)](https://protect-advice.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 nonmedical 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.



