Safeguarding and Child Protection Policy

2026-2027

Hampton College

This policy has been produced in line with the Peterborough Local Authority model Child Protection and Safeguarding Policy.

Contents

Hampton College 1
Contents 2
Document Control 4
Background 4
Purpose 5
Scope 6
Useful Contacts 6
Prevention 7
Standard commitments 7
At Primary Phase 8
At Secondary Phase 9
Procedures 9
Multi-agency procedures 9
Staff Induction and Safeguarding Awareness 10
Reporting Concerns 10
Designated Safeguarding Lead Arrangements 11
Training 11
Online Safety 12
Filtering and Monitoring 12
Whistleblowing and Low-Level Concerns 12
Working with Parents and Carers 13
Vulnerable Groups of Children 13
Alternative Provision and Off-Site Education 13
The Governing Body's Obligations 13
Multi-Agency Working 14
Record Keeping, Confidentiality and Information Sharing 15
Communication with Parents/Carers 15
Responding to Child-on-Child Abuse, Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour 16
Supporting Children 16
Protecting Children 16
Children Who Have Returned Home to their Family from Care 18

Children Exposed to Risk Outside the Home (ROTH) 18
Children at Risk of Radicalisation 18
Privately Fostered Children 19
Preventing Unsuitable People From Working With Children 19
Recruitment 19
Allegations that may Meet the Harms Threshold (KCSIE Part Four, Section One) 19
Concerns that do not Meet the Harms Threshold 20
Other Related Policies and Procedures 21
Governing Body Safeguarding Responsibilities 21
Use of Setting Premises for Non-Setting Activities 21
Monitoring and Evaluation 22
Appendix A - Dealing with Allegations or Concerns about an Adult Working with Children . 23
Appendix B – List of external legislation or government regulations relating to this policy .. 24
Appendix C – Acronyms used in this policy 25
Appendix D – Guidance to Staff: Responding to a Young Person Making a Disclosure or Allegation 26
Actions to be avoided 26
Categories of abuse, neglect and exploitation 26
Four categories of abuse 26
Appendix E – Staff Training Log (September 2026) 29
4
Appendix B – List of External Legislation of Government Regulations Relating to this Policy. ..... **Error! Bookmark not defined.**5
Appendix C – Acronyms. ..... **Error! Bookmark not defined.**6
Appendix D – Guidance to Staff: Responding to a Young Person Making a Disclosure or Allegation. ..... **Error! Bookmark not defined.**7
Appendix E – Staff Training Log (September 2026) 40

Document Control

1. PCC policy document control:

Version	V1.1
Senior Responsible Officer (SRO)	Rebecca Gibson – Education Safeguarding Manager
Approved by	Jane Bellamy – Deputy Safeguarding Lead
Approved on	26/08/2026
Review date	26/08/2027

2. **Hampton College** policy document control:

Version	V1.1		
Senior Responsible Officer (SRO)	Alex Macfarlane Deputy Head of School and DSL		
Approved by	Alex Ford / Paul Jones Head of Schools	Kerran Harwood / Kerry Rigby Chairs of Governors	Alex Macfarlane – Designated Safeguarding Lead
Approved on	October 2026		
Review date	October 2027		

Background

3. **Hampton College is committed to safeguarding and promoting the welfare of all children. Safeguarding is everyone's responsibility.**
'Children' includes everyone under the age of 18.

4. Our safeguarding arrangements are underpinned by:
   - Keeping children safe in education 2026,
   - Working together to safeguard children 2026,
   - The Education Act 2002,
   - Children Act 1989 and Children Act 2004,
   - The Human Rights Act 1998,
   - The Equality Act 2010,
   - Data Protection Act 2018 and UK GDPR, and
   - Cambridgeshire & Peterborough Safeguarding Partnership Board Procedures.

5. The welfare of the child is paramount and all decisions made by **Hampton College** will be taken in the best interests of children.

6. This responsibility is more fully explained in the statutory guidance for schools and colleges Keeping children safe in education 2026 (KCSIE). All staff must be made aware of their duties and responsibilities under Part One of this document.

7. It is essential that everyone working in a school or college understands their safeguarding responsibilities. The governing body and proprietors, working in partnership with the senior leadership team and the Designated Safeguarding Lead (DSL), will ensure that all staff, including those who do not work directly with children, read and understand at least Part One of KCSIE.

8. The governing body will ensure that mechanisms are in place to assist staff to understand and discharge their roles and responsibilities as set out in KCSIE.

9. Through their day-to-day contact with pupils and direct work with families all staff in school have a responsibility to:

   - Identify concerns early to prevent them from escalating,
   - Provide a safe environment in which children can learn,
   - Identify children who may benefit from early help, Family Help and early support,
   - Know what to do if a child tells them he/she is being abused, neglected or exploited in line with the setting procedures, and
   - Follow the referral process if they have a concern and support children's social care and other agencies following this (paragraphs 55-61 of KCSIE).

10. This policy is consistent with the Cambridgeshire & Peterborough Safeguarding Partnership Board procedures.

Purpose

11. There are four main elements to this policy:

    1) **Prevention –** Through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos;

    2) **Procedures –** For identifying and referring cases, or suspected cases, of abuse or exploitation.

    3) **Supporting children –** Particularly those who may have been abused or witnessed violence towards others;

    4) **Preventing unsuitable people working with children –** Processes are followed to ensure that those who are unsuitable to work with children are not employed.

12. This policy is available to parents on request and is on the Hampton College website Policies | Hampton College - Peterborough

Scope

13. This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Our policy applies to all staff, paid and unpaid, working in the school including governors.

14. We use the terms "must" and "should" throughout the guidance. We use the term "must" when the person in question is legally required to do something, and "should" when the advice set out should be followed unless there is good reason not to.

15. Safeguarding and promoting the welfare of children is defined as:

- 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,
- Promoting the upbringing of children with their birth parents, or otherwise within their family network through a kinship care arrangement, whenever possible and where this is in the child's best interests, and
- Taking action to enable all children to have the best outcomes.

Useful Contacts

Useful Contact	Communication Route
PCC Education Safeguarding Team	Peterborougheducationsafeguarding@peterborough.gov.uk
PCC Education Safeguarding Manager	Rebecca.gibson@peterborough.gov.uk
PCC Education Safeguarding Advisors	Louise.hooper@peterborough.gov.uk Gina.hayes@peterborough.gov.uk
PCC Education Safeguarding Operation Support Assistant	Melissa.clarke@peterborough.gov.uk
PCC Education Navigator – MASH	pcceducationnavigator@peterborough.gov.uk
Early Help/Targeted Support	Tel: 01733 863649
MASH – General Enquiries	Tel: 01733 864170

MASH – Professional Consultation Line	Tel: 01733 864180
MASH referral Portal	Professional (peterborough.gov.uk)
Emergency Duty Team (out of hours)	Tel: 01733 234724
Local Authority Designated Officer (LADO)	lado@peterborough.gov.uk Tel: 01733 864038
Police Child Abuse Investigation Unit	Tel: 101
Prevent Officers	prevent@cambs.police.uk Tel: 01480 422596
Cambridgeshire and Peterborough Safeguarding Partnership Board – Safeguarding Multi-Agency Procedures	Multi-Agency Policies and Procedures | Cambridgeshire and Peterborough Safeguarding Partnership Board
Cambridgeshire Education Safeguarding Team (Sara Rogers)	sara.rogers@cambridgeshire.gov.uk ECPSGeneral@cambridgeshire.gov.uk Tel: 01223 729045
CME Officer	Claire Carrington <claire.carrington@peterborough.gov.uk> Tel: 01733 864579

Prevention

Standard commitments

16. We recognise that children who are confident, resilient, listened to, and supported by positive relationships with trusted adults are better protected from harm. We are committed to creating a culture where safeguarding is everyone's responsibility, children's welfare is paramount, and children feel able to seek help when they need it.

Hampton College will:

- Establish and maintain a culture of safeguarding in which all children feel safe, secure, respected and valued, including within the online environment, and are encouraged and supported to talk openly about anything that worries them,
- Ensure that all children are listened to and that their wishes, views and feelings are taken seriously and appropriately considered when determining what action to take, in accordance with their age, understanding and individual needs,
- Ensure children know who they can turn to for help and support within the setting, understand how to report concerns about themselves or others, and are confident that concerns will be taken seriously and acted upon promptly and appropriately,

- Promote protective behaviours, resilience, wellbeing and positive mental health through a broad, balanced and inclusive curriculum and through the wider life of the setting,
- Provide a curriculum, including Relationships Education, Relationships and Sex Education and Health Education (where applicable), Health Education and online safety education, that is age, stage and developmentally appropriate and responsive to the specific needs, vulnerabilities and experiences of individual children,
- Support children to recognise risks both online and offline, including abuse, exploitation, grooming, coercion, harmful sexual behaviour, sexual violence and sexual harassment, criminal exploitation, child-on-child abuse, radicalisation, misinformation and disinformation, and to know how to seek help and support,
- Recognise that children may be at greater risk of harm or face additional barriers to disclosing abuse, including children with special educational needs and disabilities (SEND), children who are or have been looked after, young carers, children who identify as LGBTQ+, children experiencing mental health difficulties, and children with protected characteristics, and ensure appropriate support is in place,
- Ensure all staff understand that safeguarding incidents and behaviours can be associated with factors outside the school/college and can occur between children as well as between adults and children,
- Promote equality, diversity and inclusion, helping children to develop an understanding of respect, tolerance, healthy relationships, consent, protected characteristics and individual differences,
- Challenge, address and respond robustly to all forms of prejudice-related behaviour, discrimination and abuse, including sexism, misogyny, misandry, sexual harassment, sexual violence, homophobia, biphobia, transphobia, racism, disablism and other behaviours motivated by prejudice or hate. Such incidents will be recorded, monitored and responded to in accordance with the setting's policies and procedures, and
- Foster strong and trusted relationships between children and staff to ensure that concerns can be identified early, help can be provided as soon as problems emerge, and children receive the right support at the right time.

17. Hampton College uses Relationships Education, Relationships and Sex Education and Health Education guidance to incorporate into the curriculum, material which will:

- Help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills
- Reinforce essential skills for every child to include self-esteem and confidence building, thinking independently and making assessments of risk based on their own judgements;
- Embed e-safety at every relevant opportunity, and
- Activities and opportunities which equip children with the skills they need to stay safe from abuse and exploitation in all contexts.

At Primary Phase

18. We use the Personal Safety Units from the Cambridgeshire PSHE Service Personal Development Programme. These units support children to recognise if they are feeling safe or unsafe in their relationships with friends, family and online. This includes considering the importance of permission seeking and giving in relationships, and the sort of boundaries which are appropriate both on and offline. Children are encouraged to consider they would look for in

a trusted adult, how to judge whether a secret feels safe or unsafe and how to seek support if they are asked to keep an unsafe secret. Children learn that each person's body belongs to them, the correct language for body parts, including genitals, how to identify unsafe or inappropriate physical contact. With older children, they learn about what sorts of behaviours constitute abuse and neglect (PS5-6). All children have opportunities to practice seeking help and advice from others, including their Networks of Support, and develop their problem-solving strategies, which can be applied in a range of contexts.

At Secondary Phase

19. We use strategies from the Safer Corridors Action Toolkit developed by the Cambridgeshire PSHE Service which supports schools and colleges in preventing and reducing sexual violence and harassment and in responding to incidents.

Procedures

Multi-agency procedures

20. Hampton College will follow the procedures set out in the Cambridgeshire & Peterborough Safeguarding Partnership Board 'Multi-Agency Procedures'.
21. Hampton College will liaise with the three statutory safeguarding partners (Local Authority, Health and Police), as appropriate and work with other agencies in line with Working Together to Safeguard Children 2026.

22. **Hampton College Safeguarding Team**

	Name	Telephone Number	Email
Designated Safeguarding Lead	Alex Macfarlane (HCSP)	01733 246820 ext 1112	amacfarlane@hamptoncollege.org.uk
Deputy Designated Safeguarding Lead	Paul Jones (HCP) Gavin Cooke (HCSP)	01733 246820 ext 1310 01733 246820	pjones@hamptoncollege.org.uk gcooke@hamptoncollege.org.uk
Safeguarding Team	Helen Price (Trust) Alex Ford (HCSP) Gemma Hastings (HCSP) Lynda Johnson (HCSP) Rebecca England (HCSP) Matt Tee (HCSP) Katherine Rye (HCSP) Stacey Evenett (HCSP) Sam Britten (HCSP) Laura Youell (HCSP) Sonia Hayden (HCSP) Gina Haslam (HCSP) Michele Stuffins (HCP) Lauren Tuley (HCP)		

	Sara Hibbert (HCP)		
Safeguarding Governor	Kerran Harwood Al Kingsley (Trustee)		kharwood@hamptonacademiestrust.org.uk akingsley@hamptonacademiestrust.org.uk
Single Point of Contact (Prevent)	Alex Macfarlane	01733 246820 ext 1112	amacfarlane@hamptoncollege.org.uk

Staff Induction and Safeguarding Awareness

23. The governing body will ensure that all staff, volunteers, governors and trustees receive appropriate safeguarding information at induction and are provided with regular safeguarding updates thereafter.

24. From induction onwards, all staff will be made aware of:

- The identity and role of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead(s) (DDSLs),
- The setting's safeguarding and child protection procedures,
- The systems for recording and reporting safeguarding concerns,
- Their individual responsibility to safeguard children and report concerns without delay,
- The requirement to read and understand Part One of KCSIE,
- The setting's staff code of conduct and whistleblowing procedures, and
- The role of filtering and monitoring systems and the process for reporting concerns relating to online safety.

25. Staff must understand:

- How to identify signs of abuse, neglect, exploitation and child-on-child abuse,
- That children can be at risk of harm both inside and outside the home, inside and outside the setting and online,
- The importance of professional curiosity,
- Their responsibility to provide a safe environment in which children can learn,
- Their role in Family Help and Early Help processes,
- The process for making referrals to Children's Social Care,
- The safeguarding response to children who are absent from education, particularly where absence is repeated or prolonged, and
- The safeguarding risks associated with misinformation, disinformation, generative AI, deepfakes and other emerging technologies.

Reporting Concerns

26. All staff must act immediately if they have concerns about a child's welfare.

27. For example, staff are required to record safeguarding concerns on MyConcern immediately and submit them to the DSL or DDSL without delay.
Any concerns relating to physical abuse, sexual abuse or a child at immediate risk of harm must also be reported verbally to the DSL/DDSL as soon as possible and followed up in writing.

Designated Safeguarding Lead Arrangements

28. The governing body will ensure that an appropriately trained DSL and sufficient Deputy DSLs are appointed to provide effective safeguarding leadership.

29. The DSL or a Deputy DSL will always be available during operating hours and term time to discuss safeguarding concerns and support staff in making referrals where necessary.

30. In the unlikely absence of the DSL and all Deputy DSLs, staff should seek immediate advice from another member of SLT and, where required, make a direct referral to Children's Social Care or the Police through the safeguarding Professional Referral process. Staff should never delay action because a DSL is unavailable.

31. Whilst there is no statutory requirement for DSL availability during holidays, we will ensure that safeguarding arrangements remain proportionate to the needs of pupils. This may include monitoring safeguarding email accounts and providing a nominated safeguarding contact for urgent child protection matters.

Training

32. The governing body will ensure that all staff receive safeguarding and child protection training at induction and through annual updates.

33. Training will include:

- Child protection procedures,
- Child-on-child abuse,
- Exploitation,
- Online safety,
- Prevent awareness,
- Filtering and monitoring responsibilities,
- Children missing education,
- Family help processes,
- Professional curiosity,
- Information sharing,

- The risks associated with misinformation and disinformation,
- Emerging technologies and AI-related safeguarding risks, and
- Local safeguarding procedures and multi-agency working arrangements.

Online Safety

34. The governing body recognises that safeguarding includes protecting children from online risks and harms.

35. Hampton College's Online Safety Policy reflects the requirements of KCSIE, Meeting digital and technology standards in schools and colleges and Generative AI: product safety expectations.

36. The Online Safety Policy is aligned with the Behaviour Policy and includes procedures for responding to:

    - Online abuse and exploitation,
    - Cyberbullying,
    - Harmful online content,
    - Misinformation and disinformation,
    - Making, possessing or sharing nudes and semi-nudes (see Sharing nudes and semi-nudes: advice for education settings working with children and young people), and
    - Risks associated with generative AI, deepfakes and manipulated imagery.

37. Hampton College operates a phone-free environment for pupils up to, and including year 11. Any exceptions are set out within the Use of Mobile Phones and Smart Devices Policy

Filtering and Monitoring

38. The governing body will ensure that appropriate filtering and monitoring systems are in place to safeguard children online and limit exposure to harmful content.

39. With support from the DSL and relevant IT providers, the effectiveness of filtering and monitoring systems will be reviewed at least annually by the designated senior leader responsible.

Whistleblowing and Low-Level Concerns

40. The governing body will ensure that all staff recognise their duty to raise concerns about poor, unsafe or inappropriate practice.

41. Concerns will be managed sensitively, proportionately and in accordance with the setting's Whistleblowing Policy, Staff Code of Conduct, and procedures for managing allegations and low-level concerns about adults working with children. See Safeguarding and Child Protection policy and procedures will be monitored and evaluated by:

- Governing Body visits to the school and discussions at Local Governing Body meetings
- SLT 'drop ins' and discussions with children and staff
- Student and Parent surveys and feedback
- Scrutiny of attendance data
- Scrutiny of a range of risk assessments
- Monitoring of logs of behaviour and prejudice related incidents

Policy review

This policy is reviewed every year, or sooner if there are statutory guidance updates.

APPROVED BY GOVERNORS:

…… …… ……

SIGNATURE NAME DATE

42. Appendix A - Dealing with Allegations or Concerns about an Adult Working with Children.

Working with Parents and Carers

43. The governing body will ensure that parents and carers are informed of the setting's safeguarding responsibilities and that this Safeguarding and Child Protection Policy is published and accessible via the setting's website.

Vulnerable Groups of Children

44. The governing body recognises that while all children can be harmed, some children may face additional barriers to safeguarding and may be at greater risk of abuse, neglect or exploitation, both online and offline.

45. Hampton College will give particular consideration to children identified within KCSIE as potentially vulnerable and ensure appropriate support and protective measures are implemented where required.

Alternative Provision and Off-Site Education

46. Where pupils access alternative provision or are educated off-site, Hampton College remains responsible for ensuring appropriate safeguarding arrangements are in place.

47. We will:

- Undertake appropriate due diligence before any placement begins,
- Obtain written confirmation that relevant safeguarding and safer recruitment checks have been completed,
- Maintain effective information-sharing arrangements with the provider,
- Monitor attendance, welfare and safeguarding arrangements throughout the placement, and
- Review placements immediately where safeguarding concerns arise and end placements where necessary.

The Governing Body's Obligations

48. The governing body recognise that they have a strategic leadership responsibility for safeguarding and promoting the welfare of children and must ensure that the setting complies with its duties under legislation and statutory guidance. Readers should refer to Part Two of KCSIE for the full responsibilities of governing bodies, proprietors and management committees.

49. The governing body will ensure that safeguarding arrangements are effective, child-centred and embedded throughout the setting. Safeguarding governance includes leadership and oversight, safer recruitment, child protection arrangements, online safety, filtering and monitoring, staff training, and the promotion of a culture where safeguarding is everyone's responsibility.

50. The governing body will:

- Appoint a Safeguarding Governor to provide strategic oversight and champion safeguarding,
- Ensure all governors and trustees receive safeguarding and child protection training, including online safety, at induction and through regular updates,
- Ensure governors can provide appropriate strategic challenge regarding safeguarding arrangements and their effectiveness,
- Ensure compliance with duties under the Human Rights Act 1998, Equality Act 2010, Public Sector Equality Duty and Cambridgeshire & Peterborough Safeguarding Partnership Board's safeguarding arrangements,
- Receive and scrutinise an annual safeguarding report and ensure any identified weaknesses are addressed without delay,
- Review, ratify and update this Safeguarding and Child Protection Policy annually,
- Ensure this policy is understood and implemented by all staff,
- Ensure the policy is published on the setting's website,
- Ensure appropriate filtering and monitoring systems are in place and reviewed annually,

- Ensure that children's wishes, views and feelings are considered when safeguarding decisions are made, and
- Promote a strong safeguarding culture where the welfare of children is paramount.

Multi-Agency Working

51. Education settings have a pivotal role to play in multi-agency safeguarding arrangements. Our governing body will ensure that Hampton College contributes to multi-agency working in line with Working Together to Safeguard Children 2026.

52. We will:
    - Work to develop effective links with relevant services to promote the safety and welfare of all pupils and students,
    - Co-operate as required, in line with Working Together to Safeguard Children 2026, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups,
    - In line with Working Together to Safeguard Children 2026, distinguish between universal services, early help and the targeted early help level of Family Help – which is a formal, local-authority-coordinated, consent-based offer, distinct from universal early help.
    - The DfE statutory guidance on school attendance Working Together to Improve School Attendance will be followed and school must work with local authority children's services where school absence indicates safeguarding concerns,
    - Notify the relevant Social Care Team immediately if:
        - It should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently),
        - There is an unexplained absence of a pupil who is subject to a Child Protection Plan,
        - There is any change in circumstances to a pupil who is subject to a Child Protection Plan, and
    - When a pupil who is subject to a Child Protection Plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Care Team will also be informed.

Record Keeping, Confidentiality and Information Sharing

53. Hampton College will maintain clear, detailed, accurate, written records of concerns about children, including rationale of action taken in consultation with local threshold guidance.

54. Records should include:

    - A clear and comprehensive summary of the concern,
    - The child's lived experience, and where appropriate their views,
    - Details of how the concern was followed up, decision making, use of local partnership tools and note of any actions taken and any outcomes, and
    - A record of discussion/communication with parents and their views.

55. Electronic records are stored on an identified, purpose-built, secure platform, MyConcern, and meets the DfE's Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges. All staff are directed to the National Cyber Security Centre's (NCSC) Cyber security training for school staff.
Any legacy hardcopy safeguarding files are kept confidential and stored securely.

56. Information about children and their families is defined as 'special category personal data', i.e. information that identifies a living individual. Collection, storage and sharing of personal data is governed by the United Kingdom General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.

57. Hampton College will ensure that information is shared appropriately to safeguard and promote the welfare of children, in accordance with data protection legislation and relevant information-sharing guidance. Staff must understand their responsibility to share information where necessary to protect children. The DSL will ensure that safeguarding information is shared on a need-to-know basis, that decisions to share or withhold information are recorded, and that Subject Access Requests are managed in accordance with the Data Protection Act 2018 and UK GDPR.

Communication with Parents/Carers

58. Hampton College is committed to working openly and collaboratively with parents and carers to safeguard and promote the welfare of children. Parents and carers are informed of the school's safeguarding and child protection responsibilities through the school website and other relevant communications:

- Where there are concerns about a child's welfare, we will, wherever appropriate, seek to discuss these with parents and carers and work in partnership with them to identify the most effective support. However, there may be circumstances where sharing information with parents could place a child or another person at increased risk of harm or could impede a criminal investigation. In such cases, we will act in the child's best interests and seek advice from relevant safeguarding agencies as required, and
- Hampton College will maintain a clear record of discussions held with parents and carers, including the rationale for any decision not to inform them.

Responding to Child-on-Child Abuse, Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour

59. Hampton College recognises that children can abuse other children, and that child-on-child abuse can occur both inside and outside of school, including online. All forms of child-on-child abuse are taken seriously and will never be dismissed as banter, part of growing up, or simply having fun. This includes, but is not limited to:
    - Bullying (including cyberbullying),
    - Physical abuse,
    - Initiation or hazing behaviours,
    - Prejudice-based abuse,
    - Sexual harassment,

- Sexual violence,
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos, and
- Harmful sexual behaviour.

60. We will respond to all concerns in a proportionate, appropriate and timely manner, ensuring that the needs and safety of all children involved are considered.

61. Staff will maintain an attitude of 'it could happen here' and will follow the procedures set out in this policy and statutory guidance. Further information can be found in Part Five of KCSIE, which sets out the expectations for schools and colleges in relation to child-on-child abuse, sexual harassment, sexual violence and harmful sexual behaviour. Also see Sharing nudes and semi-nudes: how to respond to an incident.

Supporting Children

Protecting Children

62. Hampton College recognises that whilst all children should be protected, it is important that the governing body recognises (and reflect in their policies and procedures) that some groups of children are potentially at greater risk of harm than others (both online and offline). The list below is not exhaustive but highlights some of those groups:

- Children who need a social worker (Child in Need and Child Protection Plans),
- Children who are absent from education,
- Elective home education (EHE),
- Children requiring mental health support,
- Looked after children and previously looked after children,
- Care leavers,
- Young carers,
- Children with special educational needs, disabilities or health issues,
- Safeguarding children with medical conditions,
- Children who are lesbian, gay or bisexual, and
- Children who are questioning their gender.

63. We understand that it is important to recognise specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should act on concerns immediately and follow organisation procedures, including recording concerns and speaking with DSL (or a deputy). The list below details those groups as per KCSIE's Annex A, which contains detailed definitions:

- Child abduction and community safety incidents,
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE),
- County lines,
- Children and the court system,

- Children missing from education,
- Children with family members in prison,
- Cybercrime,
- Domestic abuse,
- Homelessness,
- Modern Slavery and the National Referral Mechanism,
- Preventing radicalisation,
- The Prevent duty,
- Channel,
- Serious Violence,
- Honour based abuse (including Female Genital Mutilation and Forced Marriage),
- FGM,
- FGM mandatory reporting duty for teachers, and
- Forced marriage.

64. Further information can be found in the follwing documents:

    - Domestic Abuse Act 2021,
    - Marriage and Civil Partnership (Minimum Age) Act 2022,
    - Female Genital Mutilation Act 2003,
    - Risk Outside the Home (ROTH) Assessment Tool, and
    - Risk Outside the Home (ROTH) Assessment Guidance.]

65. At Hampton College, we work in partnership with Cambridgeshire Police and Peterborough City Council to identify and provide appropriate support to pupils who have experienced domestic abuse in their home; this scheme is called Operation Encompass.

66. To achieve this, Peterborough's Education Safeguarding Team will share police information of all domestic incidents, where one of our pupils has been present, with the DSL or Domestic Abuse (DA)Lead. On receipt of any information, the DSL or DA Lead will decide on the appropriate support the child may require.

67. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information. All information sharing and resulting actions will be undertaken in accordance with the Cambridgeshire and Peterborough Joint Agency Protocol for Domestic Abuse Notifications to Schools, Colleges and Early Years Settings.

It is a statutory duty for teachers in England and Wales to personally report cases of FGM in under-18s which they identify in the course of their professional work to the police. Teachers must consider and discuss such cases with the DSL and involve social care as appropriate

Children Who Have Returned Home to their Family from Care

68. Hampton College recognises that a previously looked after child potentially remains vulnerable. We will vigilantly monitor the welfare of previously looked after children, keep records and

notify Children's Social Care if a concern arises.

Children Exposed to Risk Outside the Home (ROTH)

69. Extra-familial harms (Risks outside the Home – ROTH) take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation (including county lines and online exploitation), serious youth violence, peer-on-peer abuse and radicalisation.

70. Staff are alert to changes in behaviour which could indicate that a student is vulnerable to exploitation. They are asked to report concerns in the usual way, through MyConcern. Where necessary, safeguarding leads will complete a contextual risk assessment and seek further advice.

Children at Risk of Radicalisation

71. The governing body will ensure that a DSL has undertaken Prevent Lead training (refreshed every 2yrs) and that all staff receive training about the Prevent Duty within induction and regular updates/annual refreshers.

72. **The following member of staff is the Prevent Lead and has undertaken Prevent Lead training:**

    Alex Macfarlane, training completed in December 2025

    Our Heads of School, Alex Ford (May 2026) and Paul Jones () have also completed the Prevent Lead training.

73. Our Designated Safeguarding Lead (and Deputies) are aware of local procedures for completing a National Prevent referral form.

74. See also The Prevent duty: an introduction for those with safeguarding responsibilities, and Prevent duty guidance: England and Wales (2023).

Privately Fostered Children

75. Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or close relative, in their own home for 28 days or more.

76. Hampton College will follow the mandatory duty to inform the Peterborough City Council of any Private Fostering arrangements via a Safeguarding Referral.

Preventing Unsuitable People From Working With Children

Recruitment

77. Hampton College will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part Three of KCSIE. This section should be read in conjunction with our Recruitment and Selection Policy

78. The governing body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

79. **A full list of staff members who have undertaken Safer Recruitment training can be found in Appendix E**

Allegations that may Meet the Harms Threshold (KCSIE Part Four, Section One)

80. Any allegation of abuse made against any person in paid or unpaid capacity that meets the harms threshold as set out in KCSIE's Part Four, Section One, will be reported straight away to the Head of School.

81. In cases where the Head of School is the subject of an allegation, it will be reported to the Chair of Governors. Hampton College must follow the procedures set out in Part Four of KCSIE.

82. Hampton College will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made and adhere to the relevant procedures set out in KCSIE, Part Four and the setting's HR Policies as well as seek advice from our HR provider, EPM.

83. The Head of School or Chair of Governors will ensure that all allegations are reported to the LADO within one working day. The LADO will advise on all further action to be taken.

84. Before contacting the LADO, we will use the guidance chart found in Safeguarding and Child Protection policy and procedures will be monitored and evaluated by:

85.

- Governing Body visits to the school and discussions at Local Governing Body meetings
- SLT 'drop ins' and discussions with children and staff
- Student and Parent surveys and feedback
- Scrutiny of attendance data
- Scrutiny of a range of risk assessments
- Monitoring of logs of behaviour and prejudice related incidents

Policy review

This policy is reviewed every year, or sooner if there are statutory guidance updates.

APPROVED BY GOVERNORS:

…… …… ……

SIGNATURE NAME DATE

86. Appendix A - Dealing with Allegations or Concerns about an Adult Working with Children to support their decision-making.

87. If Hampton College identifies that a child has been harmed, may be at risk of harm, or requires an immediate safeguarding response, the DSL (or deputy) will make a referral to the LADO, Children's Social Care and the police without delay, as appropriate.

88. Hampton College will use the local LADO Procedures set out by the Cambridgeshire & Peterborough Safeguarding Partnership Board.

89. We will follow the duty of care set out on page 111 of KCSIE regarding the welfare of those involved.

Concerns that do not Meet the Harms Threshold

90. Low level concerns that do not meet the harms threshold should be reported to the Head of School and Designated Safeguarding Lead. The term low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms test.

91. In cases where the Head of School is the subject of an allegation, it will be reported to the Chair of Governors. Hampton College will follow the procedures set out in Part Four, Section Two of KCSIE.

92. As good practice governing bodies should set out their low level concerns policy within their staff code of conduct. Insert link to Low Level Concerns Policy here

93. All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

94. Hampton College can decide where these records are kept, but they must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK GDPR. HAT Data Protection Policy

95. We will promote an open culture where concerns about adults working in or on behalf of Hampton College are addressed promptly and appropriately. This helps identify inappropriate behaviour early, reduce the risk of abuse, and ensure all adults understand and follow professional boundaries, the setting's ethos and values.

96. Hampton College will ensure that **all** staff are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils, parents or carers as advised within the Professional and Personnel Relationships Guidance. Signed confirmation is required.

97. We will also ensure that staff, supply staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

Other Related Policies and Procedures

98. This policy also links to our policies on:
    - Anti-bullying policy
    - Attendance policy (including Children who are absent from Education)
    - Behaviour policy
    - Complaints policy
    - Critical Incident plan
    - Equality policy
    - First Aid policy
    - Health and Safety policy
    - HR Policies
    - Intimate Care policy
    - Lone Working policy
    - Online Safety and Acceptable Use policy
    - Physical Intervention and/or Use of Reasonable Force policy
    - Protocol for children not collected from school at the end of the school day/activity
    - Record Keeping Policy
    - Responding to Prejudice Related incidents policy
    - Safer Recruitment Policy
    - SEND Policy
    - Staff Code of Conduct/Safer Working Practice
    - Staff Discipline and Grievance procedures
    - Supporting Pupils with Medical Conditions policy
    - Use of Mobile Phone and Other Smart Devices Policy
    - Whistleblowing policy

99. Hampton College has a Whole-School Allergy Policy for supporting children with medical conditions. This will be displayed on the school website in accordance with section 34 of the Children's Wellbeing and Schools Act 2026, Allergy safety in schools statutory guidance, Stronger protections for children with allergies in school.

Governing Body Safeguarding Responsibilities

Use of Setting Premises for Non-Setting Activities

100. If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for safeguarding as written in this policy shall apply.

101. Where services or activities are provided separately by another organisation or individual, either on or off setting site, the governing body will seek assurance that they have appropriate policies and procedures in place to keep children safe and there are arrangements to liaise with the setting on these matters where appropriate.

102. The governing body will use the guidance on After-school clubs, community activities, and tuition - safeguarding guidance for providers, which details the safeguarding arrangements that settings should expect these providers to have in place.

School Trips

103. When organising a school trip, it is important that the trip leader liaises closely with the Designated Safeguarding Lead. The Designated Safeguarding Lead will check the list of students who have been selected to take part and will provide advice, as appropriate, regarding any student participating in the trip.

Monitoring and Evaluation

104. Safeguarding and Child Protection policy and procedures will be monitored and evaluated by:

- Governing Body visits to the school and discussions at Local Governing Body meetings
- SLT 'drop ins' and discussions with children and staff
- Student and Parent surveys and feedback
- Scrutiny of attendance data
- Scrutiny of a range of risk assessments
- Monitoring of logs of behaviour and prejudice related incidents

Policy review

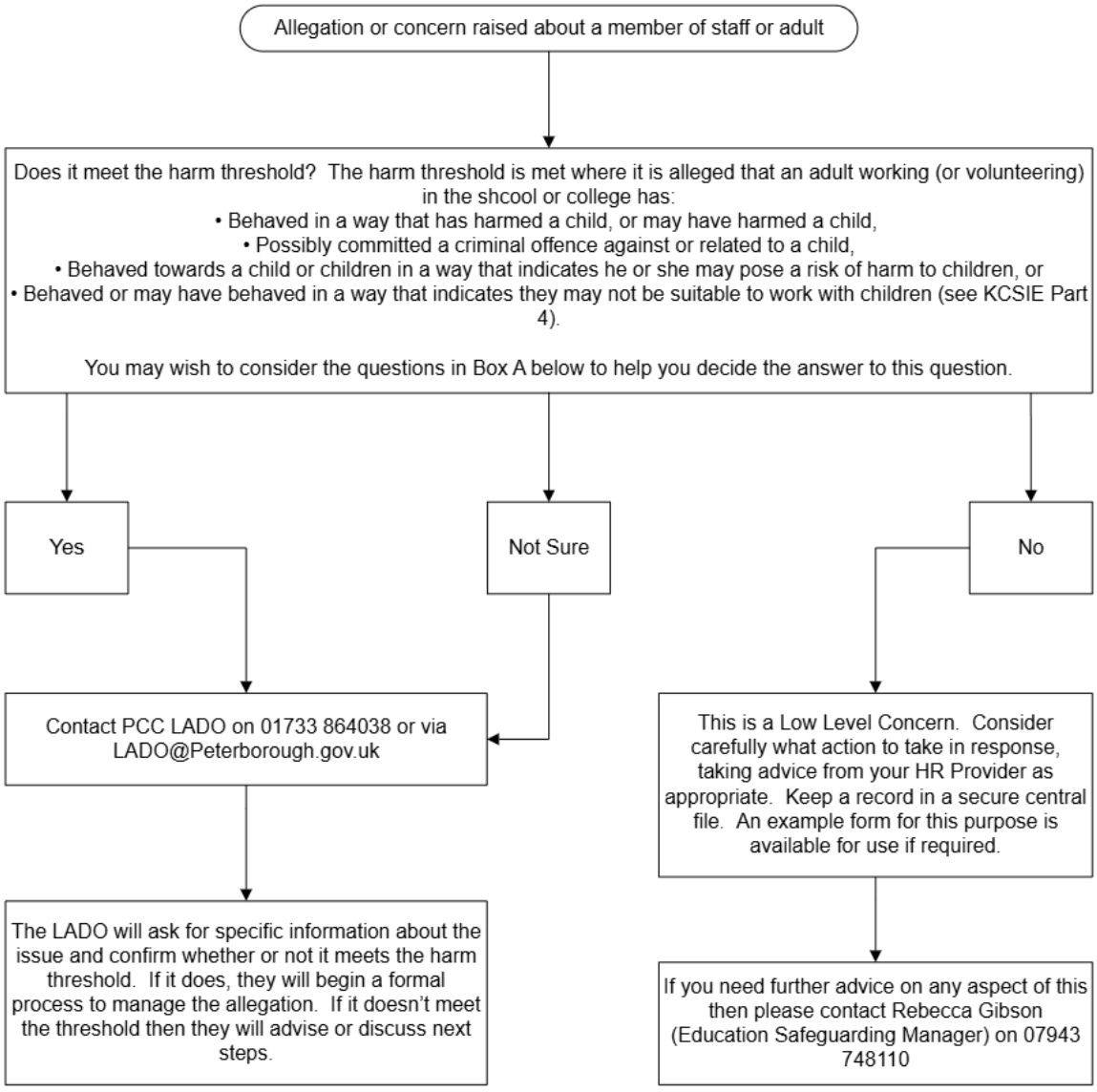
This policy is reviewed every year, or sooner if there are statutory guidance updates.

APPROVED BY GOVERNORS:

…… …….…… ……

SIGNATURE NAME DATE

Appendix A - Dealing with Allegations or Concerns about an Adult Working with Children



Box A

- How long has the adult or member of staff worked for you?
- Have there been any previous concerns raised?
- Is this a one-off or part of a pattern of behaviour?
- Has the member of staff previously been given advice in this area?
- Would an associated pattern of behaviour (if it exists) be seen by others? (How closely do they work with other colleagues?)
- Might this have been a planned action or event?
- Could this behaviour be inadvertent? What is the likelihood of this?
- Could this be the precursor to more concerning behaviour?
- Did it occur in a 'public' or 'private' place? Was this in or out of school or college?
- If electronic devices are involved, have any relevant files been deleted and is there any evidence of this?
- If this relates to inappropriate language, what is the precise nature of the language used? How inappropriate is it? What was the context – where was this, and who were the listeners? Could this be seen as 'banter' or might it have more serious undertones?

Appendix B – List of external legislation or government regulations relating to this policy

- After-school clubs, community activities, and tuition - safeguarding guidance for providers
- Allergy safety in schools statutory guidance
- Alternative Provision
- Cambridgeshire & Peterborough Safeguarding Partnership Board Procedures
- Cambridgeshire and Peterborough Joint Agency Protocol for Domestic Abuse Notifications to Schools, Colleges and Early Years Settings
- Children Act 1989
- Children Act 2004
- Children's Wellbeing and Schools Act 2026
- Cyber security training for school staff
- Data Protection Act 2018
- Domestic Abuse Act 2021
- Education for children with health needs who cannot attend school
- EYFS statutory framework for group and school-based providers
- Female Genital Mutilation Act 2003
- Generative AI: product safety expectations
- Home - Shore
- KCSIE
- Keeping children safe in education 2026
- LADO Procedures
- Lucy Faithfull Foundation - Preventing child sexual abuse
- Marriage and Civil Partnership (Minimum Age) Act 2022
- Meeting digital and technology standards in schools and colleges
- Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges
- Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance
- National Prevent referral form
- Operation Encompass
- Prevent duty guidance: England and Wales (2023)
- Professional and Personnel Relationships Guidance
- Professional Referral Process
- Relationships Education, Relationships and Sex Education and Health Education
- Risk Outside the Home (ROTH) Assessment Guidance
- Risk Outside the Home (ROTH) Assessment Tool
- Safer Corridors Action Toolkit
- Safer Spaces Action Toolkit

- Sexual Offences Act 2003
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- Sharing nudes and semi-nudes: how to respond to an incident
- Shore - Lucy Faithfull Foundation
- Stronger protections for children with allergies in school
- The Education Act 2002
- The Equality Act 2010
- The Human Rights Act 1998
- The Prevent duty: an introduction for those with safeguarding responsibilities
- UK GDPR
- When to call the police: Guidance for schools and colleges
- Working Together to Improve School Attendance
- Working together to safeguard children 2026

Appendix C – Acronyms used in this policy

Term	Definition
SRO	Senior Responsible Officer
PCC	Peterborough City Council
DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead
SEND	Special Educational Needs and Disabilities
PECS	Pyramid Exchange Communication System
CSE	Child Sexual Exploitation
FGM	Female Genital Mutilation
MARAC	Multi Agency Risk Assessment Conference
HBA	Honour Based Abuse
CSE	Child Sexual Exploitation
CCE	Child Criminal Exploitation
LADO	Local Authority Designated Officer
EYFS	Early Years Foundation Stage

Appendix D – Guidance to Staff: Responding to a Young Person Making a Disclosure or Allegation

A member of staff receiving information concerning disclosure should:

- react calmly so as not to frighten the student
- reassure the student that he/she was right to tell
- not make promises of confidentiality, but let them know you will have to tell another adult
- take what the student says seriously, recognising the difficulties inherent in interpreting what is said by a student
- keep questions to an absolute minimum to ensure a clear and accurate understanding of what has been said. Questions should not be leading. Questions should only consist of Who…? What…? When…? Where…? It should be information gathering and fact finding, under no circumstances should you investigate the incident. It should include
  a) the nature of the allegation
  b) a description of any visible bruising or other injuries using the body map on reverse of log sheet.
  c) the student's account, if it can be given, of what has happened and how any bruising or other injuries occurred,
  d) witnesses to the incident(s)
  e) any times, dates or other relevant information
  f) a clear distinction between what is fact, opinion or hearsay

Make a full written record on MyConcern of what has been said, heard and/or seen as soon as possible

Actions to be avoided

The person receiving the disclosure should not:

- panic
- allow their shock or distaste to show
- probe for more information than is offered
- speculate or make assumptions
- make negative comments about the alleged abuser
- approach the alleged abuser
- make promises to agree to keep secrets
- discuss the issue with anyone other than Designated Staff or another member of the Senior Leadership Team

Staff are not responsible for deciding whether or not student abuse is taking place. However, there is a responsibility and a duty to act on any concerns and to protect students in order that appropriate agencies can then make enquiries and take the necessary action to protect the student.

Categories of abuse, neglect and exploitation

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Four categories of abuse

Physical Abuse - may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Neglect - persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate care-givers
- Ensure access to appropriate medical care or treatment
- Provide suitable education

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- prevent of the participation in normal social interaction.

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

Sexual Abuse – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
  - children in looking at, or in the production of, sexual images,

- children in watching sexual activities
- or encouraging children to behave in sexually inappropriate ways
- grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child Criminal Exploitation - Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Appendix E – Staff Training Log (September 2026)

Staff Member	Training
Alex Macfarlane	Certificate in the Prevent Duty (National College) September 2025
	Prevent (DFE) Awareness and Referrals August 2025
	DSL Refresher Training (Cambs) May 2025
	Safer Recruitment (The Key) September 2024
	DSL Refresher Training (The Key) September 2024
	Prevent Training (Gov.UK) January 2024
	DSL Refresher Training (Cambs) June 2023
	Cambridgeshire Secondary Safeguarding Conference 29 November 2022
	Prevent Leads (Cambs) 11 January 2023
	Prevent -Duty Training Awareness - Gov.UK December 2022
	Confide – Low Level Concern (The Safeguarding Company) July 2022
	Prevent Leads (Cambs) 28 June 2022
	Supervision of Safeguarding (Cambs) 20 January 2022
	CPIN (Cambs) 29 September 2021
	Safer Corridors (Cambs) 22 September 2021
	DSL Refresher Training (Cambs) July 2021
	CPIN 29 April 2021
	Prevent Update (Beds) 29 April 2021
	Peer on Peer Abuse (The Key) 03 April 2021
	Online Safety (The Key) 03 April 2021
	Safer Recruitment (The Key) 03 April 2021
	Safer Recruitment (EPM) 03 April 2021
	Prevent (Cambs) March 2020
	Domestic Abuse Lead October 2018
Gemma Hastings	DSL Training January 2025 (Cambs)
	Domestic Abuse Lead February 2025
	Domestic Abuse – Introduction to Risk Assessments and Safety Planning – March 2025
	Safeguarding Conference March 2025
	Sexually Harmful Behaviours May 2025
	Criminal Exploitation June 2025
	Working with young people that self-harm June 2025
Lynda Johnson	Designated Safeguarding Lead/Deputy Designated Safeguarding Lead Training (Cambs) 3 May – 4 May 2022. Refresher training - 6 June 2024.
	Eating Disorder Training - NHS - 28 March 2023
	Senior Mental Health Leads Training March 2022
	Mental Health in Education show June 2023
	Peterborough Mental Health Forum - Summer Half-Term-2 17 June 25
	KoothTalks about Emotionally Based School Avoidance. Oct 24
	“Ask Me How I Am (Self Harm)” course on 22 January 2025

Alex Ford	DSL Refresher Training (Peterborough) September 2025
	Teenagers & Sleep webinar June 2023
	DSL Training (2 day) (Cambs) September 2023
Matt Tee	DSL Refresher Training (Cambs) November 2024
	DSL Training (2 Day) (Cambs) 26th/27th Sept 2023
Rebecca England	DSL Refresher Training (Cambs) May 2025
	DSL Refresher Training January 2023
	DSL Training (2 day) (Cambs) 20/21 January 2021
	Safer recruitment (EPM) April 2020
Gavin Cooke	DSL Refresher (Cambs) July 2024
	DSL refresher (Cambs) 22nd March 2023
	Safer Recruitment (The Key) September 2024
Paul Jones	DSL Refresher Training (Cambs) 02 July 2024
	Safer Recruitment Training (National College) 25 March 2024
	Emotional Health and Wellbeing Service Attachment training April 2023
	Designated Safeguarding Lead/Deputy Designated Safeguarding Lead Refresher training (Cambs) June 2022
	DSL Refresher Training 15 October 2020
	CPIN 24 March 2021
	Children's Mental Health training (Place2Be) Apr/May 2021
	Safer Recruitment (EPM) September 2021
	Supervision of Safeguarding Workshop 15 June 2021
Michele Stuffins	Designated Safeguarding Lead Training (Refresher) Dec 2024
	Relational Practice Training VSCIC – Oct 24/Jan 25
	Emotional Health and Wellbeing Service Attachment training April 2023
	Designated Safeguarding Lead Training (Refresher) Nov 2022
	Primary Schools Safeguarding Conference (Cambs) June 2022
	Safer Recruitment (EPM) April 2020
	DSL Refresher Training (Cambs) August 2020
	Children's Mental Health training (Place2Be) Apr/May 2021
Lauren Tuley	DSL Refresher Training 19 May 2025
	Safer Recruitment (The Key) August 2024
	Emotional Health and Wellbeing Service Attachment training April 2023
	Prevent Awareness Course (Refresher) Jan 2023
	DSL Refresher Training 19 January 2023
	Online Safety Lead (Cambs) 11 May 2021
	DSL Training (2 day) (Cambs) 20/21 January 2021
	Safer Recruitment (EPM) 15 September 2020
Sara Hibbert	Domestic Abuse Lead training 12 June 2025
	CCC Safeguarding Conference 25 March 2025
	Designated Safeguarding Lead Training (Refresher) Dec 2024
	Relational Practice Training VSCIC – Oct 24/Jan 25
	AFRUCA training 21 May 2024
	Senior Mental Health Lead Training Apr/May 2024
	Early Help Forum 6 Feb 2024 & 20 June 2024

	CPIN 7 Feb 2024 & 20 May 2024
	Domestic Abuse Lead Training May/July 2022
	DSL Refresher Training 14 October 2022
Sonia Hayden	DSL Refresher Training (Cambs) December 2024
	Outcome Star training September 2024
	DSL Training (2 day) (Cambs) May 2023
Katherine Rye	DSL Refresher Training (Cambs) December 2024
	DSL Training (2 day) (Cambs) 20/21 January 2023
	Outcome star training September 2024
Stacy Evenett	DSL Refresher Training (Cambs) January 2025
	DSL Training (2 day) (Cambs) 9/10 May 2023
	Adverse Childhood Experiences, Early Truma -(ACE) 22/09/23
	Prevent 22/05/24
	Outcome star training December 2024
Sam Britten	DSL Refresher Training (Cambs) May 2025
	DSL Training (2 day) (Cambs) 9/10 May 2023
	Eating Disorder Training - NHS - 28 March 2023
	DSL Workshop 1/12/23
	Post 16 discussion Group Sep 24
Laura Youell	DSL Training (2 day) (Cambs) March 2025
	Understanding Self-Harm January 2025
DSLs Secondary	The Early Help Process (B Gibson) January 2024
Whole Staff	Secondary and Primary Whole School Update September 2025
	Prevent – Duty Training Awareness – Gov.UK June 2025 (HCSP)
	Cleaners (HCSP and HCP) September 2024
	Secondary and Primary Whole Staff Update (mop up) 25 September 2024
	Secondary and Primary Whole Staff (and govs) Update, including restraint September 2024
	Cleaners (HCSP and HCP) September 2023
	Signposting for key safeguarding concerns - 6 June 2023
	Secondary and Primary Whole Staff Update, including restraint September 2023
	Secondary and Primary Whole Staff Updates (mop up) 19 April 2023
	Secondary and Primary Whole Staff Updates (mop up) 8 February 2023
	Secondary and Primary Whole Staff Updates (mop up) 4 November 2022
	Secondary and Primary Whole Staff Updates and (mop up) 6 October 2022
	Cleaners (HCSP and HCP) 26 September 2022
	Prevent -Duty Training Awareness - Gov.UK January 2023
	Secondary and Primary Whole Staff Updates including Prevent and Restraint 2 September 2022

Safer Recruitment			
Helen Price	August 2024	Al Kingsley	March 2024
Caroline Behan	August 2024	Matthew Patchett	March 2024
Paul Jones	March 2024	Phil Smith	November 2022
Michele Stuffins	July 2023	Stephen Cull	October 2024
Lauren Tuley	August 2024	Kim Garcia	November 2023
Alex Ford	August 2023	John Grant	October 2024
Alex Macfarlane	September 2024	Alan Sadler	September 2025
Rebecca England	December 2024	Karen Umpleby	September 2024
Paul Edenbrow	September 2023	Kerry Rigby	July 2024
Vicki Shipp	September 2023	Al Greenwood	September 2024
Matt Tee	August 2023	Kerran Harwood	September 2023
Simon Walls	September 20205	Tony Gardiner	January 2025
Alison Harris	April 2023	Rachel Mason	October 2024
Louise Glover	July 2024	Kawsar Kamal	October 2024
Joanne Spencer	August 2025		
Jenny Tubberdy	August 2025		
Gemma Lesiw	September 2023		
Gavin Cooke	September 2024		
Theo Boyce	September 2024		