HAMPTON COLLEGE: SAFEGUARDING and CHILD PROTECTION POLICY

This policy has been adapted from the Peterborough LA model Child Protection and Safeguarding Policy.

1.0   Key Contacts

1.1   Key Contact List for Safeguarding at Hampton College

	Name	Telephone Number	Email
Designated Safeguarding Lead	Alex Macfarlane	01733 246820 ext 1112	amacfarlane@hamptoncollege.org.uk
Deputy Designated Safeguarding Lead	Paul Jones (primary)	01733 246820 ext 1310	pjones@hamptoncollege.org.uk
Safeguarding Team	Helen Price John Gilligan Matt Norris Rebecca Armour Rebecca England Michele Stuffins Katherine McAlister Lauren Tuley		
Safeguarding Governor	Karen Umpleby Al Kingsley (Trustee)		kumpleby@hamptonacademiestrust.org.uk a.kingsley@netsupportsoftware.com
Single Point of Contact (Prevent)	Alex Macfarlane	01733 246820 ext 1112	amacfarlane@hamptoncollege.org.uk

1.2   Key Local Contacts
http://www.safeguardingcambspeterborough.org.uk/children-board/

	Name	Telephone Number	Email
Contact Centre	Peterborough Assessment Team Cambridgeshire	01733 864170 / 864180 01733 864612 0345 045 5203	Referral email: Referralcentre.children@cambridgeshire.gov.uk
Emergency duty Team (out of hours)		01733 234724	
Police Child Abuse Investigating Unit		01480 847743 or 101/999 (in an emergency)	
Early Help helpline	Peterborough Cambridgeshire (EHH)	01733 863649 01480 376666	helpwithcaf@peterborough.gov.uk Early.HelpHub@cambridgeshire.gov.uk
Early Help Support	Becky Gibson	01733 864031	Rebecca.Gibson@peterborough.gov.uk

Education Safeguarding Lead	Currently contact Sara Rogers (Peterborough)		
	Sara Rogers (Cambridgeshire)	01223 729045	sara.rogers@cambridgeshire.gov.uk ECPSGeneral@cambridgeshire.gov.uk
LADO (Peterborough)	Gisela Jarman Jane Bellamy	01733 864038 01733 864090	LADO@peterborough.gov.uk Gisela.jarman@**peterborough**.gov.uk Jane.bellamy@peterborough.gov.uk
CME Officer	Claire Carrington	01733 864579	
School Nursing Service		01733 746822	
Youth Offending Service		01733 864210	

Sentences or words highlighted in turquoise are changes to the previous policy

HAMPTON COLLEGE: SAFEGUARDING and CHILD PROTECTION POLICY

Introduction

2.0   **Hampton College fully recognises its responsibility to protect and safeguard the welfare of children and young people in its care.**

2.1   Section 175 of the Education Act 2002 places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school (Working Together to Safeguard Children 2018).

2.2   This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' (September 2021).   All staff must be made aware of their duties and responsibilities under Part One of this document, which are set out below.

Staff should read the above document together with 'Annex B' of 'Keeping Children Safe in Education', 2021 and 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015) if they are working directly with children.   For those staff who do not work directly with children or where English is a second language, Annex A can be issued instead but this is a matter for the school/college to decide.

Through their day-to-day contact with students 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 young people who may benefit from early help;
-     know what to do if a child tells them he/she is being abused or neglected;
-     Follow the referral process if they have a concern.

2.3   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. Teaching assistants, mid-day supervisors, office staff as well as teachers can be the first point of disclosure for a child.   Concerned parents/carers may also contact the school and its governors.

It is consistent with the Safeguarding Children Partnership Board procedures.

2.4   There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos

PROTECTION by following agreed procedures, ensuring staff, governors, trustees and volunteers are trained and supported to respond appropriately and sensitively to child protection concerns.

SUPPORT TO STUDENTS who may have been abused or who find themselves in difficulty.

SAFER RECRUITMENT processes are followed to ensure that those who are unsuitable to work with children are not employed.

2.5   The school recognises it is responsible for making referrals and not for making enquiries and investigating.   Any referrals will normally made by the school's Designated Safeguarding Lead, as this aids consistency and careful monitoring. However, in an emergency or a genuine concern that appropriate action has not been taken. Other staff members can speak directly to Children's Social Care.

This policy is available to parents on request and is on the school website.

3.0   Prevention

Hampton College recognises that for our pupils, high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to prevent abuse, counter extremist views and contribute to keeping everyone safe.

We will therefore:

3.1   establish and maintain an ethos where children feel secure, including in a digital context, and are encouraged to talk, and are listened to;

3.2   ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate.

3.3   engage fully in the Early Help process to maximise the opportunity for timely intervention

3.4   Include, in 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 in all contexts, including;

At Primary Phase

- How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable...and how to seek help or advice from others, if needed.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.
- That some people behave differently online, including by pretending to be someone they are not.
- The rules and principles for keeping safe online, how to recognise risks, harmful context and contact and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

At Secondary Phase

- How to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe and how to seek help or advice.
- The characteristics of positive and healthy friendships
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- About online risks, including that any material someone provides has the potential to be shared online and the difficulty of removed potentially compromising material placed online
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, control, harassment, rape, domestic abuse, forced marriage, honour-based abuse and FGM and how they can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent and how and when that can be withdrawn (in all contexts including online).

3.4.1   We use Safer Corridors Toolkit developed by the Cambridgeshire PHSE Service which supports schools and colleges in preventing and reducing sexual violence and harassment and responding to incidents.

4.0   Procedures

Hampton College will follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Partnership Board 'Inter-Agency Procedures'. A copy of these procedures can be found on their website: http://www.safeguardingcambspeterborough.org.uk/children-board/

4.1   The Governing Body will:

4.1.1   Appoint a Designated Safeguarding Lead

4.1.2   The school fully recognises the importance of the role of the Designated Safeguarding Lead. The DSL is a member of the Senior Leadership Team and the role is explicitly defined in their job description, with agreed time and training to undertake her duties. The Deputy Designated Safeguarding Lead also has their role defined in their job description, with time and training to undertake their duties. The Designated Safeguarding Lead has the appropriate status and authority to carry out the duties of the post. (See 'Keeping Children Safe in Education, 2021, Annex C).

4.1.3   The lead responsibility for safeguarding and child protection will not be delegated, though specific activities related to keeping students safe may be delegated to appropriately trained staff.

4.1.4   Contingency arrangements are in place should the Designated Safeguarding lead not be available.

4.1.5   The DSL or other Designated Person will always be available during school hours. After school and during school holidays, designated staff may be available but there is no obligation for this to be the case. If there is an exceptional circumstance when a designated member of staff is not available, staff should consider seeking advice from a member of the Senior Leadership Team or from social care (KCSIE 2021, page 17, paragraph 5 *"this should not delay appropriate action being taken")*

4.1.5   It is the responsibility of the Designated Safeguarding Lead to ensure that all of the child protection procedures are followed within the school.

The Designated Safeguarding Lead will therefore:

- ensure that he/she receives formal refresher training at two yearly intervals to keep his/her knowledge up to date;
- refresh their knowledge and skills at regular intervals, and at least annually (for example via e-bulletins, meeting other DSL or reading developments);
- ensure that she/he has undertaken Prevent awareness training;
- monitor the training of other Designated Personnel within the school;
- liaise with the three safeguarding partners (Local Authority, clinical commissioning group and police) as appropriate and work with other agencies in line with Working Together to Safeguard Children, 2018;
- nominate a governor for safeguarding and child protection who has undertaken appropriate training;
- ensure that all new staff receive a safeguarding children induction and that temporary staff and volunteers are made aware of the school's arrangements for safeguarding children.
  Staff members are required to log a concern via MyConcern and submit it to a Designated Person immediately (logging concern forms are available if the staff member cannot, for any reason, access the electronic system). If staff are concerned about the immediate safety of a student, they should ensure that they speak to a Designated Person about their concerns;
- ensure that all staff who work with children undertake the appropriate training to equip them to carry out their responsibilities for safeguarding children effectively and that this is kept up to date by sharing in a timely manner. Training takes place annually and in briefings at regular intervals throughout the year;

- ensure every staff member and every governor knows:

  - the name of the designated safeguarding leads/deputies and their role;
  - how to identify the signs of abuse and neglect;
  - how to pass on and record concerns about a pupil;
  - that they have an individual responsibility to be alert to the signs and indicators of abuse; and for referring child protection concerns to the DSL/DDSL;
  - that they have a responsibility to provide a safe environment in which children can learn;
  - where to find the Inter – Agency Procedures on the Safeguarding Children Partnership Board website;
  - their role in the early help process;
  - the process for making referrals to children's social care;
  - the safeguarding response to children who go missing in education.

- ensure all visitors receive information about safeguarding procedures and details of the Designated Personnel on arrival on site. This is provided in the form of a leaflet at reception;
- ensure that the school operates within the legislative framework and recommended guidance;
- ensure the school safeguarding policy is reviewed annually and provide an annual report for the governing body detailing any changes to the policy and procedures;
- ensure that the Head of School is kept fully informed of any concerns;
- ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor and unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies;
- ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the school prospectus and on the school website;
- promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including children with a social worker) are experiencing / have experienced with appropriate school staff;

4.1.6 Where students are educated off site or in alternative provision, the school and the provider will agree clear procedures about managing safeguarding concerns between the two agencies:

- written confirmation that the alternative provider has carried out appropriate safeguarding checks on individuals working at the establishment will be sought by the school;
- the school's attendance officer will liaise with the organisation to ensure that there is appropriate and daily follow up on attendance;
- should a safeguarding concern arise, the DSL will work with the provider to establish an appropriate level of response.

4.2   Liaison with Other Agencies

The school will:

4.2.1 Work to develop effective links with relevant services to promote the safety and welfare of all pupils.

4.2.2 Co-operate as required, in line with 'Working Together to Safeguard Children,' (July 2018), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.

4.2.3 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.

4.2.4 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 Work Team will also be informed.

4.3   Record Keeping

The school will:

4.3.1   Keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately.

4.3.2   All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. It is good practice to keep concerns and referrals in a separate safeguarding file for each child.

4.3.3   Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

4.3.4   Ensure all paper records are kept securely, separate from the main pupil file, and in a locked location and ensure electronic records are stored on a purpose-built, secure platform: MyConcern

4.3.5   Ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools within five days, in accordance with 'Keeping Children Safe in Education, 2021, (page 148) and the Education Safeguarding Team's Guidance on Keeping and Managing Child Safeguarding Records.
The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving.

4.3.6   Make parents aware that such records exist except where to do so would place the child at risk of harm.

4.3.7   Ensure all actions and decisions are be led by what is considered to be in the best interests of the child.

4.4   Confidentiality and Information Sharing

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

The school will:

4.4.2   Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately.

4.4.3   Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).

4.4.4   Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a pupil or parent they will refer the request to the DSL or Head of School.

4.4.5   Ensure staff are clear with children that they cannot promise to keep secrets.

The Designated Safeguarding Lead/Deputies will:

4.4.6   Disclose information about a pupil to other members of staff on a 'need to know' basis. Parental consent may be required.

4.4.7   Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if a person believes that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.

4.4.8   Record when decisions are made to share or withhold information, who information has been shared with and why. (See 'Working Together to Safeguard Children,' July 2018)

4.4.9   In cases where the 'serious harm test' is met, schools must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt schools should seek independent legal advice.

4.4.10   Seek advice about confidentiality from outside agencies if required. (See 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).

4.5 Communication with Parents

4.5.1   Hampton College will ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus and on the school website.

4.5.2   Hampton College will undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this. **Parents/carers should generally be consulted before a referral is made about them to another agency but there are certain circumstances when this is not the case.**

4.5.3   Hampton College will discuss with Children's Social Care if we believe that notifying parents could place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime. *[Further guidance on this can be found in the Inter-agency Procedures of the Local Safeguarding Children Board].* Particular circumstances where parents **may not** be informed include any disclosure of sexual abuse or physical abuse where the child has an injury or where it may lead to loss of evidence.

4.5.4   Records of any discussions with parents should be made or if a decision has been made not to discuss it with parents, the rationale must be recorded. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence.

4.6   Prevention of Peer on Peer Abuse

We recognise that peer on peer abuse can manifest itself in many ways. This can include but is not limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting part of the Voyeurism (Offences) Act, April 2019) and initiation/ hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

4.6.1   **All** forms of peer on peer abuse are unacceptable and will be taken seriously.

The school will therefore:

4.6.2   Create a whole school protective ethos in which peer on peer abuse, including sexual violence and sexual harassment will not be tolerated.

4.6.3   Provide training for staff about recognising and responding to peer on peer abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators.

4.6.4   Ensure that staff do not dismiss instances of peer on peer abuse, including sexual violence and sexual harassment as an inevitable part of growing up.

4.6.5   Include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.

4.6.6   Provide high quality Relationship and Sex Education (RSE), including teaching about consent.

4.6.7   Ensure that staff members follow the procedures outlined in this policy when they become aware of peer on peer abuse.

4.6.8   Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

4.7   **Dealing with Sexual Violence and Sexual Harassment between Young People**

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

Hampton College will:

4.7.1   Be clear that sexual violence and sexual harassment will not be tolerated.

4.7.2   Provide training for staff on how to manage a report of sexual violence or sexual harassment.

4.7.3   Make decisions on a case-by-case basis.

4.7.4   Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.

4.6.5.   Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe. Record any risk assessments and keep them under review.

4.6.6   Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.

4.6.7   Liaise closely with external agencies, including police and social care, when required.

4.6.8   Refer to 'Keeping Children Safe in Education - Part Five', 2021, 'Sexual violence and sexual harassment between children in schools and colleges,' (DfE, September, 2021) for full details of procedures to be followed in such cases. Also see 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (UKCIS, December 2020)

4.6.9   **Sending or posting sexual suggesting images (sexting)**

- Students should be aware that making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of themselves if they are under 18;
- All members of staff (including non-teaching) will be made aware of how to recognise and refer any disclosures of incidents involving 'youth produced sexual imagery';
- Hampton College will follow UKCCIS Guidance: Sexting in schools and colleges, responding to incidents and safeguarding young people (2016) to assess the risk and determine the most appropriate course of action. This may include police and/or CSE involvement.

5.0   **Supporting Students**

The school recognises that **any** child may be subject to abuse and that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and as such will support all children by:

5.1   Providing curricular opportunities to encourage self-esteem and self-motivation.

5.2   Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.

5.3   Applying the school's behaviour policy effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.

5.4   Liaise with the senior mental health lead where safeguarding concerns are linked to mental health in school/college for advice on case management.

5.5   Liaising with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Early Help Teams.

5.6   Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances

5.7   The school recognises that whilst **any** child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for children in particular circumstances. Please see pages 8 – 9 of Keeping Children Safe in Education, 2021 for the complete list. The list includes:

5.7.1   Children with Disabilities, Additional Needs or Special Educational Needs

Statistically, children with additional needs, special educational needs, disabilities and emotional and behavioural difficulties are most vulnerable to abuse especially those with communication difficulties. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems are particularly sensitive to signs of abuse. We are mindful of:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student's additional needs without further exploration;
- The potential for students with SEND being disproportionally impacted by behaviours such as bullying, without showing any signs;
- Communication barriers and difficulties in overcoming those issues; the school will provide additional training to staff to assist with this (eg Makaton training).
- Identifying appropriate strategies that will reduce anxiety and raise self-esteem as part of an overall support plan agreed with parents

As part of the PSHE programme, staff will teach personal safety skills commensurate with age, ability and needs. Students will be taught personal safety skills such as: how to recognise if they are feeling unsafe including within family rerlationships and friendships; how to ask for help; the difference between safe and unsafe sectrets; the difference between safe and unsafe physical contact; and how to recognise and manage risk including in a digital context. The content of these lessons will be shared with parents so that the skills can be practised at home.

5.7.2   Children in Care

Children who are looked after may be particularly vulnerable. The school has a designated teacher (Alex Macfarlane) to promote the educational achievement and welfare of children who are looked after and to liaise closely with the virtual school head in the local authority.

5.7.3   Children who have returned home to their family from care

The school recognises that a previously looked after child potentially remains vulnerable. School will vigilantly monitor the welfare of previously looked after children, keep records and notify Social Care as soon as there is a recurrence of a concern in accordance with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Inter - Agency Procedures.'

5.7.4   Privately Fostered Children

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 relative in their own home for 28 days or more.

The school will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements and refer to the Specialist Fostering Team.

5.7.5 Young Carers

The school recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

School will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

5.7.6 Children Frequently Missing Education

School recognises that children going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, modern slavery, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

The school monitors attendance of individual pupils closely, as outlined in the Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence.

The school endeavors to hold more than one emergency contact for each pupil to provide additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern.

When a child is missing from education, the school follows the procedure as set out in Peterborough's Children Missing Education guidance. The school will inform the Attendance Service and Social Care if a missing child is subject to a Child Protection Plan or there have been ongoing concerns.

5.7.7 Children Misusing Drugs or Alcohol

The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- to believe the pupil's drug related behaviour is a result of abusing or endangering pressure or incentives from others particularly adults;
- where the misuse is suspected of being prompted by serious parent/ carer drug misuse;
- where the misuse indicates an urgent health or safeguarding concern;
- where the young person is perceived to be at risk of harm through any substance associated criminality.

5.7.8 Children at Risk of Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where 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. 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 occur through the use of technology.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Sexual exploitation can take many different forms from the seemingly consensual relationship to serious organised crime involving gangs and groups. Staff at Hampton College are aware that any child or young person may be at risk of sexual exploitation, regardless of their family background or other circumstances. Potential indicators of sexual exploitation will be addressed within staff training.

The Designated Safeguarding Lead will complete the Safeguarding Children Partnership Board's Exploitation (CSE / Criminal/Gangs) Risk Assessment and Management Tool and refer to Social Care if there is a concern that a young person may be at risk of CSE.

The school recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

5.7.9   Children at Risk of Criminal Exploitation

Criminal exploitation of children is a form of harm that is a typical feature of county lines   activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

All staff will consider whether children are at risk of abuse or exploitation in situations outside their families. School will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise.

The Designated Safeguarding Lead will complete Safeguarding Children Partnership Board's Exploitation (CSE / Criminal/Gangs) Risk Assessment and Management Tool and refer to Social Care if there is a concern that a young person may be at risk of criminal exploitation.

The school recognises that young people who go missing can be at increased risk of child criminal exploitation, modern slavery and/or trafficking and is vigilant and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

5.7.10 Children Living with Substance Misusing Parents/Carers

Misuse of drugs or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic abuse. Appropriate action will be taken when the school receives reliable information about drug and alcohol abuse by a child's parents/carers, particularly in the following circumstances:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children;
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers;
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behavior;
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance;
- Disturbed moods as a result of withdrawal symptoms or dependency;
- Unsafe storage of drugs and/or alcohol or injecting equipment;
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child.

5.7.11 Children Living with Domestic Abuse

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. 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 peer on peer 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).

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are 'personally connected' regardless of gender or sexuality. This can encompass but is not limited to the following

types of abuse: psychological, physical, sexual, financial and emotional, coercive or controlling behaviour.

The school recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

At Hampton College, we are working 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.

In order to achieve this, Cambridgeshire's Education Safeguarding Team will share police information of all domestic incidents, where one of our pupils has been present, with the Designated Safeguarding Lead (DSL) / Domestic Abuse (DA) Lead.

On receipt of any information, the DSL Lead will decide on the appropriate support the child may require. 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*'.

5.6.12 Children showing signs of Abuse and/or Neglect

School recognises that experiencing abuse or neglect may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse or neglect may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the Designated Staff should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children ca be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

School will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy. The definitions of the four categories of abuse are attached (see Appendix A).

5.6.13 Children at Risk of 'Honour-Based' Abuse including Female Genital Mutilation (FGM)

So called 'honour-based' abuse (HBA) encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage. Hampton College takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBA through training. Staff are required to treat all forms of HBA as abuse and follow the procedures outlined in this policy.

Female genital mutilation (FGM) is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. It is a form of child abuse and is illegal in the UK. The fear of being branded racist or discriminatory must not weaken the protection required by those who are vulnerable and staff will follow the school's agreed safeguarding procedures when concerned. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the student's wishes.

Staff must be aware that enquiries related to FGM should be undertaken by police officers with assistance from social workers. If a girl has been absent from school for a long period and there is a need to make informal enquiries, the fact that enquiries are related to FGM **will not** be revealed as this may increase risk.

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In accordance with the 2015 'Duty', all **known** cases of FGM in girls under the age of 18 will be reported to the police. Teachers should still consider and discuss any such case with the Designated Safeguarding Lead and involve social care as appropriate, but the teacher will personally report to the police that an act of FGM appears to have been carried out.

5.6.14 Children at Risk of Radicalisation and Extremism

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

The governing body will ensure that the DSL has undertaken Prevent awareness training and that all staff receive training about the Prevent Duty.

Staff are required to be alert to changes in children's behavior which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. The school's/college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

The School's SPOC (Single Point of Contact) is Alex Macfarlane. She will be the lead for safeguarding in relation to protecting individuals from radicalisation, sharing relevant information in a timely manner with the appropriate agency, including Channel.

See also 'The Prevent Duty, Departmental advice for schools and childcare providers', DFE (June 2015), and Revised Prevent Duty Guidance: for England and Wales', HM Government (July 2015).

5.6.15 Children who have Family Members in Prison

Hampton College is committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child.

The school recognises that children with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance.

The school will treat information shared by the family in confidence and it will be shared on a 'need to know' basis. We will work with the family and the child to minimise the risk of the child not achieving their full potential.

6.0   Preventing Unsuitable People from Working with Children

6.1   The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part Three of 'Keeping Children Safe in Education', 2021. This section should be read in conjunction with the school's Safer Recruitment Policy.

6.2   The governing body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training. **For a full list of staff who have undertaken Safer Recruitment Training, please see Appendix D**

6.3   Allegations that may meet the harms threshold (Part Four, Section One)

6.3.1   Any allegation of abuse made against a member of staff (including supply staff and volunteers) that meets the harms threshold as set out in Keeping Children Safe in Education, 2021, Part Four, Section One, will be reported straight away to the Head of School.

6.3.2   In cases where the Head of School is the subject of an allegation, it will be reported to the Chair of Governors. The school will follow the procedures set out in Part Four of 'Keeping Children Safe in Education', 2021.

6.3.3   The school will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff, volunteer or agency/supply staff and adhere to the relevant procedures set out in 'Keeping Children Safe in Education', 2021 *and the school's HR Policies, and seek advice from their HR provider*.

6.3.4   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.

6.3.5   Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

6.3.6   Where the school or college identify a child has been harmed they should contact children's social care and as appropriate the police immediately.

6.3.7   School/college will consider:

- **Looking after the welfare of the child** - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care.
- **Investigating and supporting the person subject to the allegation** - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

6.3.8   The school will ensure that any disciplinary proceedings against staff, supply staff or volunteers relating to child protection matters are concluded in full even when the member of staff, supply staff or volunteer is no longer employed at the school. Hampton College recognises **it has a legal duty to refer to the DBS and any other relevant professional bodies anyone who has harmed, or poses a risk of harm, to a child.**

6.3.9   Staff (including supply staff and volunteers) who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension should not be an automatic response when an allegation is reported. However, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

6.4   **Concerns that do not meet the harms threshold (Part Four, Section Two)**

6.4.1   Low level concerns that do not meet the harms threshold should be reported to the Head of School. NB: 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.

6.4.2   In cases where the Head of School is the subject of an allegation, it will be reported to the Chair of Governors. The school will follow the procedures set out in Part Four of 'Keeping Children Safe in Education', 2021.

6.4.3   The school/college will deal with any such concern, no matter how small, where an adult working in or on behalf of the school or college 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.

6.4.4   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.

6.4.5   Schools and colleges 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 General Data Protection Regulation (UK GDPR). Further information on how we retain these records can be found on our HAT Data Retention Policy.

4.5   The school will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This will enable the school/college to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults

working in or on behalf of the school/college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

4.5.1 Hampton College should ensure that **all** staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Local Authority's Code of Conduct: 'Guidance for Safer   Working Practice for Adults who work with Children and Young People in Education   Settings' (May 2019). As part of the Induction process, all staff, paid and unpaid, will receive   guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.

6.13 All staff will have signed to confirm they have read 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (May 2019).

6.14 The school will ensure that staff, supply staff and volunteers are aware that sexual relationships with pupils aged under l8 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust).

6.15 All staff are aware of their whistle blowing responsibilities and will promptly report any concerns in the interests of protecting children and staff from poor practice and/or unsuitable behaviour. This includes the requirement to self-disclose any personal issues which may impact on their suitability to work in an education setting.

6.16 Staff will also be aware of the need to report inappropriate sexualised behaviour to Children's Social Care.

6.17 Hampton College will ensure communication between students and adults, by whatever method, is transparent and take place within clear and explicit boundaries and are open to scrutiny.

7 Other Related Policies and Procedures

7.1 E-Safety and Acceptable Use

7.1.1 Hampton College believes that the use of information and communication technologies bring great benefits. We recognise that there are e-safety issues that need to be planned for accordingly that will help to ensure appropriate, effective and safer use of electronic communications.

7.1.1 The school has a separate e-safety and Acceptable Use policy for staff and students which should be considered in line with this policy.

7.1.2 Chat rooms and social networking sites are increasingly the source of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school.

7.2 Mobile technology

7.2.1 Any use of photographic images must have parental consent.

7.2.2 The use of video technology as a coaching aid is fully recognised by Hampton College. However, express written permission to use video to this end must be sought through individual participants and their parents / carers.

7.2.3 The use of cameras and mobile phones is prohibited in all toilet and changing areas. Students filming for school projects must present a clear plan to their subject teacher, prior to filming.

7.2.4 Images of subjects should be appropriately dressed. (There are some sports activities – swimming, gymnastics and athletics for example where the risk of potential misuse is much greater. With these sports the content of the photograph should focus on the activity not focus solely on a particular subject).

7.2.5 **No** photographs should be taken on personal mobiles/tablets or for an adult's own records.

7.2.6 All staff are aware of safeguarding issues around the use of mobile technologies and their associated risks and will rigorously follow protocols set out in the Acceptable Use Policy, the Mobile Devices Policy and the Mobile Technology policy in settings with Early Years provision.

7.3   Physical Restraint
Staff should only ever use physical intervention as a last resort, and at all times it must be the minimum force necessary to prevent injury to themselves, another person or property.

7.4   Anti-Bullying
The policy includes reference to all prejudice related bullying; we acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

It is important to recognise that in some cases of abuse, it may not always be an adult abusing a student. An abuser may be a young person, for example in the case of bullying.

7.5   Health and Safety
The Health and Safety policy reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

7.6   Other Policies
This policy also links to our policies on:

Attendance
Behaviour
Code of Conduct
Children Missing from Education
Complaints Procedure
Critical Incident Plan
Data Retention Policy
Equality
First Aid Policy
Teaching and Learning
Curriculum including PSHE, including drug education and sex education
Recruitment and selection
Administration of medicines
Allegations of Abuse Against Teachers and Other Staff and Volunteers
Staff Code of Conduct
Staff Discipline and Grievance Procedures
Whistle-blowing Policy
Protocol for students not collected at the end of the school day / activity

8.0   Local Governing Body Safeguarding Responsibilities

8.1   Governing bodies should ensure they facilitate a whole school/college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

8.2   The **Local** Governing Body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children. It aims to ensure that policies, procedures and training in school are effective and comply with the law and government guidance at all times.

The Local Governing Body will therefore:

• designate a governor or trustee for child protection and safeguarding who will oversee the school's policy and practice and champion safeguarding issues;
• nominate a member of the governing body (usually the Chair) to be responsible in the event of an allegation of abuse being made against the Head of School;
• review safeguarding policies and procedures annually and provide information to the Education Safeguarding Team about them and about how statutory duties have been discharged, ensuring that deficiencies or weaknesses in safeguarding arrangements are remedied without delay. The policy is published on the school website;
• liaise closely with the Designated Safeguarding Lead to monitor procedures and practice, and ensure compliance with LSCB guidelines;
• undertake regular training in relation to safeguarding and Prevent and ensure further appropriate training is undertaken by those staff and governors with specific roles in safeguarding / Prevent

- ensure student's wishes and feelings are taken into account where there are safeguarding concerns
- ensure safe recruitment procedures;
- ensure safe management of allegations;
- ensure students are taught about safeguarding, including online;
- ensure that appropriate filters and monitoring systems are in place, whilst taking care to avoid imposing unreasonable restrictions;
- understand that information on individual child protection cases or situations is confidential and will not be discussed.

8.2   Before and After School Activities

8.2.1   For activities that take place before or after school, directly under the supervision or management of school staff, the school's arrangements for safeguarding as written in this policy shall apply.

8.2.2   Where services or activities are provided separately by another body the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

9   Trips and Foreign Exchange Visits

9.1   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.

9.2   In circumstances where Hampton College arranges for pupils to stay with host families, for example on a foreign exchange or sports tour, it is important to consider the suitability of the adults in the respective families who will responsible for the visiting child.

If a student is being provided with care and accommodation in the home of a family to which they're not related, in the UK, this counts as regulated activity. Anyone living in the house, over the age of 16, should have an enhanced Disclosure and Barring Service (DBS) check with barred list information (There is no cost for this service if the hosts are not being paid).

It is not possible for schools and colleges to obtain criminality information from the DBS about adults who provide homestays abroad. Schools and colleges should liaise with partner schools abroad, to establish a shared understanding of, and agreement to the arrangements in place for the visit. They should use their professional judgement to satisfy themselves that the arrangements are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. Parents should be aware of this agreed arrangement.

Further information and guidance on safeguarding arrangements for host families are set out in annex E of 'Keeping Children Safe in Education' (2021).

For the school year, 2021-2022, residential trips abroad have been paused.

10.   Pandemic safeguarding arrangements

In response to the 2020 COVID 19 pandemic schools were required to take measures to ensure the health and wellbeing of both children and staff. This included children spending significant amount of time at home and away from the school environment.

An addendum document was issued that applied to the educational provision of the schools during the pandemic relating to Covid-19. This document will be reviewed, and updated according to developments and advice from government and the local authority. Unless otherwise communicated, normal safeguarding and child protection policy and procedures continue to apply.

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11. Monitoring and Evaluation

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

- Governing Body visits to the school
- 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:

                                           Mr P Smith   4 October 2021

……………………………………………….   …………………………………….   …………………………………………

SIGNATURE   NAME   DATE

Appendix A
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 of what has been said, heard and/or seen as soon as possible using an Incident Report form (see Appendix B)

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.

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

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 persons 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
- preventing 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.

Appendix B

Hampton College
LOGGING A CONCERN
(Please use this if you are unable to log your concern on MyConcern)

Your name (printed):	Date:
Position:	Time:
Signature:	
RECORD THE FOLLOWING FACTUALLY	
Who is the concern about? Name: Tutor Group: Date of Birth:	
Nature of concern/incident: (please give details of when and where it took place and who witnessed the concern or incident.) Has a body map been completed YES / NO Please attach any other notes you may have	
Action Taken: (include names of anyone you have passed the information to.)	

Name of person responding to concern:	
Date: Time:	
Action Taken(include response to student, family and outside agencies)	**Reason**
Has the parent been informed YES / NO	Reason for not informing parent / Outcome of informing parent:
Number of previous concerns?	Pre-CAF Assessment?
Further Action agreed?	Reason

Body map

Full name of child: ....

Date of birth: ....
Date body map completed: ....
....
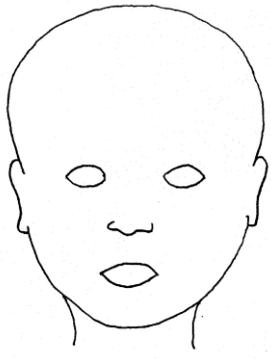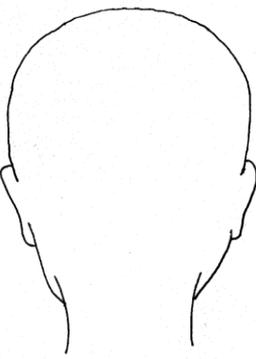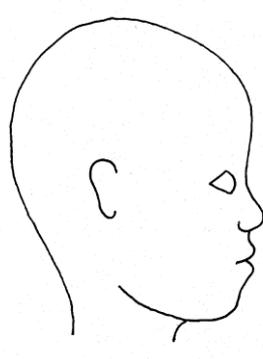
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Appendix C

Additional Guidance

"Keeping children safe in education: Statutory guidance for schools and colleges" (September 2021)

COVID-19: safeguarding in schools, colleges and other providers (May 2020)

"Guidance for Safer Working Practice for those working with children and young people in education settings" (May 2019)

"Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers" (July 2018)

"The Prevent Duty, Departmental advice for schools and childcare providers" (June 2015)
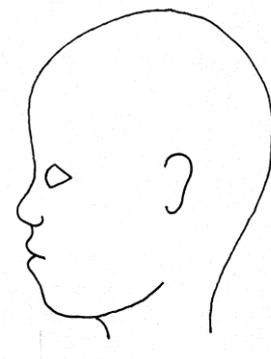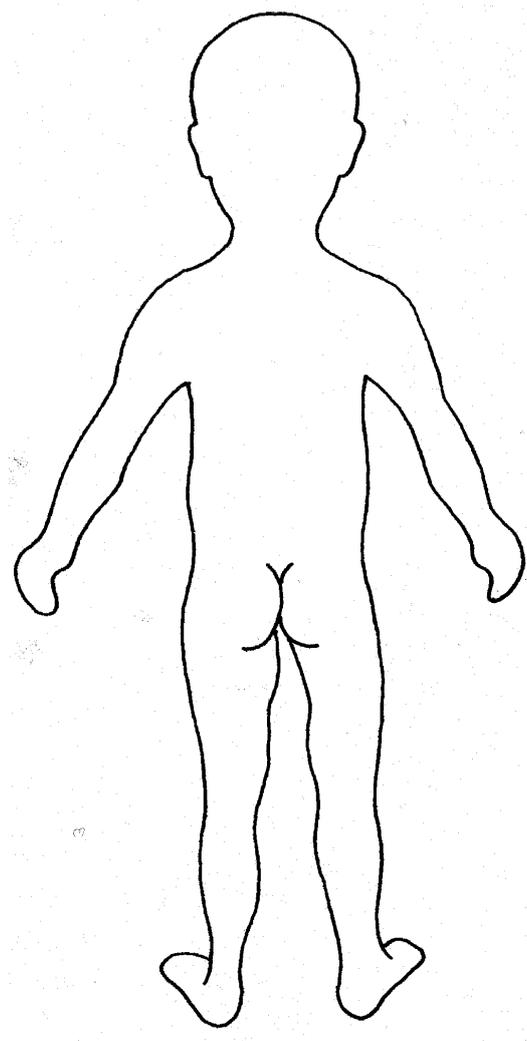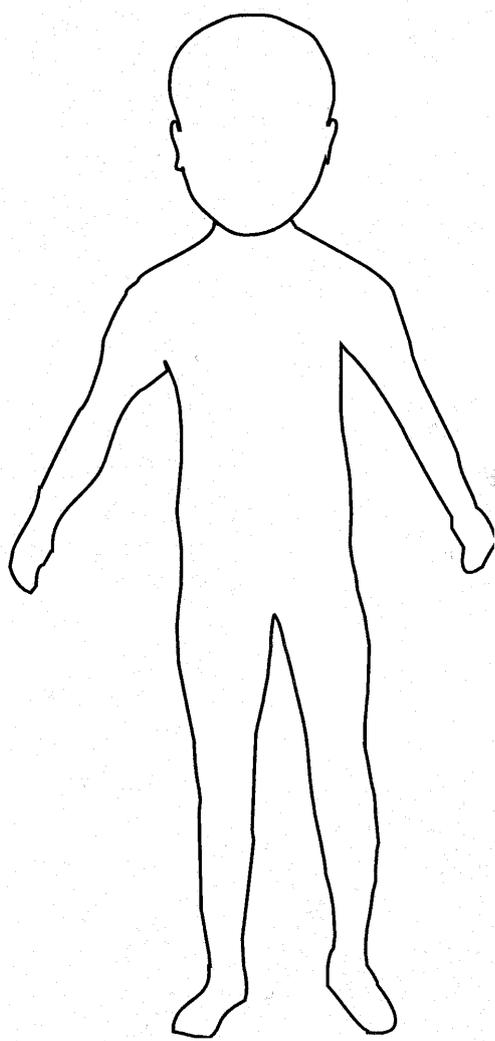
"Revised Prevent Duty Guidance: for England and Wales" (July 2015)

"Sexting in schools and colleges: Responding to incidents and safeguarding young people" published by the UK Council for Child Internet Safety (UKCCIS) – (September 2016)

"Sexual violence and sexual harassment between children in schools and colleges" (May 2018)

"What to do if you're worried a child is being abused: Advice for practitioners" (March, 2015)

"Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children" (July 2018)

Hampton College Staff Training Log   Appendix D

Staff Member	Training
Alex Macfarlane	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
John Gilligan	DSL refresher completed (Cambs)14 Jan 2021 Safer recruitment (EPM) April 2020.
Matt Norris	DSL Refresher Training (Cambs)
Rebecca Armour	DSL Training (2 day) (Cambs) 20/21 January 2021
Rebecca England	DSL Training (2 day) (Cambs) 20/21 January 2021
Paul Jones	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	Safer Recruitment (EPM) April 2020 DSL Refresher Training (Cambs) August 2020 Children's Mental Health training (Place2Be) Apr/May 2021
Katherine McAlister	DSL Refresher Training 28 Sept 2020 Domestic Abuse Lead May 2021 Children's Mental Health training (Place2Be) Jan/Feb 2021 CPIN 24 March 2021 Safer Recruitment April 2021 Emotional Wellbeing Service Webinar 20 April 2021, June 2021
Lauren Tuley	DSL Training (2 day) (Cambs) 20/21 January 2021 Safer Recruitment (EPM) 15 September 2020 Online Safety Lead (Cambs) 11 May 2021
Whole Staff	Secondary and Primary Updates, including peer on peer abuse September 2021 Secondary Annual Update September 2020 Peer on Peer Abuse (The Key) June 2021 Radicalisation (The Key) July 2021 Cleaners Shortened introduction – September 2020
New / Returning Staff	Annual Update (The Key) When required

Safer Recruitment			
Helen Price	1 April 2021	Karen Salt	September 2019
Paul Jones	January 2017 - clarifying	Kim Garcia	February 2018 - chasing
John Gilligan	April 2020	Tony Gardiner	December 2019
Alex Macfarlane	April 2021	John Grant	November 2019
Alison Yeoman	April 2020	Al Kingsley	March 2019
Paul Edenbrow	April 2020	Matthew Patchett	November 2019
Becky Armour	September 2019	Nancy Worrall	February 2021
Caroline Behan	August 2021	Abby Allen	May 2019
Rachel Lewis	May 2020	Rebecca England	April 2021
Michele Stuffins	April 2020	Joanne Spencer	August 2019
Alison Harris	April 2020	Leanne Ferguson	February 2021
Phil Smith	May 2021	Gillian Haqqani	May 2021
Karen Umpleby	September 2021	Caroline Munroe	May 2021
Roberto Righetti	April 2021		
			* Dates in red being checked

Early Help Assessment Leads			
Paul Jones	Craig Dixon		
Alex Macfarlane	Katherine McAllister		
Alison Jeffcoate	Lynda Johnson		
Becky Armour	Rachel Bowd		

HAMPTON COLLEGE: SAFEGUARDING and CHILD PROTECTION POLICY

All staff must know how to recognise an allegation and who to report to

ALLEGATION

Might arise as a complaint, grievance, suspicion, concern, during discussions from child, parent, member of staff or member of the public.

Headteacher

- Do not tell anyone, particularly the staff Involved
- Make initial enquiries only
- Do not investigate or interview
- Usual principles of confidentiality apply
- Deal objectively with everything
- Existing loyalties must be put to one side
- Think the unthinkable, believe the unbelievable

If an allegation concerns the Head, the Chair of Governors takes action

Discussion between Headteacher and Local Authority Designated Officer (LADO)

Keep detailed records of actions and statements at all stages

Refer back to school

Allegation Management Meeting (AMM)

Record and date your assessments of known facts

The next course of action and timescales are agreed at this point. Consider also:
- information for the adult, witnesses, child/young person and parents/carers
- on-going support for the member of staff, pupil and parents/carers
- statements, if needed, for the whole staff, community and press