

Great Oaks School Policies



Safeguarding and Child Protection Policy			
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Contact	Grace Kent	Effective date	September 2023

Contents

Policy Statement	5
Definitions	6
Application	9
Aims	9
Principles	11
Review Date	13
Responsible Persons	14
The Child's Voice	15
Multi-Agency Working	16
Information Sharing	17
What staff should do if they are concerned about a child	19
Safeguarding	20
Health and Safety	21
Site Security	21
Physical Intervention (Use of Reasonable Force)	22
Taking, Use and Storage of Images	22
Transporting Learners	23
Off Site Visits/Provision Including Overnight Stay	23
Behaviour, Safety and Discipline, including Preventing Extremism	24
Preventing Radicalisation and Extremism	25
Safety in an Emergency Situation – Planned Drill or Unforeseen Occurrence ..	26
Help and Support	26
Curriculum	26
Exploitation	27
Trafficked Children	33
Child Employment or Performance	35
Mate Crime and Peer on Peer Abuse	35
Gangs and Youth Violence	36
Sexual Abuse in Schools and Colleges	37
Children Missing from Home or Care	40
Absence from Lessons or School	41
Children Missing Education	42
Multi-Agency Public Protection Arrangements (MAPPA)	43
Harmful Practices	44

Abuse Linked to Faith/Belief or Perceived to be Linked to Faith/Belief or Culture	48
Possession and Witchcraft Allegations	48
Domestic Abuse	49
Bullying	51
Prejudice Based Abuse/Hate Crime	52
Internet/E-safety/On-line Safety	53
Social Media	55
Cyberbullying	56
Sending nudes (previously referred to as Sexting)	57
Upskirting	58
Gaming	58
On-line Reputation	59
Grooming	59
Substance Misuse including Alcohol and Drugs	60
Parental Substance Misuse	60
Substance Misuse including Alcohol and Drugs (Children)	61
First Aid	61
Learners with Medical Conditions (in School) including Emergency Evacuation	61
Learners with Medical Conditions (Out of School)	62
Intimate Care	62
Fabricated or Induced Illness	63
Mental Health	64
Children Looked After	67
Children who have, or have ever had a social worker	68
Private Fostering	68
Parenting	69
Children and the Court System	70
Children with Family Members in Prison	71
Homelessness	71
Reporting and Recording Concerns about a Child or Young Person	72
How to submit a MyConcern	87
Transfer of Child Protection Records or Welfare Concerns	75
Transfer of Educational Records, not the CTF	76
Staff and Recruitment and Pre-Employment Vetting	76
Safer Recruitment	77
Single Central Register (SCR)	79

Regulated or Unregulated Activity	80
Teacher Status Checks	80
Section 128 Direction Checks	81
Disqualification under the Childcare Act	81
Staff Induction	82
Induction of Volunteers	82
Staff Code of Conduct	82
Training	83
Staff Responsibilities	83
How to Escalate Professional Disagreement	84
Allegations Against Staff	84
Management	86
Governance	88
Key Documents	90
Related Documents	90
Complaints	91
Appendix 1: Transporting of Pupils by Parents	92
Appendix 2: Safeguarding Concerns Flowchart	95
Appendix 3: Prevent Referral Form	95
Appendix 4: Educational Neglect	98
Appendix 5: Prejudicial Language and Behaviours (PLAB) Toolkit	106

School Context

As Great Oaks is a Special School for learners working at a variety of developmental levels, we acknowledge that some aspects of this policy may not be as relevant to Great Oaks' cohort of children. With this in mind we are in keeping with the view that anything could happen to anyone, at any given time mentality, to ensure we do not miss any safeguarding opportunities which is why we include the full policy within this document. At Great Oaks, the review of the policy also considers the specific needs of learners to reflect the expectations we have as a school.

Policy Statement

This Policy should be read in conjunction with Keeping Children Safe in Education 2024 (KCSiE 2024), Working Together 2023, Southampton City Council Guidance on the Retention and Transfer of Child Protection, Child Welfare and learning records for Education, including Children Looked After July 2019 and other School Policies listed in Related Documents.

The definition for Safeguarding now aligns with "Working Together to Safeguard Children," emphasising early intervention, protection from harm (both online and offline), and promoting the best outcomes for all children.

Safeguarding and promoting the welfare of children is defined in KCSiE 2024 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
- Taking action to enable all children to have the best outcomes.

Keeping Children Safe in Education broadens the focus of early help to encompass a wider range of vulnerabilities, including mental health concerns, young carers, risk of exploitation, and the impact of parental circumstances.

Our safeguarding practice applies to every child. In Working Together 2023 it is clearly stated that the statutory document should be followed unless there are

exceptional reasons to not do so. Both statutory documents apply to young people up to the age of 18.

Definitions

- **Should** and **Must** are used throughout KCSiE 2024. **Must** is used when a person is legally required to do something, **should** is used where advice set out should be followed unless there is a good reason not to.
- **Staff** applies to all those working for or on behalf of our School, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors. Consideration must also be given to any other organisation that regularly uses our site when learners are present but whom are employed by others.
- **Child** refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to our learners. However, this policy will extend to visiting children and students from other establishments.
- **Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, guardians, step parents and foster carers.
- **Designated Person for Child Protection** is known as the Designated Safeguarding Lead (DSL) who is responsible for being available to all staff to discuss any safeguarding issues or concerns. The DSL also ensures all staff are aware of their, and the Deputy DSLs' contact details.
- **Abuse:** 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. 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 on-line, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. In addition to this harm can include children witnessing the ill-treatment of others and that this is particularly relevant when children see, hear or experience domestic abuse and its effects.
- **Physical abuse:** a form of abuse which 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.
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or

valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- **Sexual abuse:** involves forcing or enticing a child 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. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.
- **Neglect:** the 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. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. It may also be educational neglect that can be recognised as parental, learner, professional or organisational.
- **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.

- **Educational Neglect:** involves the failure of a parent or caregiver to enrol a child of mandatory school age in school or to provide appropriate home schooling or needed special education training. Southampton City Council provide A Practitioner Guidance Document – Educational Neglect (September 2019 - Appendix 1).
- **The Trigger Trio:** The term ‘Trigger Trio’ has been used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to women and children has occurred. They are viewed as indicators of increased risk of harm to children. In a review of Serious Cases Reviews undertaken by Ofsted in 2011, they found that in nearly 75% of these cases two or more of the issues were present.
- **Honor based violence** or **Honor based abuse** is now referred to as Harmful Practice or Harmful Cultural Practices including issues such as Female Genital Mutilation (FMG), Forced Marriage and more.
- **Adverse Childhood Experiences (ACEs)** is a term used to describe traumatic experiences before age 18 that can lead to negative, lifelong emotional and physical outcome.

At Great Oaks, we recognise that in the case of Adverse Childhood Experiences, our learners may not be able to understand or express what has happened to them, or indeed be able to seek help, therefore staff must be able to pick up and identify changes in our learners that may indicate domestic abuse. School staff receive appropriate training in order to enable them to advocate for our learners. We also employ a multi-disciplinary team approach so that all relevant professionals can be involved in advocacy for our learners.

- **Child Protection (CP)** is used to describe where concerns or indicators require referral to Children’s Services or Police for Section 17 or 47 (Children Act 1989)¹

¹ The **Children Act 1989** is a United Kingdom Act of Parliament which allocates duties to Local Authorities, court, parents, and other agencies in the United Kingdom, to ensure children are safeguarded and their welfare promoted.

Assessments to be considered to protect a child from harm, or where a Child Protection Plan² or Child in Need Plan³ is already in place.

- **Hirer:** The term used when the School hires out its facilities to third parties, the hirers, for use, for example, school hall, hydrotherapy pool or classrooms.

Application

This Policy relates to all staff, trustees, and volunteers at schools in the Specialist Schools Trust, and provides the framework in order to keep children safe and secure at school. It will inform parents and guardians how the Trust will safeguard their children whilst they are in our care.

Aims

- a) To provide an environment in which all adults recognise safeguarding and ensuring children's welfare is everyone's responsibility. It is not solely the responsibility of the Designated Safeguarding Leads (DSLs).
- b) To ensure all children at our schools will feel safe, secure, valued and respected, free from harassment and prejudicial language or behaviour, and feel confident to approach adults if they are in difficulties and that adults will, at all times, consider what is in the best interests of the child.
- c) To work within the restorative practice and trauma informed models of behaviour and communication processes, recognising that childhood trauma can manifest as disruptive or challenging behaviour.
- d) To provide an effective Personal, Social, Health and Economic Education (PSHE) that encompasses age and developmentally appropriate content, enabling our learners to communicate as well as possible about their needs to their primary caregivers.
- e) To ensure that the schools within the SST comply, in an appropriate way for their learners, with the statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education September 2020.

² A **Child Protection Plan** is a plan drawn up by the Local Authority. It sets out how the child can be kept safe, how things can be made better for the family and what support they need.

³ A **Child in Need Plan** is voluntary for families and give children failing to thrive extra services, beyond what every child receives, to help them develop safely.

- f) To raise the awareness of all leaders, teaching and non-teaching staff, volunteers, and visitors of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- g) To develop structured procedures within our schools that will be followed by all members of each school community in cases of suspected abuse, concerns for well-being and need to safeguard children.
- h) To ensure that all concerns, however small, are recorded so as to establish the wider picture for a child and ensure that sufficient oversight by the DSLs enables a context to be known and therefore support the identification of for example, neglect, risks or exploitation including patterns of behaviour.
- i) To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure our schools contribute to assessments of need and support plans for those children through timely Early Help⁴, contact and working with multi-agency partners and Children's Social Care team and other safeguarding partners.
- j) The guidance on 'Early help' has also been amended in line with Working together. The update adds that professionals should be alert to the need for early help for a child who:
- Is frequently missing/goes missing from education, home or care
 - Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit.
 - Has a parent or carer in custody or is affected by parental offending.
- k) To provide attendance by a nominated member of staff or a report with up to date information at multi-agency meetings for all children at our schools, and for the DSLs to liaise with any future school DSL with any information that is required to plan for an effective transition for the child/family.
- l) To work proactively together with partners such as other education settings where there are siblings, or GP surgeries to ensure that where there are concerns they are shared through a "safeguarding discussion" and addressed swiftly, with a strong base of information ensuring that the best interests of a

⁴ **Early Help** is the term used to describe that sometimes families benefit from having a professional network of support around them to help with things like family health, getting into work and improving school attendance. The Early Help team work with the whole family, help identify the areas of support needed and pull together a plan. The team contains multi-agency, skilled workers from many different background and services including Social Workers, Health Visitors, School Nurses, Education Welfare Officers, Family Engagement Workers, Youth Engagement Workers and Youth Offending Services.

child(ren) are placed at the centre of referrals for example to Early Help, Multi-Agency Safeguarding Hub (MASH)⁵ and support providers.

- m) To refer to Early Help so that professionals can support children and their wider families, intervening as early as possible before referral to Children's Social Care Services is required.
- n) To ensure that all adults within our schools who have access to children have been checked and that this is recorded as to their suitability.
- o) To ensure that appropriate supervision is given to visitors and adults on-site and on trips, along with key information or training for visiting staff and adults who may lead enrichment activities at each school. This includes training for governors in line with national guidance and school policy.
- p) To ensure that appropriate safeguarding arrangements are in place for children learning remotely, on work placements or alternative provision offsite, or in flexi-school arrangements.
- q) To ensure that transfer of child protection, welfare concerns and learning records that provide support for learner development when learners move on from their current setting are carried out in accordance with the Southampton City Council Guidance on the Retention and Transfer of Child Protection, Child Welfare and Learning Records for Education, including Children Looked After (September 2021 and updates).
- r) To provide a safe environment within which our learners can learn and flourish, being confident that any issues raised will be taken seriously.

Principles

All agencies working with children and their families take all reasonable measures to ensure that the risks of harm to children's welfare are minimised. Where there are concerns about children's welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other agencies.

This applies to all children up to the age of 18. This could mean requiring a "safeguarding discussion" between DSLs from different schools, where they share

⁵**Multi-Agency Safeguarding Hub (MASH)** provides triage and multi-agency assessment of safeguarding concerns. It brings together professionals from a range of agencies into an integrated multi-agency team. The team protects the most vulnerable children from harm, neglect and abuse by meeting goals specifically related to safeguarding.

families. It is everyone's responsibility to ensure the welfare of children, including knowing how to refer to Early Help.

The protection of children is of the highest priority for the Specialist Schools Trust. Children have a right to feel secure and cannot learn effectively unless they do so.

All children, regardless of age, gender, ethnicity, ability, sexuality, religion, culture, language and beliefs have a right to be protected from harm.

All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance.

We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will proactively engage in partnership working throughout the child protection process to safeguard children.

Whilst each school will work openly with parents as far as possible, the schools reserve the right to contact MASH (in line with current safeguarding procedures) and Southampton Safeguarding Children's Partnership (SSCP)⁶ in line with Multi Agency Guidance Southampton Child and Family Early Intervention Model and Threshold Document⁷ or the Police, without notifying parents if this is in the child's best interests. In all cases consent must be sought unless it is not in the child's best interests to do so. These decisions will be clearly recorded with their reason in each school's safeguarding information log.

Safeguarding processes are intended to put in place measures that minimise harm to children. There may be situations where new national guidance, local incidents, gaps or deficiencies in the policies and processes we have in place will be highlighted. In these situations, urgent review will be carried out by the DSLs and governors in order to identify learning and inform the policy, practice and culture of each school. This review may involve the Local Authority or other agencies and may require policies to be amended sooner than the annually scheduled review.

⁶ **Southampton Safeguarding Children's Partnership** are a partnership of services, working together to ensure the safety and wellbeing of children. Every local area has to have a "Safeguarding Children Board" and this known as the LSCB. The partners that make up the LSCB are: Southampton City Council, Hampshire Constabulary and Southampton Clinical Commissioning Group. The members also include local providers or health care, education, voluntary sector, National Probation Service and Hampshire Community Rehabilitation Company.

⁷ **The Multi Agency Guidance Southampton Child and Family Early Intervention Model and Threshold Document** is for everyone who is working directly or indirectly with children, young people and their families in the city, from any agency: statutory, voluntary, private and independent. Their purpose is to help identify the degree of need of children and their families and to ensure that workers respond appropriately, using the model and guidance to complement and enhance professional judgement.

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

Some areas, such as Health and Safety, are a specialist area of safeguarding, and a separate lead for this area is in place in each School. The Trust's Health and Safety Committee has responsibility for health and safety, and is led by Jon Hickey, Chief Operations Officer.

All health and safety policies are located on the Trust website.

All learners in our schools are encouraged to express any concerns or worries they may have to any member of staff. Staff will listen to the learner, take their worries seriously and share the information with the safeguarding lead.

In addition, we provide learners with suitable information, depending on ability, about who they can express concerns to outside of our schools, both within the community and with local or national organisations who can provide support or help appropriate to their age and development.

The PSHE content appropriate programme in each school takes into account safeguarding issues using the national and local contexts relevant to our learners and families so that they can understand personal, local and national issues linked to safeguarding themselves and others, including on-line.

The statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education September 2020, at an appropriate level, is in place across the Trust and integrated into the curriculum as appropriate for learners.

Our learners have moderate to severe learning needs, which may impact upon their ability to verbalise their views and wishes. Our staff are trained to recognise changes in behaviour and presentation that our learners may display. Our staff are also trained in how to react to a disclosure given the child's needs and that if they do not feel confident to do so, to see further support from a DSL.

At Great Oaks, providing suitable support to learners may involve sharing information with other agencies in order that appropriate action can be taken.

Review

Date

The Specialist Schools Trust reviews this Policy at least annually in line with Department for Education (DfE)⁸, Southampton Safeguarding Children's Partnership (SSC), Southampton City Council expectations and any other relevant guidance and update mid-review where key changes are made to national safeguarding policy or procedure.

Responsible Persons

At Great Oaks, the review of the policy also considers the specific needs of learners with multiple learning difficulties.

The person responsible for ensuring any necessary updates are completed is:

DSL: Grace Kent, Assistant Headteacher for Safeguarding
Deputy DSLs: Andy Evans, Headteacher
Geraldine Lindsay, Head of School
Tony Parkes, Assistant Headteacher for Behaviour
Andy Vivian, Assistant Headteacher for Curriculum
Kate Henty, Assistant Headteacher for Post 16
Tracey Harris, Natalie Woodhouse, Rory King, Ilda Ourique, Sarah Hogg, Pathway Managers

It is acknowledged by our schools that no one person or organisation holds all information about a child. The DSLs at our schools will proactively work with external agencies where concerns exist around the safeguarding of any child to enable reduction of risk or refer for support appropriately.

At Great Oaks, not all learners are aware of who the DSL's are, and would not understand the need to contact them. School staff act as advocates for these children in this respect.

⁸ **The Department for Education (DfE)** is responsible for children's services and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England. It is a ministerial department supported by 18 agencies and public bodies.



Andy Evans –
Headteacher



Geraldine Lindsay –
Head of school



Grace Kent –
Assistant head



Andy Vivian-
Assistant head



Kate Henty -
Assistant head



Tony Parkes -
Assistant head



Tracey Harris –
Pathways Lead



Rory King –
Pathways Lead



Natalie Woodhouse
– pathways lead



Ilda Ourique –
Pathways lead



Jo Goodrich –
Welfare officer

The Child's Voice

Where there is a safeguarding concern, the DSLs should ensure the child's wishes and feelings, their voice, is taken into account when determining what action to take and what services to provide. Systems should be in place for children, if able, to express their views and give feedback. Ultimately, all decisions should be taken in the best interests any the child.

This cannot include keeping their concerns confidential and all adults have a responsibility to ensure concerns are recorded and acted upon appropriately and in a timely manner.

This may include referrals to agencies and this will always be communicated to the child but may be communicated differently for different ages of children, development and ability.

At Great Oaks, the Child's Voice is not always used to inform and check on the relevance of what appropriate content is taught. As a school we communicate in other ways, therefore other appropriate methods for gaining feedback will be used.

At Great Oaks, we acknowledge that due to individual needs, some learners will not be able to verbally express their views or give feedback. Staff are aware that communication comes in all forms and that they should consider any changes in behaviour and presentation as a potential cause for concern. A multi-disciplinary team approach is also in place to ensure that all professionals involved can contribute towards representing the Child's Voice and advocate for the best interests of the child.

Multi-Agency Working

Our schools have a pivotal role to play in multi-agency safeguarding arrangements. Our trustees and governors will ensure the schools contribute to multi-agency working in line with statutory guidance Working Together 2018.

New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the Local Authority, a Clinical Commissioning Group (CCG)⁹; and the Chief Officer of Police) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

It is especially important that each school understands its role in the three safeguarding partner arrangements. The governors and the Senior Leadership Team (SLT), especially the DSL, will make themselves aware of and follow the local arrangements.

The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role, they must set out how they will work together and with any relevant agencies. Relevant agencies are those organisations and agencies whose involvement that the three safeguarding

⁹ **Clinical Commissioning Group (CCG)** were established as part of the Health and Social Care Act in 2012, and replaced Primary Care Trusts on 1st April 2013. CCG are groups of general practices (GPs) which come together in each area to commission the best services for their patients and population.

partners consider may be required to safeguard and promote the welfare of children with regard to local need. The three safeguarding partners will have set out in their published arrangements which organisations and agencies they will be working with and the expectations placed on any agencies and organisations by the arrangements.

The three safeguarding partners should make arrangements to allow our schools to be fully engaged, involved and included in safeguarding arrangements. In Southampton, the three safeguarding partners name our schools as relevant schools and have worked to review or set out the best way to achieve the active engagement with individual institutions in a meaningful way. This work is ongoing.

As named relevant schools, in the same way as other relevant agencies, we are under a statutory duty to co-operate with the published arrangements.

Our governors understand the local criteria for action and the local protocol for assessment and we ensure they are reflected in our own policies and procedures. We are also prepared to supply information as requested by the three safeguarding partners.

Each school will work with Children's Social Care, the police, health services and other services, including other schools, to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of Early Help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. Each school will allow access for Children's Social Care from the host Local Authority and, where appropriate, from a placing Local Authority, for that authority to conduct, or to consider whether to conduct, a Section 17 or a Section 47 (Children Act 1989) assessment.

Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation. As part of meeting a child's needs, it is important for our governors to recognise the importance of information sharing between practitioners and local agencies. This will include ensuring that arrangements are in place that set out clearly the processes and principles for sharing information within each school and with the three safeguarding partners, other organisations, agencies and practitioners as required.

Trust staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the Local Authority Children's Social Care Services¹⁰. To reflect KCSIE

¹⁰ **Children's Social Care Services** support children with the greatest need – children who are disabled, who have to be protected from harm or who need to be placed in residential or foster care.

(2024) Data Protection within the school has been looked at and implemented to ensure the understanding of what information needs to be kept, and how to prevent personal data breaches.

Our Trustees and Governors are aware that among other obligations, the Data Protection Act 2018 (DPA)¹¹ and the General Data Protection Regulations (GDPR)¹² place duties on our School and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

Trustees and Governors will ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the DPA and the GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as ‘special category personal data’.
- understanding that ‘safeguarding of children and individuals at risk’ is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- not providing learners’ personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harm test is met, they must withhold providing the data in compliance with Schools’ obligations under the DPA and the GDPR. Where in doubt the Trust will seek independent legal advice.

The DPA and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

¹¹ The **Data Protection Act 2018** controls how your personal information is used by organisations, businesses or the government. Everyone responsible for using personal data has to follow strict rules called “data protection principles”. They must make sure the information is used fairly, lawfully and transparently.

¹² The **General Data Protection Regulation 2016/679** is a regulation in EU law on data protection and privacy in the European Union and the European Economic Area. It also addresses the transfer of personal data outside the EU and EEA areas.

Where children leave each school, the relevant DSL will ensure that their Child Protection File¹³ is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained.

This will be transferred separately from the main learner file. When receiving other schools' and colleges' learner information, the DSL will ensure that only key staff receive the file as required.

In addition to the Child Protection File, the DSL will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives, or to ensure the welfare of the child.

The Trust recognises the importance of learner records, for example for assessments regarding Special Educational Needs and Disabilities (SEND)¹⁴ and support for development and will include these in the information that each school will pass on to the next setting so as to limit the opportunity for educational neglect.

Safeguarding discussions are a feature of protecting children, including between schools where families are shared to establish context and awareness of concerns. Any discussions should be recorded as to their purpose on each school's recording system.

What staff should do if they are concerned about a child

All staff know who their school's DSLs are, and how to contact them.

Staff must note what they are concerned about and why and record their concerns but may also need to alert the DSL that they need to read their note of concern. The member of staff must not assume their concern will be picked up by the DSL. Staff must check that this has happened.

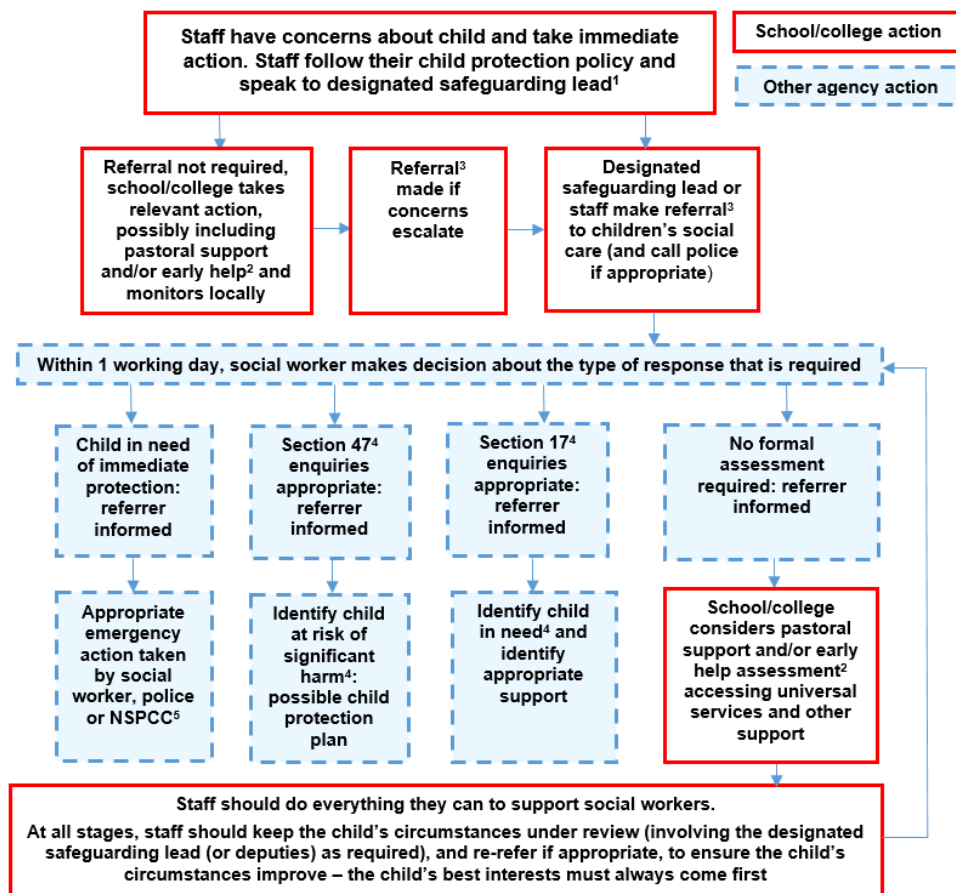
Staff must not delay in sharing information with the DSL, especially if there is an immediate risk indicated or the need to refer is likely. Staff must record even if they feel it is a small piece of information. It is a combination of information that often brings the best oversight of the whole child or family.

¹³ The **Child Protection File** consists of all records relating to child protection issued for a child. The file can be software-based or paper-based and must be kept in one place, separate from other learner records.

¹⁴ **Special Educational Needs and Disabilities (SEND)** can affect a child or young person's ability to learn. They can affect their behaviour or ability to socialise, for example struggling to make friends, to read and write, for example dyslexia, to understand things, affect concentration levels, for example because they have Attention Deficit Hyperactivity Disorder (ADHA), and affect physical ability.

Each school has posters around the school with the relevant contact information displayed for all staff.

Please refer below for actions to be taken where there are concerns about a child.



Page 22 of KCSiE 2024 sets out the actions to be taken by the DSL, or member of staff if a DSL is not available.

Safeguarding

Safeguarding issues are those that can place children at risk of harm (KCSiE 2024). Within a school these are wide-ranging, and there is an extensive set of guidance and legislation that the Specialist Schools Trust is required to follow to ensure children's safety.

Any child is vulnerable, and the expectation is that all people working or volunteering in our schools recognise that any child could be subjected to any form of abuse or exploitation themselves directly, or as witnesses. These experiences are adverse and can impact upon children greatly – both short and long term and into adulthood. The more adverse childhood experiences (some of which would be of a safeguarding nature) a child has, the greater the complexity of their impact. Specialist Schools Trust staff are in a unique position to be able to recognise and report where they have

concerns to their DSL or in some cases to the police directly. However small or unsure a member of staff is about their concern, the ethos expected is that no concern is too small to report and record. This enables a full picture of observations to be held in oversight by the DSL. These small pieces of information may help to protect a child from further harm or adverse experience. Issues that the Trust recognises as key to ensuring children's safety are included below.

NOTE: This list is not exhaustive and is subject to changes in legislation/ guidance.

Health and Safety

The site, the equipment and the activities carried out as part of the School day are all required to comply with the Health and Safety at Work act 1974¹⁵ and regulations made under the Act.

All risks are required to be assessed, and recorded plans of how to manage the risk are in place. The plans should always take a common sense and proportionate approach to allow activities to be safe rather than preventing them from taking place. The Trust has a Health and Safety Policy which details the actions that we take in more detail.

This is reviewed regularly by the Health & Safety Committee, each school's leadership team and the governors in light of our own continued risk assessments and local and national government guidance.

Site Security

We aim to provide secure sites, but recognise that each site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules which govern it. These are:

- All gates are locked except at the start and end of the School day.
- Doors are kept closed to prevent intrusion.
- Visitors and volunteers enter at the Reception and must sign in.
- Learners are only allowed home during the School day with adults/carers with parental responsibility or permission being given.
- All learners leaving or returning during the School day have to sign out and in.
- Empty classrooms have windows closed.
- Arrangements for before and after School meetings and activities are clear and followed at all times.

¹⁵ The **Health and Safety at Work etc. Act 1974** is the primary piece of legislation covering occupational health and safety in Great Britain. It's sometimes referred to as HSWA, the HSW Act, the 1974 Act or HASAWA.

These arrangements will be reviewed regularly by each school's SLT and governors for the safety of all, in light of our own continued risk assessments and local and national government guidance.

Physical Intervention (Use of Reasonable Force)

As a Trust, we have a separate policy outlining how we will use physical intervention (Touch Policy). This policy states that staff must only ever use physical intervention as a last resort, for example, when a child is endangering him/her or others and that, at all times it must be the minimal force necessary to prevent injury to another person.

Within the Trust, physical contact with learners by staff is inevitable and it is recognised staff are likely to have a higher level of physical contact with the learners. In some cases, it is necessary for reassurance and the moving and handling of learners. All staff must be aware of issues relating to touch and the way this might be misconstrued or misrepresented. This relates particularly to any sensitive areas of the body.

Staff are aware of the appropriateness of any physical contact in relation to the learner's age, gender and level of learning difficulties.

Taking, Use and Storage of Images

Each school will seek consent from the parent of a learner and from staff and other adults before taking and publishing photographs or videos that contain images that are sufficiently detailed to identify the individual in School publications/displays, in printed media or on electronic publications. We will not seek consent for photos where you would not be able to identify the individual. The Specialist Schools Trust needs to ensure it is compliant with DPA regarding processing of images.

We will seek consent for the period the learner remains registered with us and, unless we have specific written permission, we will remove photographs after a learner or staff member appearing in them leaves the school or if consent is withdrawn.

Photographs will only be taken on school owned equipment and stored on each school's network. No images of learners will be taken or stored on equipment privately owned by staff members.

We will take, store and/or print photographs to show what a learner can do or has participated in. These may also be displayed within each school, or in books. They may be shared with visitors, inspectors, moderators or other professionals as a part of sharing practice or achievement. We will seek to ensure that families understand this and agree to this use.

Transporting Learners

We will follow the home-school transport policy from Southampton City Council and Hampshire County Council for all learners who have regular transport to and from School arranged through the needs identified in their Education Health Care Plan (EHCP)¹⁶.

The Trust schools will give consideration to the transport needs of our learners in an emergency situation and out of hours, safeguarding the needs of our learners when travelling in school owned/private hire minibus or coaches/taxis with staff or parents as drivers in cars. This will include arrangements for parents/carers/volunteers to inform each school regarding any advice they have been issued as soon as possible that may affect their ability to carry out their transporting/ volunteering safely.

For school trips, private providers such as coach companies may be used. Copies of any insurance will be sought by each school and retained with trip documentation.

On very rare occasion parents and volunteers may support with the task of transporting learners to visits and off-site activities arranged by the schools. (This is in addition to any informal arrangements made directly between parents.). In managing these arrangements, each school will put measures in place to ensure the safety and welfare of learners carried in parents' and volunteers' cars. This is based on guidance from the Local Authority.

Our learners at Great Oaks do not normally participate in homestay/exchange visits.

Off Site Visits/Provision Including Overnight Stay

A particular strand of health and safety is looking at risks when undertaking offsite visits. Some activities, especially those happening away from the school, can involve higher levels of risk. These are infrequent activities, and a specific review of an existing assessment may be needed to take in to account staffing and learners in addition to the activity. If it is a new activity, a visit involving adventure activities, residential, overseas or an 'Open Country' visit, a specific assessment of significant risks must be carried out.

¹⁶ An **Education, Health and Care Plan (EHCP)** is for children and young people aged up to 25 who need more support than is available through special educational needs support. The EHCP identifies educational, health and social needs and sets out the additional support to meet those needs.

Where necessary, Trust Schools have an Educational Visits Coordinator (EVC), who manages risks and takes overall responsibility for all off site visit, staff training associated with visits and the review, monitoring and development of all policies and procedures relating to school visits and off-site activities.

At Great Oaks our EVC's are Graham Carter and Kate Henty.

At our schools, all off-site activities will be risk assessed regarding the activities to be undertaken and transport arrangements. A risk assessment will be completed by the Group Leader, this may be through a pre-trip visit if appropriate. This is shared with the EVC. Risk assessment and trip information will be shared with all staff participating in time to read and understand their own responsibilities during the trip. At least one first aid trained member of staff (maybe more depending on activity and numbers of participants) will be present on each offsite trip, there may have been a pre-trip visit (Education Off-Site Policy).

A register of learners offsite will be shared with nominated administration staff and contact numbers, medical information and offsite activities forms will be taken on the trip and accessible by all staff participating. A copy of any individual medical plan will also be taken, with a responsible staff member named to monitor the child/ adult. The governors will monitor this process throughout the year.

Behaviour, Safety and Discipline, including Preventing Extremism

Each school has a Behaviour Policy in place that meets the relevant requirements. Staff will receive additional updates regarding trauma informed practice and the impact of adverse childhood experiences on children and how this can impact on presenting behaviours.

Processes for managing behaviour, including positive behaviour promotion by staff are included in our policy. Expectations and processes have been shared with staff.

Expectations for staff behaviours both whilst on site, in times of responsibility and where behaviours outside of school may cause harm to children, reputational damage to the Trust or transferable risk to children have been made clear to all staff on induction, or where there has been update. We have a Personal and Professional Conduct Policy that is a part of all staff induction. This sets out expectations for staff in relation to managing the behaviour, safety and discipline of learners, as well as their own behaviours, including those behaviours on-line to minimise the risk of reputational damage to the Trust or transferable risk to children as a result of staff's own behaviours. Staff are clear about actions each school may need to take if an allegation is made about a member of staff, or behaviours reported that indicate

professional responsibilities of staff have been less than that expected, where there may be risk of harm to a child, reputational damage or transferable risk.

At Great Oaks, we recognise that all behaviour is a form of communication. Staff receive additional training and support to identify, monitor, and begin to interpret learner behaviour to be able to plan an appropriate plan of support for the learner, when recording behaviour on CPOMS.

Preventing Radicalisation and Extremism

The Trust is aware of its statutory duty to prevent radicalisation and extremism under “The Prevent Duty”. The prevent duty requires that all staff are aware of the signs that a child may be vulnerable to radicalisation. The risks will need to be considered for any kinds of extremism. These can include: political; environmental; animal rights; or faith based extremism that may lead to a child becoming radicalised. This list is not exhaustive and all staff are updated when new ideologies come to light through safeguarding updates. Please refer to the Prevent Policy.

The people to contact in our Schools regarding The Prevent Duty are:

Grace Kent – DSL/Assistant Head (Great Oaks)

All staff have undertaken, during induction or employment, the Home Office Prevent Awareness Training.

Training is completed so all staff can identify the signs of children being radicalised and updates are provided to staff through annual safeguarding training or information shared. This is recorded as a part of each school’s monitoring of the reading and understanding of policies and attendance at training. It is reported to the Local Authority through the completion and submission of the annual safeguarding self-evaluation tool, or other agreed method (end of January each academic year).

At Great Oaks we recognise that our learners are much more vulnerable to the world around them given their additional needs. Therefore, staff need to be up to date with training, ideologies and awareness of signs to ensure the safety of our learners when interacting with our learners in their communities and other settings.

Safety in an Emergency Situation – Planned Drill or Unforeseen Occurrence

In each school, systems for monitoring visitors and volunteers can be found in the Trust's visitor and onsite security procedures (Major Incident/Emergency Closure Policy). Each school also has lockdown procedures that can be implemented in an emergency in addition to fire evacuation procedures.

Fire drills and emergency procedures practices will be held regularly throughout the school year (termly as a minimum), at different times of the day, most of which will be unannounced to develop the effectiveness of the processes. These will be monitored by each school's Head teacher and the Health & Safety Committee.

Help and Support

Procedures for visitors who have safeguarding concerns to know how and where to seek support in school are communicated to visitors on entry to each school.

The Trust encourages staff to act upon patterns of behaviour, especially those which may be different from previous, or patterns of unusual absence for all learners, especially the most vulnerable by discussing their observations with staff e.g. Headteacher or DSL. Staff will work together to investigate any unexplained absence of a vulnerable learner.

Curriculum

Details of our appropriate education plans, including curriculum policies, can be found on each school's website. This information includes details of PSHE and RSE learning, appropriately planned to support learners in age and ability for safeguarding issues as well as how we teach on-line and e-safety where appropriate.

It also includes our intention to respond to significant local, national or international events or issues in addition to the planned education, sometimes at short notice.

We welcome discussion with parents regarding the content of our appropriate education plans to support our safeguarding aims and also to ensure that where appropriate, learners are able to input and determine the effectiveness of such provision.

Relationships Education, Sex and Relationships Education (RSE) and Health Education from September 2021

Please refer to each school's Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy.

We will develop our education plans in line with the statutory guidance as appropriate for our learners.

We recognise parents may have queries regarding the new statutory guidance. We would ask all parents to read the information available for parents.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

If this does not answer the query we would ask that contact is made:

- 1- With your child's Teacher
- 2- With the Deputy Headteacher
- 3- With the Headteacher

If you have a complaint rather than a query to raise regarding the Relationships Education, Sex and Relationships Education (RSE) and Health Education Policy, please refer to the Schools Complaints Policy.

The PSHE content appropriate programme at Great Oaks School considers safeguarding issues using the national and local contexts relevant to our learners and families so that they can understand personal, local and national issues linked to safeguarding themselves and others, including on-line safety. At Great Oaks, the content used is appropriate to the level of understanding to our learners. The Child's Voice is not always used to inform and check on the relevance of what appropriate content is taught. A proportion of our learners are non-verbal and communicate in other ways, therefore other appropriate methods for gaining feedback will be used.

Exploitation

Exploitation can be sexual, emotional or criminal and can lead to increased vulnerability, for example, through grooming or radicalisation, modern slavery, or into other aspects of safeguarding. Exploitation occurs where an individual or group takes

advantage of an imbalance of power to coerce, manipulate or deceive any child under the age of 18.

At our schools, we recognise any child is vulnerable to this activity and ensure through our annual safeguarding training for all staff that awareness of raising concerns is vital, including the use by staff of Community Partnership Information (CPI) forms¹⁷ for information that could be used for intelligence if concerns exist and could be important in a wider context that the Police may hold in addition to our own internal reporting systems.

<https://www.safe4me.co.uk/portfolio/sharing-information/>

At Great Oaks we acknowledge that our learners are more likely to be at risk of exploitation given their additional and learning needs. Our learner's awareness of risk to self and others, with their ability to understand risk can at times be limited making them an easy target. Staff receive updates regularly in order to ensure that their knowledge is current when interacting with children and young people in their communities or other settings, as well as specific training related to learners with disabilities.

Missing, Exploited and Trafficked Children (MET)

Within the local area, the acronym MET is used to identify all children who are missing, believed to be at risk of or being sexually or criminally exploited, or who are at risk of or are being trafficked. Given the close links between all of these issues, there has been a considered response to join all three issues so that cross over of risk is not missed.

We recognise any child is vulnerable to exploitation and ensure through our annual safeguarding training for all staff that they are aware of the importance of identifying risks, raising safeguarding concerns, and sharing intelligence with Police using the CPI form and also using internal recording systems.

Locally, the SSCP (from September 2019) will retain a sub-group to oversee these safeguarding issues. The Specialist Schools Trust will ensure our DSLs keep up to date with these issues through attendance at local DSL network meetings and through awareness of published guidance or recommendations from partners, practice reviews or government documents.

¹⁷ Sharing of information is critical to developing a clearer picture of local and wider issues, to inform the action Police need to take to reduce threat, harm and risk. To help improve information sharing, the **Community Partnership Information Sharing (CPI) Form** gives professionals a safe and direct way to share non-urgent information with Police relating to children/adults at risk.

Child Sexual Exploitation (CSE)

The national definition of Child Sexual Exploitation is “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. CSE does not always involve physical contact; it can also occur through the use of technology”.

Like all forms of child sexual abuse, CSE:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abused even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person’s immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

CSE is a complex form of abuse and it can be difficult for those working with children to identify and assess. The indicators for CSE can sometimes be mistaken for ‘normal adolescent behaviours’. It requires knowledge, skills, professional curiosity, and an assessment which analyses the risk factors and personal circumstances of individual children to ensure the signs and symptoms are interpreted correctly and appropriate support is given.

Even where a child is old enough to legally consent to sexual activity, the law states consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don’t

comply (all of which are common features in cases of CSE) consent cannot legally be given whatever the age of the child.

Indicators a child may be at risk of CSE include:

- Leaving home/care without explanation and persistently going missing or returning late;
- Exclusion or unexplained absences from school, college or work;
- Associating with other children being sexually exploited
- Relationships with controlling or significantly older individuals or groups;
- Acquisition of money, clothes, mobile phones etc. without plausible explanation;
- Drug and/or alcohol use – may return home or present at school under influence
- Increasing secretiveness around behaviours;
- Self-harm or significant changes in emotional well-being
- Excessive receipt of texts/phone calls;
- Multiple callers (unknown adults or peers);
- Concerning use of internet or other social media;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Frequenting areas known for sexual exploitation or adult sex work.

CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware they are being exploited and do not see themselves as a victim.

The Specialist Schools Trust educates all staff in the signs and indicators of sexual exploitation. We will use the CERAF Guidance - Child Exploitation Risk Assessment Framework (CERAF) and associated guidance to identify learners who are at risk and follow safeguarding procedures where there is a concern about a child being at risk of or experiencing CSE/CCE (see below). We use advice from MASH and the MET hub, and the DSL will share this information as appropriate with Children's Social Care. A CPI form will also be considered.

<https://hipsprocedures.org.uk/qkyyoy/children-in-specific-circumstances/children-who-are-exploited/#s4982>

DSLs will use the short video presentation from SCC MET Hub team on when and how to complete the Child Exploitation Risk Assessment Framework (CERAF). This is available on the SSCP website so practitioners can access the resource when they need to.

Our curriculum in school reflects the developmental needs of our learners who are unlikely to understand the risks of exploitation, however staff members advocate for learners with regard to this when needed.

We recognise we may have information or intelligence that could be used to both protect children and prevent risk. Any relevant information we have will be shared on the CPI form and through School reporting and recording processes and through contact with MASH and where required the Police directly by 101 or 999 depending on circumstance and the information.

At Great Oaks our learners are vulnerable by virtue. If it is deemed appropriate given the risks presented, the DSL will complete a SERAF for the learner to determine their immediate risk.

Child Criminal Exploitation (CCE): Including County Lines

Child Criminal Exploitation (CCE) occurs where an individual or group takes advantage of a person under the age of 18 and may coerce, manipulate or deceive a child under that age into any criminal 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 and/or
- c) Through violence or the threat of violence.

The victim may be exploited even if the activity appears consensual (i.e. moving drugs or the proceeds of drugs from one place to another). CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can take various forms and may involve the child being coerced into:

- Carrying or selling drugs.
- Hiding stolen goods or weapons.
- Stealing.
- Involvement in burglaries.
- Money laundering.
- Vehicle crime
- Exploitation through inappropriate/unsafe employment
- Unlawful sexual activities
- Other criminal activity.

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children to move (and store) the drugs and money and they will often use

coercion, intimidation, violence (including sexual violence) and weapons. (Home Office 2018). It is one form of exploitation.

County lines is a form of Child Exploitation (CE). It is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons. The response to tackle it involves the Police, the National Crime Agency (NCA)¹⁸ and a wide range of Government departments, local government agencies and Voluntary and Community Sector (VCS) organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on children and local communities.

Children exploited through County Lines activity are particularly vulnerable to being trafficked. Modern slavery, including child trafficking, is child abuse. When an agency comes into contact with a child who may have been exploited or trafficked, Local Authority Children's Services and the Police should be notified immediately and who will consider if a National Referral Mechanism (NRM)¹⁹ needs completing alongside child protection procedures.

Cuckooing

Urban gangs establish a base in the market location, often by taking over the homes of local vulnerable adults by force and/or coercion, in a practice referred to as 'cuckooing'. Urban gangs then use children and vulnerable people to move drugs and money.

Like other forms of abuse and exploitation, criminal exploitation can:

- affect any child or young person (male or female) under the age of 18 years;
- affect any vulnerable adult over the age of 18 years;
- still be exploitation even if the activity appears consensual;
- involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

¹⁸ The **National Crime Agency (NCA)** leads the UK's fight to cut serious and organised crime, protecting the public by targeting and pursuing those criminals who pose the greatest risk to the UK.

¹⁹ The **National Referral Mechanism (NRM)** is a framework for identifying and referring potential victims of modern slavery and ensuring they receive the appropriate support.

Any person in our schools who has concerns a child is being criminally exploited should report their concern to the DSL without delay. The DSL will contact MASH for advice and make a CERAF referral. The DSL may also decide to refer the matter to the Police if a child is at risk of harm, or use a CPI form to report information that may be linked to exploitation.

As a Trust we educate all staff in the signs and indicators of all forms of exploitation, including criminal exploitation. We use advice from MASH, MET hub, the CERAF Guidance - Child Exploitation Risk Assessment Framework (CERAF) and associated guidance to identify learners who are at risk and the DSL will share this information as appropriate with Children's Social Care and the police.

We will use the CPI ([Community Partnership Information Sharing Form – Safe4Me](#)) form to share relevant intelligence information with Police that will assist in building a bigger picture of potential exploitation issues in the community. Once a CPI form is submitted it can be destroyed. Information may be relevant to record on MyConcern as per other concerns or additionally make a separate referral to MASH.

Youth violence can also be linked to exploitation. We ensure that all staff understand the importance of reporting any information relating to serious youth violence.

Trafficked Children

Human trafficking is defined by the United Nations High Commissioner for Refugees (UNHCR)²⁰ in respect of children as a process that is a combination of:

- Movement (including within the UK);
- For the purpose of exploitation
- Any child transported for exploitative reasons is considered to be a trafficking victim.

For any child where exploitation is suspected or known, and there are indicators of movement which is facilitated, arranged or controlled by individuals who may be exploiting or intending to exploit them, trafficking should be considered.

External (or international) trafficking describes trafficking which occurs from one country to another. Internationally trafficked children may first come to the attention of the local authority as Unaccompanied Children.

Internal trafficking is the term used to describe trafficking which occurs within the borders of a country. This can be within a neighbourhood, city, county, country etc.

²⁰ The **United Nations High Commissioners for Refugees (UNHCR)** is a global organisation dedicated to saving lives, protecting rights and building a better future for refugees, forcibly displaced communities and stateless people.

There are a number of indicators which suggest a child may have been trafficked into the UK, and may still be controlled by the traffickers or receiving adults. These are as follows:

- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;
- Has a history with missing links and unexplained moves;
- Is required to earn a minimum amount of money every day; deprived of earnings by another person; or claims to owe money to another person (debt bondage)
- Works in various locations;
- Has limited freedom of movement;
- Appears to be missing for periods;
- Is known to beg for money;
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good;
- Performs excessive housework chores and/or rarely leaves the residence.
- Is one among a number of unrelated children found at one address;
- Has not been registered with or attended a GP practice;
- Is excessively worried about being deported.

Children may be trafficked from town to town or city within the UK, having been groomed and coerced into sexual or criminal exploitation. There are a number of indicators associated with child exploitation that are displayed by young people in this situation (detailed in the CSE section). Other signs which may indicate trafficking risks:

- Talking about or rumours about new places the child has or they are planning to visit (without plausible explanation).
- Talking about travel routes or modes of transport, or evidence of travel tickets/receipts.
- Travelling/found out of area without plausible explanation.
- Links with controlling or significantly older individuals or groups from other areas (without plausible explanation).

Where there are reasonable grounds to suspect a child to be the victim of trafficking, child protection procedures must be initiated by reporting to the DSL, who will contact MASH following procedure.

The above behaviours themselves do not indicate a child is being trafficked, but should be considered as indicators that this may be the case. If staff believe that a child is being trafficked, this will be reported to the DSL for referral to be considered to Children's Social Care.

Child Employment or Performance

The Local Authority Lead Officer for Child Employment should be alerted to any child who is known to be working:

Danielle Rutherford child.employment@southampton.gov.uk

This will allow checking to ensure employment of the child is lawful and that the child is appropriately safeguarded. If we are concerned about a child from our Schools, or another where information has been reported to our Schools, this would be acted on by the DSL.

The Local Authority Lead Officer for Child Employment will also ensure the correct performance licencing is in place for children who perform, act, model or take part in paid sporting activities. It is the responsibility of the person running the event to apply for licence. However, if necessary the DSL will liaise with the organiser and Local Authority Officer regarding child performance.

Mate Crime and Child on Child Abuse

The Trust ensures that all members of the school community recognise that peer on peer abuse can be, but may not be limited to:

- Bullying
- Abuse in intimate personal relationships between peers
- Physical abuse
- Sexual violence
- Sexual harassment
- Causing someone to engage in sexual activity without consent
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Upskirting
- Initiation/hazing type violence and rituals.

It may also be behaviour that exploits or is linked to another person's vulnerabilities, which may be linked to SEN or including simply wanting to 'fit in' with peers.

In some cases, some people may see verbal harassment against any personal characteristic or sexualised comments as 'banter', 'part of growing up', 'so common it is seen as normalised'; **it is not.**

This type of behaviour is not acceptable at our schools, and all members of each school community are expected to positively challenge any such incident, report it to one of the safeguarding team, and follow up with the DSL if needed.

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

Mate crime is a rapidly increasing problem across the country and is defined as: “the exploitation, abuse or theft from any vulnerable person by those they consider to be their friends. Those that commit such abuse or theft are often referred to as 'fake friends'.”

Mate crime is most prevalent when the victim suffers with a disability and is especially common when that disability is Autism or Asperger’s.

The recently published report into sexual abuse in schools and colleges indicates that abusive behaviour or harassment is too common across schools and colleges, and reporting may be low due to it being unchallenged by adults or perceived as acceptable.

At Trust schools, all adults will challenge inappropriate behaviour of any kind by following the processes to manage behaviour.

At Great Oaks we acknowledge that Child on Child abuse could occur but is less likely due to their early developmental levels. Staff are mindful of determining whether an incident is Child on Child abuse or whether this is link to their nature and/or need.

Staff receive updates regularly in order to ensure that their knowledge is current when interacting with children and young people in their communities or other settings, as well as specific training related to learners with disabilities.

Gangs and Youth Violence

The vast majority of children will not be affected by serious violence and crime of gangs. However, where these problems do occur, even at low levels there will almost certainly be a significant impact to the young people and to others. It is linked to exploitation, and most likely will not affect learners at Trust schools who are not cognitively able to be involved.

In our schools, the DSLs will attend DSL network meetings/read Local Authority safeguarding updates or shared information that will inform our provision and approach so we can work in a preventive educational and proportionate manner with our learners, and the wider community.

We will use the CPI form to share any relevant intelligence information with Police that will assist in building a bigger picture of gang/ violence issues in the community. Once a CPI form is submitted it can be destroyed. Information may be relevant to record on MyConcern as per other concerns to ensure the oversight includes all relevant information.

At Great Oaks there is a risk that our learners could be involved in gangs or violence given their vulnerabilities and ability to assess risk and understand risk. Given their additional and learning needs this makes them more vulnerable to being exploited. Staff receive relevant updates to ensure that their knowledge is current when interacting with children and young people in their communities or other settings.

Sexual Abuse in Schools and Colleges

Our School follows the statutory guidance set out in Part 5 of KCSiE 2024 and as outlined in the hyperlinked document below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

Harassment and Sexual Violence, including child on child and violence against women and girls

Sexual harassment refers to 'unwanted conduct of a sexual nature' this can often occur online and offline. It can be between peers, but also between children and adults. Reports of sexual violence and sexual harassment can be extremely complex to manage. It is essential victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted.

The Trust recognises that reports could be one-off incidents or part of repeated behaviours or messages, targeted by one or more people. Each school's process for educating and managing incidents is linked to their bullying and behaviour policies.

Ofsted's 'Review of Sexual Abuse in School and Colleges' (June 2021) provided a clear picture of prevalence of often daily experiences that would constitute harassment, but that incidents were not often challenged when observed by adults or peers, they were accepted as normal or unreported due to this, or were not fully investigated when reported. The widespread prevalence has shown this is an issue that must be addressed for all pupils.

In our schools we have taken note of the recommendations the report has made and will address these by ensuring that all staff members have read the policy, received training, and are confident that any reports will be taken seriously with appropriate follow up action.

In particular, Great Oaks recognises that it is in a unique position due to the cohort of learners at the school and will respond to any observations or reports of violence and/or harassment on an individual basis.

Where a report of rape, assault by penetration or sexual assault is made by an adult on a child, this should be referred to the police. They will advise who to share the information with and confirm refer to MASH.

The Specialist Schools Trust will do all that it reasonably can to protect the anonymity of any children involved in any report to the police, and will follow advice from the police regarding communications. It is also important other children and staff are supported and protected as appropriate.

School leaders will report the numbers of incidents of sexual harassment or violence to governors regularly so that there is scrutiny and challenge regarding this issue, and the governing body are aware of how leaders are managing this aspect of safeguarding.

HM Government have published a specific [Violence against Women and Girls strategy](#), with Education a key part to prevent and reduce this.

All staff are aware of the need to respond equally to allegations that are between children of the same sex, to those that are made between different sexes. Additionally, it is recognised that incidents can overlap with other characteristics such as homophobic, racial, disability or faith prejudices. It is recognised that some learners at SST schools will need advocacy in order to challenge this, and our schools teach learners, where appropriate, how to respond, act and resolve issues as well as how to report them and where to seek support.

Responding to a report of child on child sexual violence or harassment

All adults at SST schools are expected to:

- Be aware that this can happen to any person – not limited to sexual aspects or females but can also include wider characteristics for any gender
- Be aware that it can be in person, reported or online
- Be alert, not tolerate or dismiss violence or harassment as ‘banter’
- Challenge behaviour as well as comments that are derogatory or made to humiliate or embarrass others
- Ensure that their own behaviour and the school ethos reflects respect for gender and sexual orientation
- Recognise that upskirting is a criminal offence
- Understand that all of the above can be driven by wider societal factors beyond the school, such as everyday stereotypes and language.
- Recognise that learners with SEN are more likely to be abused and ensure they have awareness of pupil behaviours that may be inappropriate towards pupils with SEN
- Record and report any incidents including the actions taken at the time, if it was observed by an adult or reported to them
- Recognise that allegations of sexual violence or sexual harassment are likely to be complex and will likely require difficult professional decisions to be made. The DSL must be notified immediately and decisions made on a case-by-case basis. As with other disclosures, the person disclosing must be able to disclose the information in a supportive environment with clear record of information made as soon after the disclosure as possible. The same procedures should be followed as set out in the child protection – reporting concerns or disclosures.

If a report or situation of this nature does arrive, the schools will assess the risk and action that needs to be taken, including informing parents/carers, social care, and the police.

If an adult behaves inappropriately to another adult or a learner, then all adults in our schools know to report this under the Code of Conduct or Whistleblowing policy.

Teenage Relationship Abuse

In addition to sexual harassment and violence, research has shown that teenagers did not understand what constituted abusive behaviours such as controlling behaviours, which could escalate to physical abuse, e.g. checking someone's phone, telling them what to wear, who they can/can't see or speak to and that this abuse was prevalent within teen relationships. Further research showed that teenagers did not understand what consent meant within their relationships. They often held the common misconception that rape could only be committed by a stranger down a dark alley and did not understand that it could happen within their own relationships. This led to these abusive behaviours feeling ‘normal’ and therefore left unchallenged as they were not recognised as being abusive.

The Trust Schools will include developmentally appropriate education for learners as part of the Relationships and Sex Education curriculum. We will also provide/signpost parents to the relevant government advice for parents where it is needed.

Children Missing from Home or Care

Children who run away from home or from care, provide a clear behavioural indication they are either unhappy or do not feel safe in the place they are living. Research shows children run away from conflict or problems at home or school, neglect or abuse, or because children are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.

The National Police Chiefs Council (NPCC)²¹ has provided the following definitions and guidance:

- “Missing person is: ‘Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of crime or at risk of harm to themselves or another.’
- An absent person is: ‘A person not at a place where they are expected or required to be.’
- All cases classified as ‘missing’ by the Police will receive an active Police response – such as deployment of police officers to locate a child. Cases where the child was classified as ‘absent’ will be recorded by the Police and risk assessed regularly but no active response will be deployed.
- The absent case will be resolved when a child returns or new information comes to light suggesting that he/she is at risk. In the latter instance, the case is upgraded to ‘missing’.

If this situation occurs, the process we will follow is detailed in our Attendance Policy.

Within any case of children who are missing both push and pull factors will need to be considered. Push factors include:

- Conflict with parents/carers.
- Feeling powerless.
- Being bullied/abused.
- Being unhappy/not being listened to.
- The Toxic Trio.

Pull factors include:

²¹ The **National Police Chiefs Council (NPCC)** is a national coordination body for law enforcement and brings police forces together in the UK to help policing coordinate operations, reform, improve and provide value for money.

- Wanting to be with family/friends.
- Drugs, money and any exchangeable item.
- Peer pressure.
- Grooming.
- For those who have been trafficked into the United Kingdom as unaccompanied asylum seeking children there will be pressure to make contact with their trafficker.

Trust schools will contact all parents of children who are absent (unless the parent has already informed us) as soon as possible. If the reason for non-attendance is of concern, the DSL will take appropriate action, based upon individual context.

At Great Oaks there is a possibility that our learners may go missing and therefore updates and information are given to staff regularly in order that their awareness remains current. We acknowledge that staff may still receive information around a family where this could be an issue related to a sibling, for example.

Absence

from Lessons or School

In addition to any statutory CME duties where relevant, absence from School at any point may be considered, in individual contexts, as a safeguarding risk.

Staff in our schools will aim to work with parents and carers to establish regular attendance for all children through an approach including support and guidance, and external agency support, including health colleagues where required. Where these are refused or are not effective given time we will discuss each on a case by case basis with the relevant professionals, including the linked Education Welfare Officer (EWO)²², in order to consider any additional actions or the use of the referral for Penalty Notice²³ process to aim to secure regular attendance at school.

The family context will also be taken into account, and a referral to Early Help or Children's Social Care may be discussed to support with matters that may be impacting on the child being able to regularly attend.

²² The **Education Welfare Officer (EWO)** provides a social work service in schools to try and raise attendance. They use different methods of finding out what is causing the young person not to attend school.

²³ A **Penalty Notice** may issued to each parent of a child who has significant unauthorised absence and persistent lateness.

We recognise that educational neglect is a factor that adversely affects a child into adulthood, and staff will use the guidance for practitioners in liaison with partner agencies with the aim of securing regular attendance at School for all children.

DSLs and staff should continue to consider both the context and the detail of any absences.

Children with Alternative Provision Arrangements Attendance

Trust Schools may need to arrange temporary or ongoing alternative provision for pupils. In line with Keeping Children Safe in Education 2024, Great Oaks continues to be responsible for the safeguarding of pupils placed with alternative provision. In this case, each school will ensure that safeguarding arrangements are in place at the provider, or at home where applicable. We will arrange for regular communication and recognise that this is likely to be bespoke per learner.

A risk assessment should always be in place to include any travel arrangements. It should also set out any changes to usual school day times that may be relevant. This will be agreed with the family and reviewed regularly.

Where such arrangements are in place, the school will always use appropriate coding to support an accurate registration certificate, check attendance and enable the provision provider to report any concerns to the DSL at school, as well as referring to MASH or the police where relevant. Where safeguarding information or training is required for the provider, our school will ensure that this is in place before any placement begins, or will provide adequate supervision until it can be undertaken.

In addition, for some learners who may be accessing education remotely from home for medical reasons, the multi-disciplinary team approach will provide safeguarding visits and feedback to the relevant DSL.

Children Missing Education

There are various reasons a child may be deemed as Children Missing in Education (CME) which include, but are not limited to:

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

A child is not a child missing education if they are simply absent from school when on roll. Attendance should be expected and absence processes followed for these pupils.

Local guidance can be found on Young Southampton CME Guidance and Procedures.

We recognise our statutory duty as a Trust to follow the guidance relating to any child we are aware of who, for example, does not begin school as expected, or moves with no forwarding school known.

We recognise that it is important for agencies to work cooperatively, and that information is shared in a timely manner. If anyone at our schools becomes aware of a CME, a referral will be made to the Local Authority Children Missing in Education (CME) Officer as soon as possible.

If we are aware of a child who is moving and parents/carers have not provided any forwarding address or school, we will contact the CME Officer for advice at the earliest opportunity having attempted to find out this information.

When a child does not start or attend when expected the process in our Attendance Policy should be followed. The local authority officers for contacting to provide information and advice are:

Tina Selby: tina.selby@southampton.gov.uk

Eliza Theobald-Morgan: eliza.theobald-morgan@southampton.gov.uk

The Specialist Schools Trust recognises that patterns of children missing education can be an indicator of either abuse or safeguarding risks. A relatively short length of time a child is missing does not reduce the risk of harm to that child, and all absence or non-attendance should be considered in context with other known factors or concerns, and relevant partners or agencies contacted as per safeguarding duties.

Multi-Agency Public Protection Arrangements (MAPPA)

Where the Trust schools are made aware of a parent or person who will visit who has a conviction that is subject to MAPPA, the school will proactively seek a confidential discussion with the individual or agencies to ensure any necessary adjustments can be put into place with immediate effect so as to ensure the safety of all.

Each school will liaise with all agencies to ensure that all recommendations are put into place, with those who need to know having awareness, and will review arrangements whenever required by partners. These recommendations will be put into place for any learner transferring school/setting by the DSL contacting the new school prior to transfer to mitigate any risk that could arise if they were not to communicate this to the receiving setting.

A record of the discussion will be held by the sending school, and as per other transfers a record of the transfer of information will be retained by the sending school.

Harmful Practices

Harmful Practice encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or community or an individual, including FGM, forced marriage, abuse linked to faith or cultural practices such as breast flattening (also sometimes referred to as breast ironing). It often can include a wider network of family or community pressure and can include multiple perpetrators. For example, honour linked abuse might be committed against people who (not exhaustive list):

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture
- convert to a different faith from the family
- hide or attempt to delay puberty in girls
- are suspected of being possessed by spirits
- are reported to have behaved outside of a families' or communities' expectations

Any concerns held must be reported to the DSL without delay. The DSL will contact the multi-agency safeguarding hub for advice and follow up with a written referral and may contact the Police. If the abuse includes reported FGM, regulated professionals must be mindful of their statutory duty to report themselves, as well as follow usual safeguarding practices and inform DSL.

It is recognised at Trust schools that within lockdown, harmful practices may have been carried out by people with little experience/equipment, in turn raising the risk for this child considerably from a health and infection view.

Women and girls are the most common victims of honour linked violence, however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse

- forced marriage
- being held against your will or taken somewhere you don't want to go
- assault
- also for example, removal/limit of access to phones/ communication

If staff believe that a learner is at risk from honour based abuse the DSL will follow the usual safeguarding referral process. However, if it is clear that a crime has been committed or the learner is at immediate risk the Police will be contacted in the first place, followed by MASH.

NOTE: Circumstances for NON-CONSENT FOR MASH REFERRAL. It is important that if honour based abuse/harmful practice is known or suspected, that communities and family members are **NOT** spoken to prior to referral to the Police or Children's Social Care as this could increase risk to the child depending on individual circumstance. This decision should be recorded with the reasons not to gain consent.

At Great Oaks we are aware that incidents of FGM could be identified during routine personal care that some learners receive daily at school. Other cases would be more difficult to identify and so it is imperative that staff receive relevant updates in order to ensure that their knowledge is current when interacting with children and young people in their communities or other settings.

Female Genital Mutilation (FGM)

FGM comprises any of four different procedures involving partial or total cutting, removal of the external female genitalia or other deliberate injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It is one of a number of forms of abuse that are specifically linked to gender. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.

Procedures can be extremely high risk for the woman or girl, they are pre-meditated and organised. The safeguarding of the woman/girl is the priority whilst ensuring professionals remain culturally sensitive and inclusive.

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new-born, during childhood or adolescence, just before marriage or during the first pregnancy. The majority of cases of FGM are thought to take place between the ages of 5 and 8, or before puberty and therefore girls within that age bracket are at a higher risk, but this is not always the case.

Girls may report being excited that they are going to have a ceremony or celebration in their honour, a female relative visiting, possibly from overseas, that they are going to become a woman soon. These can be indicators of risk but are not always an indicator of FGM and should not be treated as such. They should raise awareness if appropriate and be reviewed case by case, in context. Staff should always refer to the DSL for advice and record clearly what they have heard and from whom without delay. Unless this information has come directly from the victim is not sufficient to warrant the mandatory reporting duty coming into force if it is known that FGM has occurred from this third party information alone. It is recommended that staff seek advice from the DSL, or police if unsure if the mandatory duty applies.

FGM is illegal in the UK. UK nationals and habitual residents are protected under the law when in the UK and when abroad. On the 31 October 2015, it became mandatory for teachers and other regulated professionals to report known or disclosed cases of FGM directly to the police. In these situations, the DSL and/or head must be informed that the member of teaching staff has called the police to report information that they believe indicates that FGM has happened. Advice can be sought from the DSL if required. If the information is gained by a non-regulated professional they must report to the DSL without delay for advice on actions, if a child is at immediate risk call 999, and then MASH.

For cases where it is believed that a girl (under 18) may be vulnerable to FGM or there is a concern that she may be about to be affected by this issue the staff will inform the DSL who will report it in line with any other child protection concern. If the female is 18 or over teachers should follow local safeguarding procedures and contact the DSL, who in turn will contact MASH, Police and Adult Social Care. UK nationals and habitual residents are protected under the law when in the UK and when abroad.

Breast Flattening (sometimes referred to as breast ironing)

[Breast Flattening](#) - this process can occur in a single incident, but most likely over an extended period of time, sometimes years.

A rock, spoon, or other implement is heated and is then pressed and massaged over the breast area to damage the breast tissue. This causes extreme pain. The girl then is wrapped or has a band over the breast area to ensure that the tissues repair in such a way that it flattens the tissue and breast area. It can result in a range of outcomes including severe burns, infections, cancer risks as well as psychological and emotional turmoil.

Girls are encouraged by family to be brave and not cry. They are placed under a significant emotional toll and expectations placed upon them by the family members who are likely to be carrying out this act. Family members are likely to report trying to

protect the girl from becoming a woman too early, to rescue them from being attractive to males for example.

Girls may be seen to be experiencing pain or itching, have absences from school, wearing a band across chest, reluctant to change at school, there may be smell from the damage/ burns indicating infections or lack of washing due to injury.

Reports of concerns should be made through the usual process in school, and the DSL will determine how and when to report to MASH, depending on circumstance and consider contextual factors such as a female relative staying or arriving, possibly from extended family, another area of UK, or from overseas.

Forced Marriage

Forced marriage is illegal in the UK. A forced marriage is where one or both people do not (or in cases of people with learning disabilities or reduced capacity, cannot) consent to the marriage as they are pressurised, or abuse is used, to force them to do so. It is recognised in the UK as a form of domestic or child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will may be:

- physical – for example, threats, physical violence or sexual violence
- emotional and psychological – for example, making someone feel like they are bringing 'shame' on their family or will if they do not comply
- financial abuse, for example taking someone's wages, may also be a factor.

It is important that all members of staff recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice. Advice and help can be obtained nationally through the Forced Marriage Unit (FMU)²⁴ and locally through the local Police safeguarding team or Children's Social Care, the link below gives awareness and advice on how to apply for a prevention order to help safeguard the child.

<https://www.gov.uk/guidance/forced-marriage>

MASH staff and DSL representatives are trained in how to apply for orders, and can provide support if needed through contacting MASH.

²⁴ The ***Forced Marriage Unit (FMU)*** is a joint Foreign and Commonwealth Office and Home Office unit which leads on the government's forced marriage policy, outreach and casework. It operates both inside the UK (where support is provided to any individual) and overseas (where consular assistance is provided to British national, including dual nationals).

Policies and practices at each school reflect the fact that while all members of staff, including teachers, have important responsibilities with regard to learners who may be at risk of forced marriage, teachers and SLT should not undertake roles in this regard that are most appropriately discharged by other children's services professionals such as Police officers or social workers, but recognise that direct action may need to be taken if to not do so would increase the risk for the child.

Abuse Linked to Faith/Belief or Perceived to be Linked to Faith/Belief or Culture

Faith/belief based abuse can be targeted to individuals or groups and can be in person or online the same as any other abuse. It can be any person of any faith/belief group abusing any person of any faith/belief or group. It can also be experienced from within faith/belief groups.

Faith/belief and no faith/belief is a protected characteristic within the Equality Act 2010 and therefore should be managed within this understanding. At our School learners will be spoken with and asked for their account and understanding of what has been said or done.

The toolkit for Prejudicial Language and Behaviours (PLAB) (Appendix 3) should be used.

<https://hipsprocedures.org.uk/zkyysy/harmful-practices-linked-to-faith-or-culture/child-abuse-linked-to-spiritual-cultural-or-religious-beliefs>

There is also a leaflet which can be useful when discussing any incidents with parents.

<https://www.youngsouthampton.org/images/prejudicial-language-behaviour-leaflet-for-parents-carers.pdf>

Possession and Witchcraft Allegations

Sometimes faith/belief issues are believed to be linked to accusations of "possession" or "witchcraft". Whilst this is not common, children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem. Such abuse generally occurs when an adult/ carer views a child as being "different" for any reason, and this is the reason for bad things happening to them/family or community. The adult attributes this difference to the child being "possessed" by a spirit or involved in "witchcraft" and attempts to exorcise him or her. This is sometimes attributed to faith/belief, or other protected characteristics.

A child could be viewed as "different" for a wide variety of reasons, these could include, disobedience; independence; bed-wetting; nightmares; illness; or disability.

There is often a weak bond of attachment between the carer and the child or for example, different family structures present such as private fostering arrangement. There are various social reasons that make a child more vulnerable to an accusation of “possession” or “witchcraft”. These include family stress and/or a change in the family structure. The attempt to “exorcise” may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives, or sometimes a place of worship.

If the schools become aware of a child who is being abused in this context, the DSL will follow the normal referral route in to Children’s Social Care through MASH. Referral without consent will need to be considered in these situations with contextual information available regarding harm that may be brought to the child if consent is sought, advice should be gained from MASH.

Domestic Abuse

[Domestic Abuse Act draft statutory guidance](#)
[Tackling Violence against Women and Girls strategy](#)

As a Trust, we will engage with the draft guidance, and continue to work with multi-agency partners where domestic abuse is suspected or known, to work in the best interests of children affected. We will liaise with DSLs from other schools when relevant, in the interests of safeguarding other children who may or may not be from a shared family.

The Trust acknowledges the proportions of women and girls affected by violence (which can be sexual violence) and controlling behaviours. We seek to educate staff so that they can advocate for and support any of our learners who might be affected.

We will continue to support Operation Encompass by providing the email details of our DSLs to receive reports directly from the police, so as to be aware and ready to support any child who has experienced a Domestic Abuse incident, from the point that we receive the information, in a trauma informed manner.

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 or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Research indicates that living within a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of what a normal relationship is. At Great Oaks we recognise that witnessing domestic abuse, or becoming involved has an impact on a learner that needs support. All staff know, through training, that they must be alert to signs and may be asked to support a learner at the request of a DSL at short notice if the School has been alerted to an incident by the Police/Operation Encompass²⁵.

Children witnessing domestic abuse is recognised as 'significant harm' in law. These children may become aggressive; display anti-social behaviours; suffer from depression or anxiety; or fail to reach their educational potential. Staff in our school are made aware, through training and updates, that the indicators that a child is living within a relationship with domestic abuse may include:

- Being withdrawn
- Suddenly behaving differently
- Being anxious
- Being clingy
- Being depressed
- Being aggressive
- Having problems sleeping
- Developing eating disorders
- Wetting the bed
- Soiling clothes
- Taking risks
- Missing school
- Developing changes in eating habits
- Obsessive behaviour
- Nightmares
- Drug use

²⁵ **Operation Encompass** directly connects the Police with schools to ensure support for children living with domestic abuse in their homes when there has been a police attended incident of domestic abuse. Rapid provision of support within the school environment means children are better safeguarded against short, medium and long-term effects of domestic abuse.

- Alcohol use
- Self-harm
- Thoughts about suicide

These behaviours themselves do not indicate that a child is living with domestic abuse, but should be considered as indicators that this may be the case. If staff believe that a child is living with domestic abuse, this will be reported to the DSL for referral to be considered to Children's Social Care.

Training provided to staff includes information about trauma informed processes and adverse childhood experience (ACEs) so as to support the recognition and understanding of the impact domestic abuse can have on children.

We will ensure that our PSHE and RSE curriculum has appropriate planned learning for learners to enable them to recognise and build healthy relationships, and understand where they can get help from if they, or someone they know needs help or advice. This will be in line with the statutory guidance for relationships education, sex and relationships education and health education and our Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy.

At our schools, it is also noted that, whilst outside of the definition, children can present the behaviours noted as examples of domestic abuse on adults, parents or carers. In all cases advice should be sought from safeguarding partners as a crime may have been committed and additional support for the child or family is likely to be needed.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

National Society for the Prevention of Cruelty to Children

<https://www.nspcc.org.uk/>

Refuge

<https://www.refuge.org.uk/>

Safelives

<https://safelives.org.uk/>

Bullying

[Approaches to preventing and tackling bullying](#)

[Promoting and Supporting Mental Health and Wellbeing in schools and colleges](#)

The School works to a separate Anti-Bullying Policy. This is linked with our Behaviour Policy and our PSHE programme which includes our Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy.

Prejudice Based Abuse/Hate Crime

Our School will use the Pan-Hampshire Prejudicial Language and Behaviour Toolkit (PLAB), launched October 15th 2019 (Appendix 3) for all issues it applies to and to support us in tackling this issue. We will report our findings annually (end of summer term) to the Local Authority Vulnerable Pupil Team to support any multi-agency response to any issues that arise.

Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived:

- Disability
- Race – ethnicity, nationality or national origin, skin
- Religion – faith, religion or belief, including non-faith
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Sex
- Sexual orientation
- Age

Any protected characteristics can be a target and additional characteristics such as related to socio-economic/ parental characteristics may also be present with protected characteristics or alone.

Although this sort of crime is collectively known as 'Hate Crime' the offender does not have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'. This can be evidenced by:

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic language
- hate graffiti (e.g. on school furniture, walls or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse
- inciting hatred or bullying against pupils who share a protected characteristic
- prejudiced or hostile comments in the course of discussions within lessons

- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

As a Trust we will respond by:

- clearly identifying prejudice based incidents and hate crimes and monitor the frequency, location and nature of them within each school
- taking preventative action to reduce the likelihood of such incidents occurring
- recognising the wider implications of such incidents for the school and local community
- providing regular reports of these incidents to the Trustees and Governing Bodies
- ensuring staff are familiar with formal procedures for recording and dealing with prejudice based incidents and hate crimes
- dealing with perpetrators of prejudice based abuse effectively
- training staff to ensure they recognise what constitutes hate crime, or early indicative behaviour and take action to challenge it effectively
- supporting victims of prejudice based incidents and hate crimes
- recognising that anyone can be a perpetrator and that this can take place within groups who have a protected characteristic as well as those who do not
- considering the use of the Pan-Hampshire Prejudicial Language and Behaviours Toolkit used to support the School and wider agencies to tackle this issue.

At Great Oaks we recognise that our learners are unlikely to be able to understand or report any prejudice-based abuse or hate crime. Staff will receive relevant training to enable them to advocate for our learners in these instances.

Internet/E-safety/On-line Safety

[Child Exploitation and Online Protection Centre](#)

[UK Safer Internet](#)

[Child Safety online: A practical guide for parents and carers whose children are using social media](#)

[Think U Know](#)

Hampshire [Safe4Me](#) resources

As a Trust, we increasingly work on-line and it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, we ensure appropriate filters and appropriate monitoring systems are in place. Each school has a suitable E-Safety policy in place covering working on-line.

With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond.

Some of the risks could be:

- unwanted contact
- grooming
- online bullying
- sharing of nudes/semi-nudes
- leaving digital footprint
- accessing inappropriate material deliberately or by accident
- accessing inappropriate material beyond a child's capacity to comprehend

These online risks can be broadly categorised into four areas (the 4 Cs) as set out in KCSiE 2024:

1. Content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-semitism, radicalisation and extremism
2. Contact: being subjected to harmful online interaction with other users, for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
3. Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example: making, sending and receiving explicit images (consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), and online bullying
4. Commerce: risks such as online gambling, inappropriate advertising, phishing and/or financial scams. If Great Oaks staff feel that learners or staff are at risk this should be reported to the [Anti-Phishing Working Group](#).

Schools will therefore seek to provide information and awareness to staff and families through:

- Acceptable use agreements for children, teachers, parents/carers and governors
- Clearly communicated policy around the use of mobile technologies in school and for school activities

- Training and updates for staff around online safety
- Curriculum activities, where appropriate, involving raising awareness around staying safe online, including reference to the 4 Cs.
- Information included in letters, newsletters, web site, virtual learning environments
- Building awareness around information that is held on relevant web sites and or publications
- Ensuring the safeguards in place for the School electronic systems are effective and monitored for any threats to safety

As appropriate for our learners, parent and staff surveys also inform SLT, Trustees, and Governors of the relevance of our provision to ensure learners are kept safe on-line in our schools.

In developing our Remote Learning Policy, we will follow the most up to date DfE guidance regarding remote learning. We will also ensure that appropriate process is set out to protect learners whilst on line and also provide clear protocols for staff to follow that also protect teachers from allegations.

At Great Oaks many of our learners are able to access the internet, staff are aware that appropriate supervision is required to ensure their safety. In line with the changes to Keeping Children Safe in Education, our staff have been informed of their roles and responsibilities in relation to filtering and monitoring.

Our learners may also have access to a mobile phone, it is asked that this is handed in at the beginning of the day to reduce any risks surrounding social media. Training and awareness for staff will continue to be delivered during regular updates to maintain a good level of knowledge and understanding with regard to other children that staff may be involved with in the wider community.

Social Media

In addition to the above on-line safety guidance, we recognise there are some specific risks with the use of social media platforms by increasingly younger children.

Children of a young age are now aware of a wide range of Social media platforms. They may access them via friends or family member's phones. Many have an age restriction mainly due to how the platform can be used.

Trends may be seen with platforms, especially those aimed at young people where they think their message or photo disappears once read, or children don't understand

privacy settings. Whilst they can seem harmless, we will ensure that our School sets out the responsibilities and legalities of usage as well as the dangers and risks that usage can bring in an age or developmentally appropriate way for parents and learners.

New apps and platforms appear regularly, and a common issue is the spreading of sensitive or untrue information regarding incidents or issues. In addition, there are many users adept at targeting certain profiles with fake, misleading or extremist information. This is also linked to, or referred to as FAKE news. It is very difficult for most people to distinguish between these types of information on social media.

The Trust operates a Social Media Policy for staff.

Cyberbullying

[Cyberbullying Advice for Headteachers and School Staff](#)
[Childnet online advice for parents](#)

Central to each school's Anti-Bullying Policy is the principle that '*bullying is always unacceptable*' and that '*all learners have a right not to be bullied*'.

We will always communicate any concerns to parents/carers and may also report any incidents to the Police or Local Authority Children's Social Care.

Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself."

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums

Cyber-bullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory information in any media including internet sites. Section 127

of the Communications Act 2003²⁶ makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character. The Protection from Harassment Act 1997²⁷ makes it an offence to knowingly pursue any course of conduct amounting to harassment.

If we become aware of any incidents of cyberbullying, we will need to consider each case individually as to any criminal act that may have been committed. Schools will pass on information to the police if they feel that it is appropriate or are required to do so.

We acknowledge that at Great Oaks cyber bullying is something that can take place in and outside of school. We recognise that Great Oaks must take note of any bullying perpetrated outside School, which spills over into the school, and so we will respond to any cyber-bullying of which we become aware.

Sending nudes (previously referred to as Sexting)

[Advice for Education Settings](#)

The sharing of naked or 'nude/semi-nude' pictures or video through mobile phones and the internet was previously referred to as Sexting. It also includes underwear shots, sexual poses and explicit text messaging. The terminology is more recognised by young people as 'sending nudes' as well as other slang terms.

While sexting often takes place in a consensual relationship between two young people, the use of sexted images in revenge following a relationship breakdown is becoming more commonplace. Sexting can also be used as a form of sexual exploitation and take place between strangers. At Great Oaks, we will treat any incidents sensitively and may inform parents if it will not raise risks for either child, children's services or the police.

As the average age of first smartphone or camera enabled tablet is 6 years old, the sending of inappropriate photos, even unintentionally or with a lack of understanding of implications, is an issue that requires awareness raising across all ages.

²⁶ The **Communications Act 2003** is an Act of the Parliament of the United Kingdom. It consolidates the telecommunication and broadcasting regulators in the UK and introduces the Office of Communications (Ofcom) as the new regulator.

²⁷ The **Protection of Harassment Act 1997** was originally introduced to deal with the problem of stalking. However, it covers a much wider range of behaviour, including behaviour which alarms or distresses the victim. The Act gives both criminal and civil remedies.

Where appropriate, Great Oaks free School will use age and developmentally appropriate educational material to raise awareness, to promote safety and deal with pressure. Families should be aware that they can come to the school for advice.

Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal, whilst non-consensual is illegal *and* abusive. Detailed advice can be found on the link above.

Upskirting

The Trust recognises that “Upskirting” is a criminal offence and any incidents will be recorded and reported to the DSL and the police, and may be also reported to Children’s Services.

Incidents are likely to be upsetting and support and sensitivity are required when dealing with both victim and perpetrator. The relevant DSL will determine how the School will approach any incident on a case by case basis ensuring a clear record is made by the person to whom it was first reported.

At Great Oaks some learners do bring in their mobile phones, but these are handed in at the beginning of each day and handed back at the end of the school day.

Gaming

On-line gaming is an activity the majority of children and many adults get involved in. We will aim to provide relevant and appropriate education for our learners by assessing the needs and interests of each. This may include:

- Talking to parents and carers about the games their children play and help them identify whether they are appropriate.
- Supporting parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode.
- Talking to parents about setting boundaries and time limits when games are played.
- Highlighting relevant resources to support the child and parent to reduce the time or type of games played where it is indicated as being harmful to the child and their development.

On-line Reputation

On-line reputation is the opinion others get of a person when they encounter them on-line. It is formed by posts, photos that have been uploaded, it includes posts, photos and comments made by others on people's profiles. It is important children and staff are aware that anything that is posted could influence their future professional reputation. The majority of organisations and work establishments now check digital footprint before considering applications for positions or places on courses. For an employee it can bring disciplinary action and staff are encouraged to follow any code of conduct their employer or professional body provides regarding professional reputation of the individual or their organisation or profession. For teachers, this would include, for example, the [Teachers' Standards](#) and the [Nolan Principles of public life](#).

We will aim to educate our learners in age and developmentally appropriate ways, by assessing the needs and interests of each of our learners.

Our staff will be made aware of their own responsibilities around reputation and the possible consequences if this affects the school's reputation, as well as the suitability to work with children criteria in KCSiE 2024 for managing allegations against staff.

Grooming

On-line grooming is the process by which one person with an inappropriate sexual interest in children will approach a child online, with the intention of developing a relationship with that child, it may be so as to be able to meet them in person and is likely to be planned to intentionally cause harm. It is linked to Exploitation of young people that can be for example, sexual or criminal.

Where appropriate, Trust Schools will build awareness amongst children and parents about ensuring that the child:

- only has friends online that they know in real life
- is aware that if they communicate with somebody that they have met online, that relationship should stay online
- to never give personal information or share pictures to anyone they don't know in person, and even limit information they share with friends

That parents should:

- recognise the signs of grooming
- recognise it is a form of exploitation
- have regular conversations with their children about online activity and how to stay safe online

We will aim to appropriately advise our learners by assessing the needs and interests of each of our learners.

Schools will raise awareness, as appropriate, by:

- Running sessions for parents and signposting helpful information
- Including awareness around grooming as part of their educational plan
- Identifying with both parents and children how they can be safeguarded against grooming
- Establish this learning as a part of the relationships education, relationships and sex education (RSE) and health education.

Substance Misuse including Alcohol and Drugs

Substance misuse applies to the misuse of alcohol as well as 'problem drug use', defined by the Advisory Council on the Misuse of Drugs (ACMS)²⁸ as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users and those around them.

Parental Substance Misuse

Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a child in the family.

For children the impact of parental substance misuse can include:

- Inadequate food, heat and clothing for children (family finances used to fund adult's dependency)
- Lack of engagement or interest from parents in their development, education or wellbeing
- Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour
- Bullying (including due to poor physical appearance)
- Isolation – finding it hard to socialise, make friends or invite them home
- Tiredness or lack of concentration
- Child talking of or bringing into school drugs or related paraphernalia
- Injuries /accidents (due to inadequate adult supervision)
- Taking on a caring role

²⁸ The **Advisory Council on the Misuse of Drugs** makes recommendations to government on the control of dangerous and otherwise harmful drugs, including classification and scheduling under the Misuse of Drugs Act 1971 and its regulations. ACMD is an advisory non-departmental public body, sponsored by the Home Office.

- Continued poor academic performance including difficulties completing homework on time
- Poor attendance or late arrival

These behaviours themselves do not indicate that a child's parent is misusing substances, but should be considered as indicators that this may be the case. If staff believe a child is living with parental substance misuse, this will be reported to the DSL for referral to be considered for Children's Social Care.

Substance Misuse including Alcohol and Drugs (Children)

The Trust recognises that children need good quality education about lawful and unlawful substances. Where appropriate, we will ensure our learners are given accurate information, understand the consequences of misuse, and are taught the skills to avoid becoming involved with drugs and other substances through their education plans and individual needs.

The term 'Drug' is used to include:

- Illegal substances
- Substances which are legal but can be misused.

First Aid

There is a separate First Aid Policy. This includes information about trained staff, retraining dates, storage of use of first aid kits, recording incidents where first aid or injury has occurred, and responsibilities on offsite activities.

A record of Trained First Aiders is easily accessible for all staff in case of need.

Children with individual Health care plans/medical conditions are communicated about with staff, and plans are reviewed annually or more often if there are changes, alongside the relevant professionals where possible.

Learners with Medical Conditions (in School) including Emergency Evacuation

As a Trust we will make sure that sufficient staff are trained to support any learner with a medical condition. All relevant staff will be made aware of the condition to support the child and be aware of medical needs and risks to the child. Details will be held in the child's classroom, and where relevant, reference should be made to the Medication Administration Policy and Dysphagia and Feeding Policy.

An Individual Health Care Plan will be put in place to support the child and their medical needs. This will include a plan to reduce risks for any emergency situation that can be reasonably planned for or could arise due to the nature of the medical condition.

Further details are available in the Trust Major Incident Emergency Closure Policy and each school's Lockdown Policy.

Learners with Medical Conditions (Out of School)

There will be occasions when children are temporarily unable to attend school on a full time basis because of their medical needs. These children are likely to be:

- children suffering from long-term illnesses
- children with long-term post-operative or post-injury recovery periods
- children with long-term mental health problems (emotionally vulnerable)

Where it is clear an absence will be for more than 15 continuous school days the Education Welfare Service²⁹ will, if appropriate, be contacted to discuss how to best support with the learner's education. An individualised approach will be taken to continue a child's presence and support their return following absence.

Where appropriate, distance learning may be provided directly from each school or another provider. This will be agreed with parents or health professionals on a case by case basis. As this would be defined as Alternative Provision (AP)³⁰, the following guidance should be followed:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/268940/alternative_provision_statutory_guidance_pdf_version.pdf

The safeguarding of learners who have AP education arrangements must be checked by the School and the DSL and they must be satisfied that arrangements to safeguard the learner are sufficient.

Intimate Care

Intimate and Personal Care including Children with Disabilities

²⁹ The **Education Welfare Service** provides a social work service in schools to try and raise attendance. Their aim is for young people to make the best of the opportunities they have and offer support advice and guidance to schools.

³⁰ **Alternative Provision (AP)** is education outside school, arranged by Local Authorities or schools, for pupils who do not attend mainstream school for reasons such as school exclusion, behaviour issues, school refusal, or short or long-term illness.

The Trust's Touch Policy has been developed to safeguard children and staff.

This applies to everyone involved in the personal care of children. Disabled children can be especially vulnerable. Staff involved with their personal care need to be sensitive to their individual needs and follow any agreed care plan. All plans have appropriate adjustment made regarding the use of PPE for tasks included or that become necessary to ensure the care of a pupil requiring personal care.

Any changes to plans for learners requiring personal care will continue to ensure that staff who are trained and not on the barred list are those nominated to complete personal care activities.

Personal care may be defined as any activity required to meet the personal care needs of each individual child. Parents have a responsibility to advise staff of the personal care needs of their child, and staff have a responsibility to work in partnership with children and parents. This advice should be recorded, as should whenever staff have had to carry out those activities.

Personal care can include:

- Feeding
- Oral care
- Washing
- Dressing/undressing
- Toileting
- Menstrual Care
- Photographs
- Treatments such as enemas, suppositories, enteral feeds
- Catheter and stoma care
- Supervision of a child involved in intimate self-care

Fabricated or Induced Illness

There are three main ways that a carer could fabricate or induce illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history;
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- induction of illness by a variety of means.

Our schools will follow Public Health England (PHE) guidelines regarding testing and isolating and record absences and any notification of a household member's symptoms or illness within each child's records.

We will liaise with the Education Welfare Officer (EWO) and health partners where parents are not following advice given regarding testing and isolating – especially where it is leading to non-attendance at school. We will consider a referral to MASH if the context of the case indicates the safety of a child is of concern.

If we are concerned that a child may be suffering from fabricated or induced illness we will follow the established procedures of the Southampton Safeguarding Children Partnership, and be professionally curious to ascertain factual information that may support the illness or support our concerns. This may include a safeguarding discussion with GPs/ health colleagues. We will then refer to children's services MASH or contact for advice if appropriate.

When taking a decision about the need to refer, the description of the concerns referred should clearly indicate the type of abuse the concern is linked to (eg physical or emotional abuse, neglect, impairment of health or development).

It is also recognised that a child may be inducing illness, and this could be linked to mental health needs or other forms of abuse, indicating that attention and exploration is needed.

Mental Health

[Mental Health and Behaviour in Schools](#)

The See, Hear, Respond Support Hub (Support Hub) is an interactive central space for parents, carers and young people to access a range of materials and resources to help deal with some of the challenges the pandemic has presented.

See, Hear, Respond Support Hub: <https://www.barnardos.org.uk/support-hub>

The Support Hub has many helpful resources, from articles to toolkits, podcasts to animations, and much more and covers the following:

- Emotional wellbeing
- Supporting families
- Online life
- Back to School
- Special Education Needs & Disabilities
- Young Carers

The Trust is aware that we can use the Support Hub to refer a child for support.

Other ways a child or family can be supported locally are through the Early Help hub, the Mental Health Schools Team³¹, the Southampton Educational Psychology Service³², the Anna Freud Centre for Children and Families³³ or through Child and Adolescent Mental Health Services (CAMHS)³⁴.

The term "mental health" is often used to cover a wide range of conditions, from eating disorders, mild depression and anxiety to psychotic illnesses such as schizophrenia or bipolar disorder. Parental mental illness does not necessarily have an adverse impact on a child's developmental needs, but it is essential to always assess its implications for each child in the family. It is essential that the diagnosis of a parent/carer's mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk. Children may also be experiencing mental health issues as a result of recent experiences during the pandemic, or for longer.

For children the impact of parental mental health can include:

- The parent / carer's needs or illnesses taking precedence over the child's needs
- Child's physical and emotional needs neglected
- A child acting as a young carer for a parent or a sibling
- Child having restricted social and recreational activities
- Child finds it difficult to concentrate- impacting on educational achievement
- A child missing school regularly as (s)he is being kept home as a companion for a parent / carer
- Adopting paranoid or suspicious behaviour as they believe their parent's delusions.
- Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child)
- Obsessional compulsive behaviours involving the child

³¹ Funded by NHS Southampton City Clinical Commissioning Group, the **Mental Health Support Teams** are two new support teams put in place to support 16,000 pupils in the city. Their focus is on early intervention for mental health and emotional wellbeing issues for children and young people.

³² **Southampton Educational Psychology Service** aims to promote the learning, development and emotional well-being of all children and young people aged 0-19. Educational Psychologists (EPs) support school staff and other professionals to meet the educational needs of all children and young people by working consultatively with school staff and other professionals, using a model of systematic psychological problem solving.

³³ **Anna Freud National Centre for Children and Families** is a children's charity dedicated to providing training and support for child mental health services.

³⁴ **Child and Adolescent Mental Health Service** provided a comprehensive specialist mental health service to children and young people aged 5-18 years. The service helps children and young people who are struggling with their emotional and mental health and whose difficulties are having a significant impact on their ability to participate in daily activities or keep themselves safe.

The Specialist Schools Trust recognises that a mental health issue can be as a result of previous abuse or traumatic event. Staff will always report any concerns about a child using individual school recording systems, acknowledging if the behaviours observed are new or triggered in certain situations.

The balance between the risk and protective factors are most likely to be disrupted when difficult and Adverse Childhood Experiences occur in learners' lives. These include:

- **loss or separation** – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted;
- **life changes** – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form; and
- **traumatic events** such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.
- **COVID-19** separation from others, unexpected change, changed endings and pandemic related issues for individuals and their families

If staff become aware of any of the above indicators, or others that suggest a child is suffering due to parental mental health, the information will be shared with the DSL to consider a referral to Children's Social Care.

When concerns are identified, staff will provide opportunities for the child to receive support within the school environment. Parents will be informed of the concerns and a shared way to support the child will be discussed.

Where the needs require additional professional support, referrals will be made to the appropriate team or service with the parent's agreement.

Trust Schools will endeavour to become an active partner in the Mental Health in Schools Project, in partnership with health colleagues as it establishes across the city. We will ensure that all staff are aware of the indicators that may need further exploration to determine the level of support required for a child. This may be internal support or through external partners.

Great Oaks learners may not be able to communicate if parental mental health is affecting them, or if they are suffering from mental health issues themselves. Great Oaks staff need to know learners well in order to observe changes in behaviour that might indicate an emerging problem with the mental health and emotional wellbeing of learners.

Children Looked After

[HIPS Procedures Looked After Children](#)
[Looked After Children](#)
[Designated Teacher for Looked After Children](#)

All staff have a responsibility to keep all children safe. Staff need to be aware of the child's care arrangements including the levels of authority delegated to the carer by the authority looking after him or her. The DSL will have all details of the child's social worker and the name of the Virtual School Head Teacher³⁵ in the authority that looks after the child.

The Designated Teacher at each Trust School has received training to undertake their role with regard for looked after and previously looked after children. The role is clearly set out in their job description and includes the need to promote the educational achievement of these children. The Designated Teacher will ensure they liaise with the relevant Virtual School Head Teacher and ensure that a Personal Education Plan (PEP) is in place and regularly reviewed. Appropriate staff will have the information they need in relation to a child's looked after legal status and contact arrangements in place for the child.

The Designated Teacher for Great Oaks School is: Grace Kent
The Designated Teacher for Great Oaks School is: Ilda Ourique

The name of the Virtual School Head Teacher in Southampton is Maria Anderson.

Contact details: maria.anderson@southampton.gov.uk

Governors in each School ensure that the Designated Teacher has the necessary training, skills and time to carry out this role on at least an annual basis.

³⁵ The **Virtual School Head Teacher** is a post established by the government to promote the education of all children looked after. The post champion children and young people's educational needs.

Children who have, or have ever had a social worker

New, non-statutory responsibilities have been issued for Virtual Schools. In Southampton, advice can be obtained through the virtual school by contacting : helen.brown@southampton.gov.uk

Our schools review records upon transfer of a child to check if a child has ever had a social worker. Our schools also check records upon transfer to ascertain if a child/young person currently has a social worker. This information will be included in the revised transfer of records template form (October 2021). Each school will monitor this group of learners' attendance, well-being, progress and attainment to ensure that they make the best progress during their time at our schools, and we will continue to work with multi-agency colleagues where they are engaged with the child and their wider family.

The Trust acknowledges that many of our children are on Child in Need Plans and have a social worker because of their disabilities rather than for any other area of need. We recognise that multi-agency working is vitally important in order to support our learners and their families appropriately.

At Great Oaks, we acknowledge that many of our children are on Child in Need Plans and have a social worker because of their disabilities rather than for any other area of need. We recognise that multi-agency working is vitally important in order to support our learners and their families appropriately. If a Social Worker is wanting to visit a child in school, this is okay to take place on the basis that the Social Worker has informed parents.

The only time in which a Social Worker is allowed to visit without parents being informed is if a child is subject to a Child Protection Investigation.

Private Fostering

Private fostering is an arrangement by a child's parents for their child (under 16 or 18 if disabled) to be cared for by another adult who is not closely related and is not a legal guardian with parental responsibility for 28 days or more.

It is not private fostering if the carer is a close relative to the child such as grandparent, brother, sister, uncle or aunt living in the child's home. It is not an arrangement made by a social worker.

The law requires that the carer/s and parents must notify the Children's Services Department of any private fostering arrangement. If the School becomes aware that a learner is being privately fostered then we will inform the Children's Services Department and inform both the parents and carers that we have done so unless there is a reasonable belief that by informing a parent/carer this may increase the risk of harm to a child. Advice can be gained from MASH if required.

Parenting

All parents will struggle with the behaviour of their child(ren) at some point. This does not make them poor parents or generate safeguarding concerns. Rather, it makes them human, and provides them with opportunities to learn and develop new skills and approaches to deal with their child(ren).

Some children have medical conditions and/or needs e.g. Tourette's, some autistic linked conditions, ADHD³⁶, or for Great Oaks learners, issues that are related to their profound and multiple learning difficulties. Some of these issues may have a direct impact on behaviour, sleep, or getting into routines, and can cause challenges for parents in dealing with their children's behaviour. This does not highlight poor parenting either.

Parenting becomes a safeguarding concern when the repeated lack of supervision, boundaries, basic care or medical treatment places the child(ren) in situations of risk or harm.

In situations where parents struggle with tasks such as setting boundaries and providing appropriate supervision, timely interventions, for example by staff or the Early Help services can make drastic changes to the wellbeing and life experiences of the child(ren) without the requirement for a social work assessment or plan being in place.

Trust Schools will support parents in understanding the parenting role and provide them with strategies to make a difference by:

- providing details of community based parenting courses
- putting families in touch with one another for mutual support
- linking to web based parenting resources <http://www.familylives.org.uk/>
- referring to relevant support staff in our schools

³⁶ **Attention Deficit Hyperactivity Disorder (ADHD)** is a mental health disorder that can cause above-normal levels of hyperactivity and impulsive behaviours. People with ADHD may also have trouble focusing their attention on a single task or sitting still for long periods of time.

- discussing the issue with the parent and supporting them in making their own plans of how to respond differently (using evidence based parenting programmes)
- considering appropriate Early Help services or referral for support

Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.

There are two age appropriate guides to support children:

Young witness booklet for 5 to 11 year olds

<https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

Young witness booklet for 12 to 17 year olds

<https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds>

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice (MoJ)³⁷ has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

<https://helpwithchildarrangements.service.justice.gov.uk/negotiating-between-parents>

Great Oaks learners may be called to give evidence in court. An intermediary must be appointed to assess the learner to ensure that they are fairly treated in court and the correct form of communication is used to achieve best outcomes. Special measures will also need to be considered for our learners to ensure they are comfortable in court.

³⁷ The **Ministry of Justice (MoJ)** is a major government department, at the heart of the justice system. They work to protect and advance the principles of justice. Their vision is to deliver a world-class justice system that works for everyone in society.

Children with Family Members in Prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders (NICCO)³⁸ provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. If this occurs at Great Oaks, we will work together with the relevant agencies including NICCO to ensure that the child is fully supported and actions can be taken to aim to mitigate the circumstances ensuring that all communication and access to information is fully adhered to.

If we become aware of a family member being in prison without having had contact with external agencies the DSL will establish contact through taking advice from MASH professional line advisors.

Homelessness

We recognise being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL will, where needed, contact or refer into the Local Housing Authority³⁹ so they can raise/progress concerns at the earliest opportunity. An Early Help referral may be an integral/additional action depending on the circumstances.

Indicators a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Referrals and/or discussion with the Local Housing Authority/ Early Help team should be progressed as appropriate, and in accordance with local

³⁸ The *National Information Centre on Children of Offenders* provides an information service for all professionals who come into contact with the children and families of offenders, as well as academics and those responsible for strategic development and commissioning. The Centre is delivered by Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS).

³⁹ The **Local Housing Authority** is responsible for managing the delivery of safe, affordable housing in local areas. This covers areas such as tenancy management, collection of rent, repairing property damage and tackling overcrowding and anti-social behaviour on estates.

procedures, this does not, and should not, replace a referral into Children's Social Care where a child has been harmed or is at risk of harm.

In most cases staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, for some learners this could happen for a variety of other reasons and if a case arises, the DSL will ensure that appropriate referrals are made based on individual circumstances.

Local process for homelessness concerns is to complete the referral form in the link below or contact for advice:

During office hours you can contact on:
Telephone number 023 8083 2327
homelessness.advice@southampton.gov.uk.

If the query or information is that someone is homeless as a result of an emergency outside of normal office hours, you can contact the Council's out of hour's service on 023 8023 3344.

Reporting and Recording Concerns about a Child or Young Person

Any member of staff who has concerns about the welfare of a child must share this information with the DSL, without delay. Staff will make a brief, accurate and verbatim record of the concerns on each school's reporting system, including the child's own words (if a disclosure/allegation) or the evidence that has led to the concerns. This will be discussed the DSL who will analyse risk and refer onwards as necessary and appropriate.

Through training our staff are aware if a child makes a disclosure about harm this must be reported without any delay through recording systems and to the DSL. Any report of harm will be taken seriously and the same procedure will be followed.

Referrals, especially where urgent action is required, should never be delayed in order for a full record to be written. Child protection records will be stored securely and away from the main learner records. In our schools, the DSLs will ensure this responsibility is met by keeping safeguarding chronologies on appropriate systems (MyConcern and CPOMS). The safeguarding teams have access to this system, with support from the IT manager.

We recommend when recording information in records that the member of staff recording ensures that a factual record is made, without emotive language or opinion. The DSL then indicates reasons for decisions made and who made them e.g. why not referred to MASH, or why information was shared with/without consent. This enables

records to be evaluated, if necessary, in the future, and provides context to decisions taken were that member of staff to leave and a new staff member take over responsibility. Remember that records may be required as court documentation, and therefore the accuracy of them is essential.

Where it has been determined that it will not increase the risk to the child to do so, consent will be sought from the parent in all cases where referral to any partner is going to be made. The reason for this decision will also be recorded. Advice calls can be made to CRS to determine if a referral to MASH or others is an appropriate and proportionate course of action.

Records should clearly record time and date, and who has made the record, as well as who took any decisions. It should record specific words/information used by the child, and any reasons for actions/ decisions taken should be kept.

At Great Oaks we use CPOMS to record incidents.

Confidentiality

- We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the ‘working together’ guidance.
- Decisions to share/not share information will be recorded together with the reasons for this within a child protection or welfare concern record.
- The best interests of the learner will be placed at the heart of decision making to share information, especially where contextual information is included.
- Information will only be shared with agencies who we have a statutory duty to share with or individuals within each school who ‘need to know’.

- All staff are aware that they cannot promise a learner they will keep a secret.
- Disciplinary action or re-training needs will be considered for any breach of confidentiality in line with the Trust's Disciplinary Policy and Procedure.

Listening and Responding

All staff receive training in how to listen and respond to learners. They will allow the child to speak and only ask open questions to aid clarification. Some learners in Trust schools are non-verbal so our staff are trained to recognise any changes in behaviour our learners may display. All staff are expected to record ALL concerns, however small they may be, on MyConcern or CPOMS.

Reporting

- Staff will notify the DSL of any learner already open to Early Help, Child in Need or a Child Protection Plan where there is an unexplained absence, behaviours/information that may be different than usual or known. The DSL will assess the information and inform the allocated Social Worker.
- Staff will report to DSL any additional concerns, disclosures or observations after the initial referral, not assuming that a referral in itself will protect children.
- Reporting will be without delay.
- In our Schools, during school hours this means reporting to the DSL or deputy DSLs.
- If a DSL is unavailable, this means by making an advice call to MASH/reporting to the police if a crime has been committed.
- In our Schools, out of hours or during holidays this means contacting the Emergency Duty Team on 03000 419191. The contact number for Public use is 02380 832300.

All staff understand, through our training programmes, that if there is a mandatory reporting duty linked to the information that they will be asked to complete this in a timely manner so as to ensure safeguarding of the child. This may also involve needing to be spoken to by Police.

Record Keeping

Any member of staff who has concerns about the welfare of a learner must share this information with the DSL and record it appropriately. If an immediate risk or a referral is required, the member of staff should report to the DSL directly without delay.

- Staff will make a brief, accurate and verbatim record of the concerns including the child's own words (if a disclosure/allegation) or the evidence that has led to the concerns.

- This report is given to the DSL, and recorded first hand, by the member of staff who became aware of the information, on CPOMS or MyConcern. The DSL will analyse the risk and refer onwards as necessary and appropriate, requesting advice from Children's Services if necessary.
- Referrals where urgent action is required should never be delayed in order for a full record to be written within 48 hours.
- Child protection records will be stored securely and away from the main learner records.
- Disciplinary action will be considered for staff not reporting or recording information in a timely manner in line with the School's Disciplinary Policy and Procedure.

Referral

- The DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact MASH for further advice.
- Usually the DSL will inform the parents and gain their consent prior to making a referral however there are situations where this may not be possible or appropriate as it would increase the risk to the child or lead to considerable delay in sharing of information which would not be in the best interests of the child.

The DSL will ensure a report is always sent to every multi-agency/ Child in Need or Child Protection Meeting. They or another appropriately trained and informed member of staff may also attend case conferences or other planning meetings, contributing to the assessment process alongside the report.

Transfer of Child Protection Records or Welfare Concerns

It is stated in KCSiE 2024 that it is the sending schools' responsibility to pass on any records to any new school/setting in a timely manner. If there is provision that should be in place for Day 1 or information that should be known to safeguard a child then this can be shared prior to Day 1. In such instances, this can be completed by the DSL and both schools should keep a record that this has occurred.

KCSiE 2024 set out the legal position where a school can decide to share without consent – and should be read and understood by all our staff responsible for sharing information onwards.

If our Schools receive information to prepare for Day 1 for a child, we will record how we received the information, when, and what actions were put in place as a result of this. This discussion is not to be held in lieu of the transfer of the record. We will follow up with any setting where we do not receive records that we have been made aware of in a timely manner.

We follow SCC (Schools and Education)'s most recent policy guidance on the Retention and Transfer of Child Protection records, Child Welfare and learning records for Education, including Children Looked After, and always do this with parental consent unless to do so would increase the risk to the child. These decisions to share with/without consent are recorded on CPOMS or MyConcern. A record of transfer and receipt by the new organisation is obtained and recorded securely in line with the storage of child protection records.

Transfer of Educational Records, not the CTF

SCC have defined Educational Neglect and recognise that this can be parental, child, professional or organisational. The failure to transfer records to the next educational establishment or training provider in a timely manner constitutes to potential educational neglect if, for example, the records support assessments made that support the educational development of the child. Failure to transfer may also be neglectful under the statutory duties set out within the Special Educational Needs and Disability Code of Practice: 0 to 25 Years January 2015⁴⁰. Transfer of educational records is set out in the Transfer of Child Protection, Child Welfare and Education Learning Records Policy September 2020.

In our schools we recognise we may have information that will support the educational development of a child that is beyond that covered in the aspects within the CTF⁴¹. The CTF will be transferred as per statutory requirements and any additional supporting information transferred under the transfer of records policy accordingly in line with GDPR and the Data Protection Act 2018.

Staff and Recruitment and Pre-Employment Vetting

The Specialist Schools Trust has robust recruitment and volunteer checking processes in place to ensure that no one who is unsuitable can work with the children in our setting. This enables the Trustees, Governors and SLT to act reasonably in making decisions about prospective employees and volunteers using evidence and

⁴⁰ The *Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2015)* covers the 0–25 age range. It includes guidance relating to disabled children and young people, as well as those with special educational needs (SEN).

⁴¹ **CFT (Cross File Transfer)** is a secure computer file transfer program and protocol extensively used in business and education.

checks carried out. These checks will include at least some of the following checks as set out in this guidance.

Safer Recruitment

The Trust follows the safer recruitment processes outlined in Part three of KCSiE 2024 that link to the Trust's Safer Recruitment Policy. On all recruitment panels, there is at least one member who has undertaken safer recruitment training which is updated regularly. In our schools, regularly means every three years for safer recruitment training.

The safer recruitment courses our staff undertake are led by a safer recruitment consortium approved trainer which provides assurance that the content is up to date and in line with KCSiE 2024.

The process checks the identity, criminal record Disclosure Barring Services⁴² checks (DBS and Enhanced DBS checks), mental and physical ability to carry out the role, right to work in the U.K., and professional qualifications. It seeks confirmation of the applicant's experience and history through references and checks appropriate to their role (e.g. if in regulated activity checks will be different than those in unregulated activity in line with KCSiE 2024). It must include qualifications, Enhanced DBS checks, barred list checks and Prohibition Checks for Teachers⁴³. Where appropriate, checks will be made under the disqualification from childcare act⁴⁴ (disqualification rules changed from 31st August 2018) and a Section 128 Direction Check⁴⁵ will be carried out for all governors and SLT.

Where a person's role is to be in regulated activity the information from KCSiE 2024 will be used.

Where a person is not in regulated activity – such as a contractor we will follow checks and steps in KCSiE 2024.

Where a person is a supervised volunteer in our schools, the guidance in KCSiE Annex E will be followed; it is noted that if supervised, the school accepts that it cannot request a barred list check for anyone in supervised activity.

⁴² The **Disclosure and Barring Service (DBS)** is a non-departmental public body of the Home Office. The DBS enables organisations public, private and voluntary sectors to make safer recruitment decisions by identifying candidates who may be unsuitable for certain work, especially involving children and vulnerable adults, and provides wider access to criminal record information through its disclosure service for England and Wales.

⁴³ **Teacher Prohibition Orders** prevent a person from carrying out teaching work in schools, sixth form colleges, 16 to 19 academies, relevant youth accommodation and children's homes in England.

⁴⁴ The **Childcare Disqualification** checks came into place under the Childcare Act 2006. This puts a duty on all those working with children to sign a declaration clearing them to work with children.

⁴⁵ A **Section 128 Direction** prohibits or restricts a person from taking part in the management of an independent school, including academies and free schools. A person who is prohibited is unable to participate in any management of an independent school, academy or free school.

Any member of staff appointed to carry out teaching work will require a Teacher Prohibition Order check, and those in management roles will require additional checks linked to role and school status.

For staff employed by the Local Authority (or in Health if provided), our governing body accepts the notification issued by the overarching employer, indicating the checks that have been carried out relevant to role. Identification will be checked when a person arrives onsite, including photo ID and/or establishment ID.

If the person has lived or worked outside of the UK further checks should be carried out if deemed appropriate, as described in KCSIE 2024.

A risk assessment will be completed and stored securely with personnel file for any member of staff who has information included within the DBS or any other checking process. It will include the names of staff and governors who undertook the risk assessment, and decisions made. Please refer to the Disclosure and Barring Service (DBS) Policy and the Recruitment of Ex-Offenders Policy.

A risk assessment will also be carried out for all volunteers carrying out duties/activities within School or organised by the School. This will include the names of staff completing this, completion and outcomes of relevant checks and assess suitability for the role. Governors will maintain oversight of risk assessments.

KCSiE 2024 sets out usage of the DBS Update Service our School will follow if it applies to individuals applying to our School.

The carrying out of separate barred list checks must only be carried out in the circumstances set out in KCSIE 2024.

Please refer to the Safer Recruitment Policy and Procedure.

In our School the staff and governors who are safer recruitment trained are:

Sue Williams	Chair of Governors
Andy Evans	Headteacher
Geraldine Lindsay	Head of School
Angela Hardy	Safeguarding Governor
Katharine Jordan	Business Leader – HR and Administration

The safer recruitment courses our staff undertake are led by a safer recruitment consortium approved trainer which provides assurance that the content is up to date and in line with KCSiE 2024.

Single Central Register (SCR)

[Inspecting Safeguarding in Early Years, Education and Skills Settings \(updated August 2021\)](#)

Each Trust school's Single Central Register (SCR) is fully compliant with current guidance in KCSiE 2024, and in line with Ofsted's guidance, Inspecting Safeguarding in Early Years, Education and Skills September 2019 (updated August 2021).

The SCR at each school includes a record of all checks undertaken and the outcome, the date they were completed, and who carried out the checks. It also includes the identification of the person's role to ensure that regulated or unregulated activity is accurately recorded (and relevant activity if college requirements apply).

Where an individual's details or role has changed, the SCR should be updated and files supporting the SCR should include the updated information e.g. certificate to support change of name. It should also include the date this change took effect.

Agency staff information should be stored securely. Information regarding checks carried out for the role should be received from the supply agency, downloaded and checked prior to the individual starting. It should also include the date the information was received, who it was checked by and when.

At least termly monitoring, as recommended by the Local Authority, of the SCR is undertaken by the DSL and Safeguarding Governor, and a record of this monitoring and any actions required is held in the School Office.

Where any adults have regular access to our building, for example on-site pre-school staff, and therefore our learners the information that we would require if they were a member of staff is held by the school on the SCR and is checked regularly in line with our own staff.

Please refer to the Single Central Record Policy.

Regulated or Unregulated Activity

This is determined for all staff, governors and volunteers in our School and recorded on the SCR. Going forward it means that different checks may be completed depending on the role being undertaken for example, by volunteers or governors.

Where it is determined a person is engaging in their role in regulated activity an Enhanced DBS certificate with children's (and if relevant adults) barred list check will be carried out, in addition to any other checks relevant to the role. Guidance in KCSiE 2024 is used in our School.

Where it is determined that someone is not engaging in regulated activity an Enhanced DBS certificate which does not include any barred list check will be appropriate, as outlined in KCSiE 2024.

Annex E KCSiE 2024 provides supportive guidance regarding supervision and is followed in our practice.

Teacher Status Checks

This includes Prohibition Order from teaching checks. These are carried out via the DfE secure access portal:

<https://sa.education.gov.uk/idp/Authn/UserPassword>

This information must be recorded and dated on the Schools' Single Central Record. We check all qualified teachers appointed to any position in our School. We include the European Economic Area (EEA)/overseas checks if required.

There are a number of individuals who are subject to disciplinary sanctions imposed by the General Teaching Council for England (GTCE)⁴⁶ prior to its abolition in 2012. It is a pre-appointment check for all staff to whom this could apply at our School.

⁴⁶ The **General Teaching Council for England (GTCE)** is the professional body for teaching in England. Their overall purpose is to work in the public interest to help improve standards of teaching and learning.

Section 128 Direction Checks

For all governors in our schools, a Section 128 Direction check will be carried out, date of check and outcome recorded on the Single Central Record. A Section 128 check will be carried out and the outcome recorded on the SCR for all those in management positions (Head of Department or above). This is carried out via the DfE secure portal as for prohibition from teaching.

We check the Section 128 Direction for all new relevant roles on appointment, and termly.

Disqualification under the Childcare Act

The Childcare Act of 2006 was put in place to prevent adults who have been cautioned or convicted of a number of specific offences from working within childcare.

Staff (meaning individuals employed by the school or local authority, those undertaking training in schools (both salaried and unsalaried), casual workers and volunteers) are covered by this legislation in the following circumstances:

- They are employed and/or provide early year's childcare (this covers the age range from birth until 1 September following a child's fifth birthday, i.e. up to and including reception age). This includes education in nursery and reception classes (e.g. teachers and support staff in a reception class) and/or any supervised activity (such as breakfast clubs, lunchtime supervision and after school care provided by the school) both during and outside of school hours for children in the early years age range; and
- They work in childcare provided by the school outside of school hours for children who are above reception age but who have not attained the age of 8. This includes before school settings, such as breakfast clubs, after school provision and holiday clubs. It does not include education or supervised activity for children above reception age during school hours including extended school hours for co-curricular learning activities, such as the school's choir or sports teams.

The legislation also applies to any staff directly concerned in the management of such early or later years' provision.

As a Trust, we require all staff who may be impacted by this piece of legislation to complete a Staff Suitability Declaration Form and to inform the Headteacher of their school immediately if they become aware of any changes to their circumstances that would require us to be aware that they may become or have become disqualified. Staff are clear the disqualification responsibilities to report relate to just themselves.

If a member of staff is impacted, we will seek advice from the Local Authority Designated Officer (LADO) as to how to manage the situation proportionately and appropriately under current guidance ensuring our ability to safeguard all children is not reduced.

NOTE: this self-declaration is separate to the requirement for schools to consider suitability to work with children as set out in KCSiE.

Staff Induction

The DSL in each school will provide all new staff with training to enable them to both fulfil their role and also to understand the Safeguarding and Child Protection Policy, Duties under Prevent and also duty to report FGM, and the Personal and Professional Conduct Policy and Part One of KCSiE 2024.

This induction may be covered within the annual training if this falls at the same time; otherwise it will be carried out separately during the initial starting period. A record of training undertaken as well as clarification of understanding will be kept up to date in each school.

Please refer to the Induction Policy.

Induction of Volunteers

Induction will be undertaken with volunteers proportionate to their role, following a satisfactory risk assessment being completed for each individual. This should include informing them of actions they are reasonably expected to take within the role they are volunteering within to safeguard children in their care, it would include how to report any incidents or concerns and how to recognise any concerns and what to avoid in line with our Safeguarding and Child Protection Policy.

It will include the recording of the role and responsibilities, and if the role is in regulated or unregulated activity, or relevant activity if in FE College.

Staff Code of Conduct

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

It sets out the expectations and the actions to take if needing to challenge any inappropriate behaviours by adults or children/young people towards others with

regard to sexual abuse and harassment or any personal or protected characteristics. It also lays out the expectation that any concerns regarding adults working with children from our setting will be reported to the school's DSL or head teacher, or if the head teacher to the Chair of Governors or equivalent person.

Training

All staff in Education should be aware of the signs and symptoms of abuse and be able to respond appropriately. Training is provided to the school every year with separate training to all new staff on appointment if this falls at a different point in the year. The DSL will attend initial training for their role and then refresh this specific training for DSLs every two years in addition to having an annual update and regular updates in between training through for example, DSL networks, reading related articles or research and keeping a record of the ways that they have kept up to date.

Any update in national or local guidance will be shared with all staff by regular updates and then captured in the next school training session. A record will be kept and policy updated. The effectiveness of any updates will be monitored by DSL annually.

Information for visitors should be clear so they can raise any concerns whilst in Trust schools. It should include the names of the DSL and how to contact them. It should also set out any expectations regarding for example, use of mobile phones.

Staff Responsibilities

Staff understand that they all have a key role to play in identifying concerns early and providing help for children where necessary, through referral to Early Help services, or Children's Services at the Local Authority.

Confidentiality

- Staff understand that they can get advice from the DSL regarding concerns and confidentiality.
- We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'working together' guidance.
- Information will only be shared with agencies who we have a statutory duty to share with, or individuals within the school who 'need to know'.
- All staff are aware that they cannot promise a child that they will keep a secret.
- Disciplinary action or re-training will be considered for any breach of confidentiality.

- All actions will be taken in the best interests of the child, and a record of decisions will be held with the child's record of concerns or child protection file, with a level of protection determined by the DSL.

Reporting and Recording

- Staff will notify the DSL of any child on a Child Protection Plan or a Child in Need plan where there is an unexplained absence, who in turn will inform the allocated social worker or child protection chair.
- Staff will report any additional concerns, disclosures or observations after the initial referral to the DSL, not assuming that a referral in itself will protect children.
- Where a child is not open to CP or CiN, reports of concerns will be made on CPOMS or MyConcern but staff, through training, understand that they must report disclosures or information identifying harm to the DSL using each school's process without delay.

How to Escalate Professional Disagreement

At no time will professional dissent detract from ensuring that any child is safeguarded. If professionals are unable to resolve differences, this will then be addressed by the line manager in conjunction with the DSL in the first instance, and an email record/notes retained by both parties.

If any professional in our schools remains dissatisfied with another professional's/agency's response to the raising of a concern, then the relevant manager should be contacted, and the SSCP/HIPS procedures for escalation should be followed. Advice may be sought from SCC officers.

SCC provide a regular monthly DSL drop-in to discuss any procedural issues for safeguarding professionals to raise concerns about process or discuss any issues prior to the need to escalate and to ensure the system for the protection of children is effective.

Allegations Against Staff

Southampton City Council's Designated Officer is: Jemma Swann
Phone: 023 8091 5535
E-mail: LADO@southampton.gov.uk

The Specialist Schools Trust has clear procedures for dealing with allegations against staff which are clear that all allegations should be reported straight away, normally to

each school's Headteacher unless the allegation involves the Headteacher. The procedures also identify the governors, to whom reports should be made in the absence of the Headteacher or in cases where they themselves (the Headteacher) are the subject of the allegation or concern. Procedures should also include contact details for the Local Authority Designated Officer (LADO) responsible for providing advice and monitoring cases.

Note: Our Schools and the LADO must take account of transferable risk within allegations (KCSiE 2024).

The Trust will also ensure that all staff are clear about how to report and manage concerns raised about any adults at our settings, or working with children we become aware of, and recognise that they may be at or below the threshold for LADO involvement. This will include a revision and if needed, extension of our staff code of conduct and duty to report concerns.

Where allegations made against staff are found to be unsubstantiated, unfounded, false or malicious, our DSLs will firstly consider if any support is required for the child making the allegation. If a report is shown to be deliberately invented or malicious, our DSLs will also consider whether any disciplinary action is appropriate against the individual who made it, as per our behaviour policy.

FOR NOTE

Where a teacher or agency worker has been dismissed through safeguarding concerns, or would have been had they not resigned, our school will consider, with HR advice and engagement with LADO if relevant, the need to refer to the DBS. This is a legal duty, and failure to refer when the criteria are met is a criminal offence. (KCSiE 2024)

Consideration of referral to the Teaching regulation agency, with HR advice, must also be undertaken in the case of any serious misconduct dismissal (or if a person would have been dismissed if they had not resigned or left). Details about how to make a referral to the Teaching Regulation Agency can be found on Gov.uk.

Other than where allegations are false, malicious, unsubstantiated, or unfounded, the outcome should be made clear when providing references to prospective employers. This is particularly important where the person moves into another position involving working with children.

All staff are made aware through training of the Whistleblowing Policy and how to use it.

Whistleblowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in each School's safeguarding regime, and know such concerns will be taken seriously by the SLT.

Appropriate whistleblowing procedures should be put in place for such concerns to be raised with each School's SLT in the first instance. For more information, please refer to the Whistleblowing Policy.

Where a staff member feels unable to raise an issue with the school, or feels their genuine concerns are not being addressed, other whistleblowing channels may be open to them. General guidance on whistleblowing can be found via:

<https://www.gov.uk/whistleblowing>

NSPCC operate a dedicated helpline to report abuse and this is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by the School.

Telephone 0800 028 0285

The line is available from 8:00 AM to 8:00 PM, Monday to Friday Email: help@nspcc.org.uk.

<https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/>

Management

Leadership

It is the responsibility of the DSLs to maintain an overview of new developments, and they will attend the Local Authority network meetings in order to do this, updating staff and policy as necessary. In line with KCSiE 2024, staff training must be carried out annually with updates as required, records of training and updates, will be kept identifying that staff have attended, read and understood the information shared.

Oversight of records of concerns made by staff will be maintained on each school's reporting system. Staff will be held to account for the record, timeliness and appropriateness of actions.

We recognise that all staff and governors have a full and active part to play in ensuring there is a culture of safeguarding that is effective in protecting our learners from harm, and that the child's welfare is our paramount concern. We recognise staff anxiety around child protection can undermine good practice and so have established clear

lines of accountability, training and advice to support the process and individual staff within that process.

In our schools, any individual can contact the DSLs if they have concerns about a learner. The schools have an appointed DSL who is a member of the SLT and has undertaken appropriate training specific for the role that is renewed every two years. The DSLs will attend SCC network meetings on a regular basis to update them on current local safeguarding partner priorities, issues nationally, within the Local Authority so as to provide updates as needed to staff and SLT.

Grace Kent DSL gracekent@greatoaks.school

Key aspects of the role of the Designated Safeguarding Lead include:

- Making sure all staff are aware how to raise safeguarding concerns
- Ensuring all staff understand the symptoms of child abuse, neglect and exploitation.
- Referring any concerns to social care
- Monitoring children who are the subject of child protection plans
- Maintaining accurate and secure child protection records.

Annex C in KCSiE 2024 sets of the further aspect of the role including:

- Managing referrals
- Training
- Raising awareness

There is also a nominated Safeguarding Governor in each Trust School, who will lead the monitoring of safeguarding and ensure the School meets its statutory duties effectively. A nominated governor has been identified to receive reports of allegations against the Headteacher and act on the behalf of each Governing Body. The Nominated Safeguarding Governor has received training or will undertake training for this role during this academic year.

Governors are aware of the duties set out in KCSiE 2024 for governing body responsibilities for safeguarding. A record of all governors, in addition to those who have named responsibility, having read and understood KCSiE 2024 including the governor responsibilities is held with Governing Body records.

The Chair of Governors is: Sue Williams
The Vice-chair is: Neville Button
The Safeguarding Governor is: Angela Hardy
The governor nominated to manage allegations against the Headteacher is: Sue Williams, Chair of Governors

All can be contacted through the School, or through details on the School website.

Governance

Key personnel and how to contact:

- The Designated Safeguarding Lead for the school is: Grace Kent, Assistant Headteacher for Safeguarding gracekent@greatoaks.school or safeguarding@greatoaks.school
- The Deputy Safeguarding Leads are: Andy Evans, Head Teacher
- Geraldine Lindsay, Head of School
- Tony Parkes, Assistant Headteacher for Behaviour
- Andy Vivian, Assistant Headteacher for Curriculum
- Tracey Harris, Pathway 1 manager
- Natalie Woodhouse, Pathway 2 manager
- Rory King, Pathway 3 Key stage 3 manager
- Ilda Ourique. Pathway 3 Key stage 4 manager
- Graham Carter, Personalised Learning Manager
- Jo Goodrich, Welfare Officer
- The Designated Teacher for Looked After Children is: Ilda Ourique, Pathway Manager

- The Person to contact for Prevent is:
Grace Kent, Assistant Headteacher for Safeguarding
gracekent@greatoaks.school or safeguarding@greatoaks.school
- The Safeguarding Governor is:
Angela Hardy
- Governor nominated to manage allegations against the Headteacher is:
Sue Williams, Chair of Governors
suewilliams@greatoaks.school
- Southampton Virtual School Head teacher is:
Maria Anderson: maria.anderson@southampton.gov.uk; 02380 833060
- Queries regarding advice for children who have had/ever had a social worker contact is Helen Brown: helen.brown@southampton.gov.uk
- The Local Authority Designated Officer is:
Jemma Swann: jado@southampton.gov.uk
02380 915535
- Southampton City Council's Strategic Lead Officer for Safeguarding in Education is:
Robert Henderson, Director for Children and Families
- Safeguarding lead for education settings within Southampton Local Authority school improvement is:
Alison Philpott Alison.philpott@southampton.gov.uk;
07500050277
- Child performance and child employment LA lead is:
Grace Morris
Grace.morris@southampton.gov.uk
- SCC MET Hub – lead is Laura Tanner: laura.tanner@southampton.gov.uk
- Children missing in education LA lead is:
Tina Selby:
tina.selby@southampton.gov.uk
ElizaTheobald-Morgan:
eliza.theobald-morgan@southampton.gov.uk
CME Officer
childrenmissingeducation@southampton.gov.uk

Key Documents

Keeping Children Safe in Education (September 2022) - (KCSiE 2022)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf

Working Together 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf

Southampton City Council (Schools and Education) Guidance on the Retention and Transfer of Child Protection records, Child Welfare and learning records for Education, including Children Looked After

<http://www.youngsouthampton.org/images/retention-of-records-update-of-policy-july-2019.pdf>

Relationships Education, Relationships and Sex Education (RSE) and Health Educations September 2020

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Children's Partnership in line with Multi Agency Guidance Southampton Child and Family Early Intervention Model and Threshold Document

<http://southamptonlscb.co.uk/wp-content/uploads/2012/10/Southampton-Child-and-Family-Early-Intervention-Model-and-Threshold-Document.pdf>

What to do if you're worried a child is being abused – Advice for practitioners March 2015

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Inspecting Safeguarding in Early Years, Education and Skills Settings September 2019

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills/inspecting-safeguarding-in-early-years-education-and-skills>

Related Documents

This document should be read in conjunction with other School Policies, including those relating to:

- Disciplinary Policy and Procedure
- Grievance Policy and Procedure
- Touch Policy
- Complaints Policy
- Education Off-Site Policy
- Behaviour Policy
- Personal and Professional Conduct Policy
- Prevent Policy
- British Values Policy
- Curriculum Policy
- Attendance Policy
- Education Relationships and Relationships and Sex Education (RSE) and Health Education Policy
- Anti-Bullying Policy
- E-Safety Policy
- Remote Learning Policy
- Social Media Policy
- Major Incident Emergency Closure (Including Lockdown) Policy
- Medication Administration Policy
- Dysphagia and Feeding Policy
- First Aid Policy
- Safer Recruitment Policy and Procedure
- Single Central Record Policy
- Disclosure and Barring Policy
- Recruitment of Ex-Offenders Policy
- Induction Policy

All policies are located in the Shared Staff Drive.

Complaints

Any employee is entitled to make a complaint in respect of any breach of this Policy through the School's Grievance Policy and Procedure.

Appendix 1: Transporting of Pupils by Parents

Draft example letter:

Dear Parent / Volunteer

On occasions parents and volunteers are kind enough to help with the task of transporting children to visits and off-site activities arranged by the school. (This is in addition to any informal arrangements made directly between parents for after school clubs etc.) The school is very grateful for this help. In managing these arrangements the school would like to put in place sensible measures to ensure the safety and welfare of young people carried in parents and volunteers cars. This is based on guidance from the local authority and follows similar procedures for school staff using their cars on school business.

Where parents/volunteers cars are used on school activities the Head should notify parents/volunteers of their responsibilities for the safety of pupils, to maintain suitable insurance cover and to ensure their vehicle is roadworthy.

The Head or Party Leader will need to consider the suitability of parents or volunteers to carry young people in their car and whether vetting is necessary. It is advisable that parents or volunteers are not put in a position where they are alone with a young person.

All parents are therefore asked to complete and return the attached form to the school before they offer to use their car to help with transporting pupils.

This form will only need to be completed once for each driver. However, you are requested to inform the school if your circumstances change and you can no longer comply with these arrangements. This includes ensuring that you inform the school if you are experiencing any of the main COVID symptoms for which you would be required to book a test, and not carry out any volunteering duties until negative test results or any isolation period is completed as per guidance from Public Health England or a health professional.

Many thanks, once again, to all parents and volunteers who have been able to help with the provision of transport. Naturally our primary concern is the safety and welfare of pupils. However, we also want to maintain a wide range of opportunities for young people to participate in off-site activities and visits.

Signed

Head Teacher

DECLARATION FORM TRANSPORTING PUPILS VOLUNTEERS

Safeguarding statement

At this school, we strongly recognise the need for vigilant awareness of safeguarding issues. It is important that all staff have appropriate training and induction so that they understand their roles and responsibilities and are confident about carrying them out. Staff, pupils, parents and governors should feel secure that they could raise any issues or concerns about the safety or welfare of children and know that they will be listened to and taken seriously. This will be achieved by maintaining an ethos of safeguarding and promoting the welfare of children and young people and protecting staff. This is supported by clear behaviour, anti-bullying and child protection policies, appropriate induction and training, briefing and discussion of relevant issues and relevant learning in line with current legislation and guidelines.

The school may require parents or volunteers to be checked through arrangements with the Disclosure and Barring Service, for example if they are volunteering and in regulated activity - ie who have regular unsupervised access to young people . A risk assessment will be carried out for all volunteers working with children arranged by the school and held in the personnel files, and reviewed where there is significant time between acts of volunteering.

All parents/ carers who undertake volunteering for transport or other activities arranged by the school are also asked to ensure they follow any relevant CURRENT Public Health information, for example regarding COVID-symptoms.

All drivers must:

- Hold a valid driving licence for the type of vehicle being driven
- Be fit to drive
- Have no medical condition which affects their ability to drive
- Have a valid MOT for any vehicle older than 3 years old
- Ensure that any vehicle is roadworthy, including brakes, lights, tyres, bodywork, wipers, mirrors etc.
- Ensure that any vehicle used has current road tax
- Ensure that they adhere to the appropriate speed limit
- Ensure that all seat belts are working and worn by everybody in the vehicle
- Ensure that they are NOT presenting COVID symptoms or haven't been given specific advice to follow regarding any health/ potential health condition/ should not be self-isolating or shielding or are awaiting the outcome of a covid-19 test.

Insurance:

- Maintain valid insurance, as a minimum, for third party liability
- Check with their insurance company and inform them that the driver occasionally conveys children on school activities. (This is unlikely to affect the cost of your insurance premium.)

Safety:

- Be familiar with, and drive in accordance with, the Highway Code at all times
- Drive safely and observe the speed limit
- Before driving not to consume alcohol or drugs which may impair driving
- Ensure that all passengers wear seat belts as appropriate
- Use child proof locks on rear doors where necessary
- Child seats such as booster seats are to be used at all times according to the height and age of each child in the vehicle

I have read and understood the above requirements and agree to comply with them.

I agree to inform the school if circumstances change and I can no longer comply with these arrangements.

Signature:

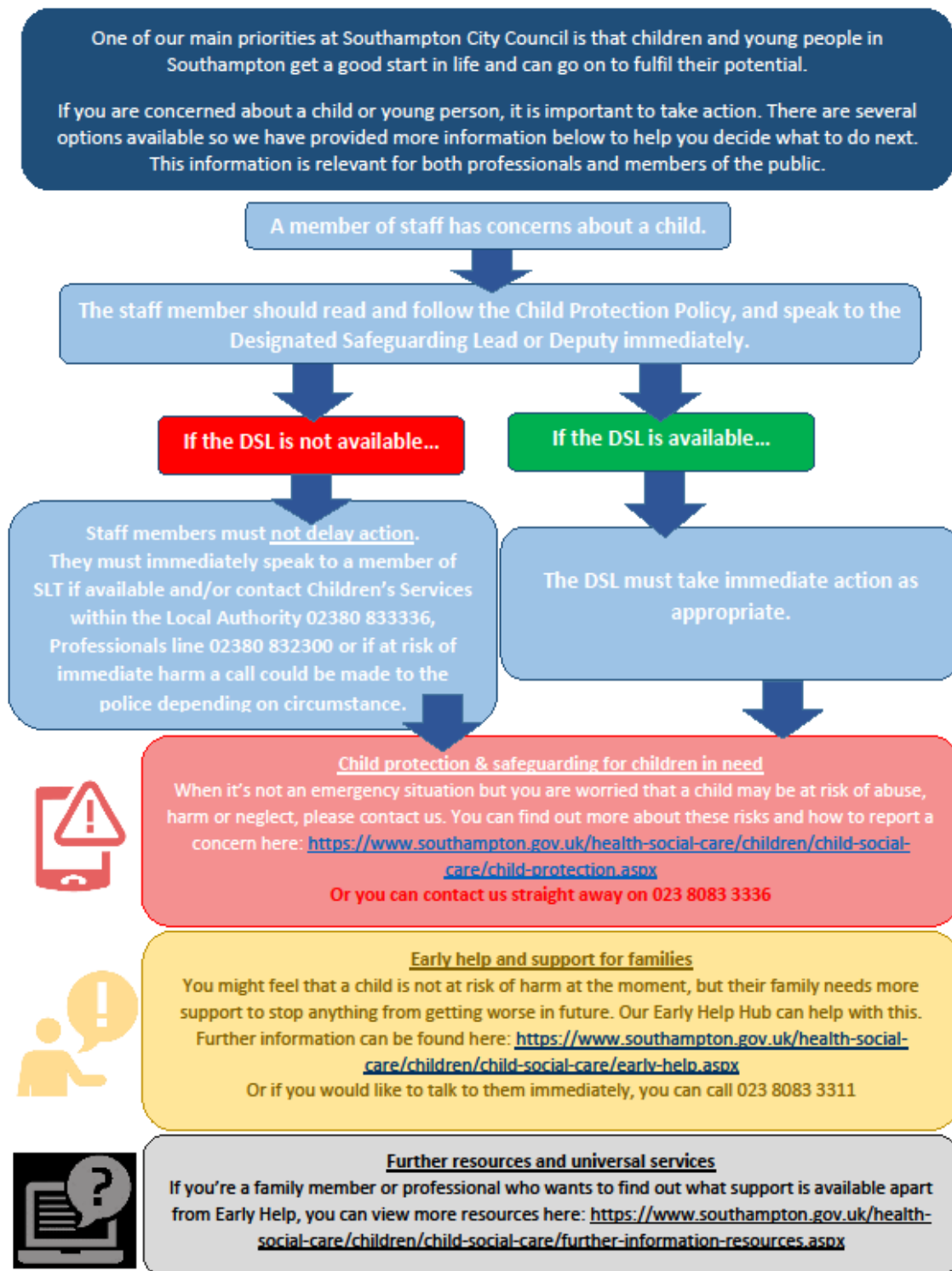
Date:

Name (Please print)

Number of seats in vehicle:

Appendix 2: Safeguarding Concerns Flowchart

What do to if you have safeguarding concerns?



Appendix 3: Prevent Referral Form

The School should complete this form when considering it is a prevent referral and send attached to a **secure email** to **MASH**. MASH can be contacted for advice. Children's Services should be contacted for referrals relating to children. Adult Services should be contacted for referrals relating to adults.

Any queries before referral contact should be

made with the appropriate service team advice can be sought by contacting with team prior to referral.

REFERRAL PROCESS

By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team & Prevent policing team for a joint assessment. Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection & other case sensitivities.

Once you have completed this form, please email it to: ***USE YOUR AGREED PREVENT**

REFERRAL PATHWAY* If you have any questions whilst filling in the form, please call: **01865 555618**

INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS

Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
Approx. Age (if DoB unknown):	Please Enter
Gender:	Please Describe
Known Address(es):	
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	
Primary Language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	Family makeup? Who lives with the Individual? Anything relevant.

DESCRIBE CONCERNS	In as much detail as possible, please describe the specific concern(s) relevant to Prevent.
<p>FOR EXAMPLE:</p> <ul style="list-style-type: none"> • How / why did the Individual come to your organisation’s notice in this instance? • Does it involve a specific event? What happened? Is it a combination of factors? Describe them. • Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How? • Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact? • Is there something about the Individual’s mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information? • Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly? • Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider <i>any</i> extremist ideology, group or cause, as well as support for “school-shooters” or public-massacres, or murders of public figures. • Please describe any other concerns you may have that are not mentioned here. 	
COMPLEX NEEDS	Is there anything in the Individual’s life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?
Please Describe	
<p>FOR EXAMPLE:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Victim of crime, abuse or bullying. <input type="checkbox"/> Work, financial or housing problems. <input type="checkbox"/> Citizenship, asylum or immigration issues. <input type="checkbox"/> Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings. <input type="checkbox"/> On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency. <input type="checkbox"/> Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories. <input type="checkbox"/> Educational issues, developmental or behavioural difficulties, mental ill health (see Safeguarding Considerations below). <input type="checkbox"/> Please describe any other need or potential vulnerability you think may be present but which is not mentioned here. 	
OTHER INFORMATION	Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..

Appendix 4: Educational Neglect

Southampton City Council Practitioner Guidance Document– Educational Neglect (reviewed May 2021)

There is no statutory definition of educational neglect. A task and finish group from across SCC education team developed this guidance as a result of recommendations from a Serious Case Review in 2019 and has since reviewed the guidance with wider colleagues. The Local Safeguarding Childrens Board, now Southampton Safeguarding Childrens Partnership has overview of the work.

Neglect is defined as, “***The persistent failure to meet a child’s basic physical, emotional, and/or psychological needs, likely to result in the serious impairment of the child’s health or development***” Working Together to Safeguard Children (July 2018).

The definition agreed for Southampton and included in the Safeguarding Partnership Neglect Strategy is:

“Neglect is the most common form of child abuse. In Southampton we recognise neglect as the ongoing failure to meet a child’s basic needs in order for them to thrive. Neglect means that a child may be left hungry or dirty without adequate clothing, shelter, supervision or medical care. A child may be put in danger or not protected from harm. Neglect also includes psychological and emotional harm; a child needs care and attention and opportunities to relax, play and learn”.

[Neglect – Southampton Safeguarding Children Partnership \(southamptonscp.org.uk\)](https://southamptonscp.org.uk)

Within this definition, the Local Authority recognises that educational neglect exists and can be a factor within physical, emotional, sexual or criminal harm. It is a likely outcome of a range of contributing factors that could be attributable to parent(s)/carer(s), professionals or organisations. It could also be the continued persistent failure of a parent or young person, deemed old enough to determine their own actions, to manage their own travel to and from school and to attend school regularly.

In attendance guidance published by the DFE May 2021 for Local Authorities and Schools ([School attendance: guidance for schools](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities), and , <https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities>) it is clear that educational attendance and provision should be a central part of any multi-agency planning for children.

It includes the statements below regarding where *pupils are at risk of persistent absence, in addition to those who are already classed as persistently absent.*

SCC has clear process for how attendance issues should be managed and escalated if unresolved, making clear for all when to follow different steps of intervention and involving all relevant agencies, including for social workers to engage with linked EWS officers when pupil absence or arrangements for education are of concern.

The May 2021 guidance specifically states that Social workers and family support workers should:

- *convey high expectations for attendance*
- *make sure school attendance is prioritised within multi-agency plans*
- *in line with local guidance, use children in need or other multi-agency plans to identify barriers to attendance and engage schools and services in providing early intervention support*

For looked-after children, Virtual School Heads should ensure personal education plans identify and address any barriers to good attendance.

It also states actions that are recommended for:

- Leadership and management in schools
- Teachers and tutors
- Attendance officers, pastoral staff and family support workers
- Local Authorities and external partners
- Pupils

In Early Years, it is recognised that educational neglect can begin to establish behaviours by adults that can impact on later routines and provision. Whilst attendance in early years education (that is before the term after the child's 5th birthday) is not statutory, non-attendance at an early years setting can equally be recognised as educational neglect if this absence is likely to seriously impair the learning and educational development of the child.

SCC has clear processes for how attendance issues in early years settings should be managed, making clear for all when to follow different steps of intervention. All opportunities should be taken by professionals working or involved with families with 2year olds who are eligible for funded sessions, and families with 3 and 4 year olds, to promote the benefits of regular attendance.

Similar risk and preventative factors apply to under 5s as to over 5s

In Southampton we recognise that educational neglect can be any one or more of the following:

Parental:

- Failure to identify provision for their child or adequately maintain schooling/education provision
- Failure to engage in most school/ Local Authority/ trust meetings -even where support is offered - that leads to a disengagement of a child in their schooling with a detrimental impact on their learning and development
- Failure to engage as required with agencies beyond school, for example health services that leads to a delay/ deterioration in their child's development, taking into account of a child's needs that impacts negatively on their child's learning and development
- Parental failure to provide substantiated reasons for absences from school
- At least one court intervention which fails to improve attendance
- Ineffective take up of support that may have been likely through identified need to improve the educational development of their child

Young person(s):

Consideration of educational neglect could be applied when young people are old enough to determine their own actions and independently travel to and from school safely where:

- Full parental co-operation is clearly demonstrated, and educational provision offered is appropriate for the young person's needs
- Pupil engagement and attendance levels are identified as seriously impeding their development
- Action may have been taken previously against the parent for failing to secure regular attendance of the young person and the young person will have awareness of the impact of their disengagement

Professional(s):

- Where one or more professionals or organisation(s) have failed to report concerns that require additional intervention to avoid serious impairment of a child's learning and development
- Where educational provision that is alternative to full-time education is not provided/is not in line with needs and is not monitored effectively or changed/adapted to reduce the serious impairment of a child's educational development, taking into account an individual child's needs and wishes
- Where a school putting in place an alternative provision has not met the checks to ensure the safeguarding of a pupil in the placement

- Where transfer of records or known information that supports a child's learning and developmental needs, including their social, emotional, mental health and well-being and learning needs are not shared with other professionals or transferred to new settings in a timely manner
- Where a child is 'off-rolled' from a school that does not follow correct process, or is off-rolled not in the best interests of the child where learning is lost but is in the interest of the school.. Ofsted currently define 'off-rolling' as; "*The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil*". It must be noted that there are circumstances where off-rolling is not unlawful – where it is in the best interests of the child and has followed due process.
- Where an agency has failed to take timely action to minimise the impact of known and recognised poor parental management of educational attendance or provision
- Where an agency has not put into place in a timely manner, or sufficiently taken into account advice from health professionals, to establish an Individual Health Care Plan to support individual health needs.
- Where a lead agency has not ensured the child's learning and development needs are central to multi-agency planning, monitored and challenged where improvement is required.
- Where an LA officer has received information about a young person no longer attending a post-16 provision – they **MUST** notify the post-16 education team without delay so the young person can be supported back into education, employment or training.

In Southampton

Abuse/neglect is a broad category for Child in Need cases therefore most children will have this as an identified feature in their assessments.

52% of children on a Child Protection Plan in Southampton have neglect as a primary feature identified (May 2021). It may be a feature in other planning also, but not the primary concern.

Additionally, many of these pupils have had attendance issues that may have been heightened during the pandemic, or upon return to full opening of schools. They may also be persistent absentees and/ or are known to have a reduced/or had experienced a reduced timetable.

Advice for practitioners

The term “educational neglect” can be used to challenge colleagues, agencies and parents to consider if their actions could be viewed as neglectful i.e. likely to seriously impair the learning and educational development of the child.

It may be helpful to use the neglect strategy and practitioners guide [Neglect – Southampton Safeguarding Children Partnership \(southamptonscp.org.uk\)](https://www.southamptonscp.org.uk) when considering educational neglect.

NOTE: A simple overall total percentage attendance does not provide enough detail to know if there is an issue to be tackled or not. Absence can be authorised or unauthorised by a school and therefore will relate to a range of factors some of which may indicate less concern than others. So, it is important to understand the coding, and reasons for it where overall attendance appears to be of concern. Contacting the linked EWO will be of importance in understanding absence coding. It is important to note that reduced timetables are not illegal and can be used, although SCC would encourage all schools to follow the SCC reduced timetable protocol and guidance for schools and school leaders regarding any reduction and the monitoring of it [Inclusion services - Young Southampton](#).

Key questions to consider:

- Are the child’s educational development needs being met? Is this in line with expected learning milestones nationally for all children?
- Are learning needs being addressed so that learning and educational progress can be seen appropriate to identified needs?
- Are there aspects of the provision that are impacting negatively on the educational development of the child?
- Is a full-time education offer in place?
- Has each child in a family had an application made for a school place or a parental decision to Electively Home educate been made?
- Have I notified other LA teams/ agencies who may be able to support a young person e.g. if post-16 or any additional needs.

Each child’s education is paramount and therefore needs should be considered equally alongside health and well-being or other factors, when determining what support a family requires and not after all other family needs are addressed, but alongside.

1. Where needed set appropriate, achievable steps within a clear timeframe in addressing the health, well-being and educational needs being discussed. Parents usually want the best for their child and so ensure they are supported to achieve this at the earliest possible opportunity with engagement through individual organisation teams and Early Help support. Where parents are not

supporting the educational learning and development of their child this should be clearly recorded and the necessary steps taken to minimise the impact of this together with other professionals.

2. Observe, engage and support the child – a range of professionals' perspectives may be required. Ensure the child's voice is heard and give time for this to happen in a meaningful way, with reassurance they will be taken seriously.
3. It is expected and reasonable to challenge behaviour and provision with regard to a child's educational needs, including transfer of records that appears may be neglectful. Be sensitive in any challenge of parents or professionals and record reasons for challenge and any outcome. Escalate where a child's basic needs are often not met, challenge parents where children present in a manner that is different to that which is expected for every child, on all occasions. Different parenting styles can affect what expectations are manageable and understood, these can also be cultural differences therefore be sensitive and knowledgeable, but do not fail to challenge. It is possible that there may be other aspects of neglect that may cross over with educational neglect therefore clear recording is essential.
4. Review a child in the context of their family and previous events or patterns. Record your thoughts and reasons for decisions, be professionally curious when safeguarding children and always consider their educational development in addition to other needs.
5. Discuss cases with another appropriate person, consider if others may hold different/ similar or the same concerns, build a picture of different professionals' views. Be proactive and call a professionals' meeting if you, as the professional, consider that the picture/understanding of the concerns is likely to be clearer as a result. Ensure there is a planned and cohesive approach to tackling neglectful adult behaviour and escalate to the appropriate managers/ supervisors to make them aware.
6. Consider if other aspects are present, such as but not limited to: exclusions (lawful or unlawful); Children Missing Education – what has been discovered or looked in to and what actions have been taken; whether there is a full-time offer of education; whether there is a reduced timetable that is reviewed regularly and amended to support education need; whether there is a provision relative to needs that may be short or long term for medical needs;

whether parents are fully aware of their responsibilities if removing a child to be Electively Home Educated – how do they know?

7. Always ensure that on any change of schools – at normal transition points or in-year - that the records to facilitate the educational development of a child/young person are shared to ensure that the child will be supported appropriately from arrival. This should include any information that supports their attendance such as start of day arrangements that support arrival/settling in to school.
8. Ensure that where any change or reduction in an offer of full-time education is made that parents understand and agree with this in the interests of their child. Check that Southampton City Council guidance for reduced timetables or flexi-school arrangements are followed and review is planned and regular.

Educational neglect may be more likely if any of the following factors are present:

Risk factors	Parental risk factors	Wider agency & professionals risk factors
Adverse childhood experiences (neglect/abuse) Disability Substance misuse Learning difficulties Family unit breakdown Bereavement Views not taken into account in decision making about education Chronic ill-health Poor mental health Child subjected to exploitation (sexual or criminal) Living in poverty Going missing Reduced or inappropriate educational or timetable provision Child performing role of carer	<ul style="list-style-type: none"> • Previous action regarding poor attendance at school • Poor parental mental and emotional well-being • Substance misuse • Domestic Abuse/violence • Learning difficulties • Lack of positive parenting in childhood • Adverse childhood experiences • Being obese or underweight • Poor parental engagement in education • Family history of poor engagement of other siblings in education • Unable to provide/uninterested in development of child of any age • Disguised compliance/ non-compliance with agencies • Exploitation or criminality • Bereavement • Family breakdown • Ill health • Not following health advice that enables engagement in education • Low/poor pre-school developmental experiences provided for child 	<ul style="list-style-type: none"> • Poverty • Unemployment • Lack of positive personal networks • Lack of sharing of information between agencies regarding concerns • Ineffective monitoring and review of reduced timetables or alternative provision • Lack of triangulation or challenge regarding information provided by parent where it raises query/ may not be substantiated • Lack of substantiated / reasonable information for absence • Inconsistent or unsustainable responses to agency support • Lack of health information to support a suitable Individual health care plan that supports engagement in education • Lack of consideration of wider context e.g of family history of poor engagement of siblings in education or previous actions not sustained • Lack of transfer of information

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ctive factors:

- Parental interest and action to support the educational development of their child, including providing a suitable education if EHE
- Full educational provision that meets needs or amendments that are effectively reviewed regularly
- Positive and effective engagement with agencies to support the child, parent/ family (health, social care, early help, education)
- Sustained improvements in attendance managed independently by pupil or parent
- Effective agency communication and sharing of information to safeguard a child including for their attendance at school or educational provision

Appendix 5: Prejudicial Language and Behaviours (PLAB) Toolkit

Bullying and Prejudice-based Incident Report Form

Example Bullying and prejudice-based incident report form

Report form completed by:

Date of report:

Time of incident:

Type of report/incident:

Bullying Prejudice-based incident Both

Concern raised by:

Victim Perpetrator Third party – staff

Child/young person Parent/carer Other

Where did the incident take place? Tick all that apply.

Bus Corridor Park

Taxi Classroom Playground

Toilets/Cloakroom Locker/changing room Online/social media

On the way to/from school Other (please describe below)

Other

Details of reported bullying/incident (please include any derogatory language used):

Name and age/year/tutor group of target/s (some incidents may not have a target):

Ethnicity of target (please refer to Appendix 4 for ethnic groups):

Gender of target: Name and age/year/tutor group of perpetrator/s:

Name and age/year/tutor group of perpetrator/s:

Ethnicity of perpetrator (please refer to Appendix 4 for ethnic groups):

Gender of perpetrator:

Bullying/incident was to do with:

(Tick all the boxes that apply from sections A and B).

Section A (protected characteristics under the Equality Act and statutory requirements under Prevent) – for definitions see Appendix 1.

Disability/special educational needs/medical condition/mental health

Ethnicity/race

Gender identity

Religion/belief

Sex

Sexual orientation

Pregnancy

Expressing/supporting extremist views

Other (please describe):

Section B (other non-statutory characteristics) - for definitions see Appendix 1.

Appearance

Home circumstances/socio-economic factors

Other (please describe):

Behaviour involved in the bullying/incident – tick the main behaviour(s) used in the bullying or incident:

Cyberbullying

Damage to property

Indirect/social

Physical Abuse (against staff)

Physical Abuse (against pupil/student)

Possession/distribution of offensive materials

Sexual abuse/harassment (against staff)

Sexual abuse/harassment (against pupil/student)

Verbal Abuse (against staff)

Verbal Abuse (against pupil/student)

Other (please describe):

Frequency and duration of behaviour:

Risk Assessment screening questions

Is the victim safe (if not, consider immediate response)?

Does the victim need additional support?

Is this a repeat victim?

Is this a repeat perpetrator?

Are any of the individuals at risk of radicalisation?

For school use – actions and decisions following incident (to include contact with parents, pupil advice, referrals etc).

If appropriate to your setting:

Restorative approaches used?

Yes/No

Date recorded on school electronic behaviour record:

Brief Definitions: Types of Bullying/Incidents

Disability/special educational needs/medical condition/mental health

Real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories (related derogatory language for example: retard/spaz/geek/nerd) or association with someone with a disability/special need.

Ethnicity/race (racism)

Ethnic origin, skin colour, national origin, culture, language, real or perceived or because of their association with someone of a particular ethnicity, culture etc.

Gender identity (transphobia)

Transgender, perceived to be transgender, someone whose gender or gender identity is seen as being different to typical gender norms, or someone who has a transgender family member. Language/stereotyped perceptions of gender (sissy, butch, she/he, gender bender, tranny).

Religion/belief

Beliefs, faith, identity (Islamophobia and anti-Semitism, for example). It may also be because of a perception or assumption about religion, belief or lack of belief (which may or may not be accurate), or because of their association with an individual or group of a particular religion or belief.

Sex; sexist bullying (misogyny/misandry)

Based on sexist language, attitudes and behaviours that when expressed demean, intimidate or harm another person because of their sex or gender.

Sexual orientation

Related to sexual orientation, or perceived orientation, of target or target's family/friends and/or homophobic/biphobic abuse and language used. Bisexual people may experience homophobic bullying, but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'.

Appearance

Hair colour, body shape, clothing etc.

Home circumstances

Class background, low income, free school meals, young carer, looked after children.

Extended Definitions of Types of Bullying

Homophobic bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. This can affect:

- young people who are lesbian, gay or bisexual (LGB)
- young people who are thought to be lesbian, gay or bisexual
- young people who are different in some way – they may not act like the other boys or girls
- young people who have gay, lesbian or bisexual friends, or family, or parents/carers who are gay, lesbian or bisexual
- teachers, who may or may not be lesbian, gay or bisexual.

Bi-phobic bullying

Bisexual people may experience homophobic bullying but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'. Bisexual people can experience bi-phobic prejudice from both heterosexual people and lesbian and gay people.

Bullying that targets disabled children and children with Special Educational Needs (SEN)

Behaviour by an individual or group that intentionally hurts disabled children, or those with special needs, either physically or emotionally or those who are perceived to have special needs or a disability, or because of their association with someone with a special need or disability. Bullying can involve verbal taunts, name calling, physical injury, and damage to property, rumour spreading, shunning or ridicule. It can be manipulative, making the disabled pupil do something they should not, or deliberately engineering their discomfort or isolation. It can be done through social media (cyberbullying). Some children with SEN and disabilities may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying.

Racist bullying

This is behaviour by an individual or group that intentionally hurts another individual or group, either physically or emotionally, and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, community, national origin or national status. It may also be because of a perception or assumption about ethnicity or culture (which may or may not be

accurate), or because of their association with someone of a particular ethnicity, culture etc. (for example a parent/carer).

Bullying based on religion or belief

This is behaviour, by an individual or group, that intentionally hurts another individual or group either physically or emotionally and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their religion, belief or lack of religion or belief. It may also be because of a perception or assumption about religion or belief (which may or may not be accurate), or because of their association with someone of a particular religion or belief (for example a parent/carer).

Transphobic Bullying

'Trans' is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Where children and young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them, schools should be alert for signs of bullying. Transphobic bullying is commonly underpinned by sexist attitudes and can affect any child or young person.

Behaviour Involved in the Bullying/Incident

Cyberbullying:

Internet, mobile phones, social media, trolling, sexting, coercion, blackmail, grooming, promoting any hate-based views.

Damage to property:

Damage, interference, withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment/resources, graffiti.

Indirect/social:

Intentionally socially excluding or isolating an individual or group from activities/community both on and offline e.g. gossiping, spreading rumours, intimidating looks, gestures and behaviours.

Physical abuse:

Any form of violence or physical force e.g. pushing, kicking, hitting, pinching, tripping, spitting etc.

Possession/distribution of offensive materials:

Disseminating inappropriate materials.

Sexual abuse/harassment:

Suggestive sexual comments, innuendo or behaviour including offensive comments about sexual reputation; or using sexual language that is designed to embarrass, humiliate, intimidate or subordinate.

Verbal abuse:

Using language in a derogatory or offensive manner, such as banter, name-calling, sarcasm, personal threats, nasty comments or 'jokes' or persistent teasing and taunting.

Ethnicity Descriptions and Codes

Ethnicity description	Ethnic Code
White - British	WBRI
White - Irish	WIRI
Gypsy / Roma	WROM
Traveller of Irish Heritage	WIRT
Any Other White Background	WOTH
White and Black Caribbean	MWBC
White and Black African	MWBA
White and Asian	MWAS
Any Other Mixed Background	MOTH
Indian	AIND
Pakistani	APKN
Bangladeshi	ABAN
Any Other Asian Background	AOTH
Black - Caribbean	BCRB
Black - African	BAFR
Any Other Black Background	BOTH
Chinese	CHNE
Any Other Ethnic Group	OOTH

Useful Links

<https://www.stonewall.org.uk/>

<https://www.hants.gov.uk/educationandlearning/hias/curriculum-support/resource-centres/rade-centre>

<http://www.educateandcelebrate.org/> <https://www.theredcard.org/>

<https://www.mermaidsuk.org.uk/> www.hants.gov.uk/emtas

<https://www.stophateuk.org/> <http://report-it.org.uk/home>

<https://tellmamauk.org/> <https://cst.org.uk/antisemitism/hate-crimes>

<http://www.galop.org.uk/> <https://www.hampshire.police.uk>

<https://www.hampshire-pcc.gov.uk>

<https://www.hants.gov.uk/educationandlearning/hias/curriculum-support/resource-centres/re-centre>