



CHILD PROTECTION AND SAFEGAURING POLICY

**Developed in line with Southampton City Council Schools and
Education:
Guidance for Developing Child protection Polices
April 2025**

Key documentation used to develop this guidance include:

Keeping Children Safe in Education (from 1st September 2024) [Keeping children safe in education - GOV.UK : statutory guidance \(www.gov.uk\)](https://www.gov.uk/government/statutory-guidance/keeping-children-safe-in-education)

Working together to Safeguard Children 2023 [Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115242/working-together-to-safeguard-children-2023-statutory-guidance.pdf)

Working together to improve school attendance 2024 - Working together to improve school attendance (statutory guidance applies from 19 August 2024)

The Hampshire, Isle of Wight, Portsmouth and Southampton (HIPS) safeguarding children partnership and the Southampton Safeguarding children partnership HIPS safeguarding partnerships website – procedures can be found in the link below:
[Welcome | Hampshire, Isle of Wight, Portsmouth and Southampton](https://www.hips.gov.uk/)

Sharing nudes and semi-nudes: advice for education settings working with children and young people (updated March 2024) - GOV.UK
[www.gov.uk](https://www.gov.uk/government/statutory-guidance/sharing-nudes-and-semi-nudes)

What to do if you are Worried a Child is Being Abused - Advice for Practitioners, Departmental advice
Non-[Stat guidance template \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115242/working-together-to-safeguard-children-2023-statutory-guidance.pdf)

Staffing and Employment advice for schools (last updated October 2021)
[Staffing and employment: advice for schools - GOV.UK](https://www.gov.uk/government/statutory-guidance/staffing-and-employment-advice-for-schools)

PREVENT Duty guidance [Prevent duty guidance: England and Wales \(2023\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/statutory-guidance/prevent-duty-guidance)

Review of sexual abuse in schools and colleges - GOV.UK (www.gov.uk), June 2021

In addition to the above, other documents are present throughout the guidance or linked for relevant reading when developing policy for specific aspects of safeguarding. Additional information should be sought from KCSiE 2024, above documentation, or statutory guidance published after this SCC guidance where appropriate.

Key roles and contacts for safeguarding at our setting

Key Personnel	Name (s)	Telephone No./ contact
Designated Safeguarding Lead	Debbie McKenzie	Debbie.McKenzie@compass-school.net
Deputy Designated Safeguarding lead(s)	Sally Howells	Sally.Howells@compass-school.net
Senior attendance champion/ lead on the school's leadership team	Sally Howells	Sally.Howells@compass-school.net
Attendance Officer	Gemma Allan	attendance@compass-school.net
School's named "Prevent" lead	Sally Howells	Sally.Howells@compass-school.net
Nominated member of Management Committee for safeguarding	Maria Anderson	Maria.anderson@southampton.gov.uk
Nominated member of Management Committee for allegations against Head teacher	Colm Mckavanagh	info@compass-school.net

Local Safeguarding partners key contacts		
Children's resource service	CRS and Early help- families first	Telephone number for professionals: 023 8083 2300 Online referral form CRS and Early Help: The Children's Resource Service (southampton.gov.uk)
Out of hours social care		Professionals out of hours (weekends, bank holidays and out of office hours): 02380 23 3344
Police National Prevent referral form	Local teams' neighbourhood and PCSOs: Hedley, Nina (121) nina.hedley@hampshire.police.uk Huber, Aggie (18139) aggie.huber@hampshire.police.uk	101 or in emergencies 999 CPI form Information Sharing – Safe4Me National Prevent referral form
Local authority designated officer (LADOs)	Jemma Swann (Mon-Thursday) Jo Williams (Fridays)	lado@southampton.gov.uk 02380 915535/ 07500952037
LA Child employment and performance officers	Grace Morris / Julie Stubbington	child.employment@southampton.gov.uk
LA Senior Children Missing Education Officer	Kelly Ward	Kelly.ward@southampton.gov.uk
Children Not in School Manager	Eliza Johnson	Eliza.johnson@southampton.gov.uk
LA School Attendance and Support Service officer (Education Welfare Officer)	School Attendance and Support Service (SASS) officer	Stubbington, Julie Julie.Stubbington@southampton.gov.uk Brazier, Stephanie Stephanie.Brazier@southampton.gov.uk Kerica.Hunt@southampton.gov.uk
Lead for safeguarding in education settings	Alison Philpott	Alison.philpott@southampton.gov.uk
Southampton safeguarding Children partnership	Safeguarding partnership team Manager: Rebecca Holdsworth	Safeguarding.partnershipsteam@southampton.gov.uk
DSL reps SSCP Education sub-group 2024-25	Jolene Halsey Sally Howells Michelle Stocker Vicki Young Naomi Hanspal Alana Lunn (Mat leave) Ruth Davies Grace Kent (Shadowing) Chloe Fox (Shadowing)	Newlands Primary (maintained Primary) Compass School (PRU) Cantell School (maintained secondary) Bevois Town Primary (Maintained Primary and HT) Mount Pleasant Junior (maintained Junior) Yarrow Heights (Independent and Special) Hamwic Academy Trust (Academy) Great Oaks (Special and Academy) Upper Shirley High (academy)

Scope of the safeguarding and child protection policy

- 1- The policy should relate to all staff, volunteers and Management Committee members of settings, as well as providers that work with children on or offsite as set out above and provides them with the framework, they need to develop effective policies and guide culture to keep children safe and secure in Compass School. It will inform parents and guardians how settings will safeguard their children whilst they are in their care. Processes outlined for each setting should be communicated to visitors and it will also enable visitors to the setting to act in a manner expected of our employees or volunteers when working with our children.
- 2- Where stated “children” means all children up to the age of 18. For schools and colleges with students over the age of 18 a policy and processes for working with adult social care and relevant agencies when needed should also be in place. Where an EHCP is in place vulnerabilities should be taken into consideration for all age groups covered.

Terms used within the guidance

- **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 (KCSiE 2024).
- **Safeguarding** is noted, in KCSiE 2024, as being in line with definitions and descriptions in Working Together to Safeguard Children 2023. All school and college staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap the definition of ‘children’ applies to the statutory responsibilities for safeguarding and promoting the welfare of children i.e., those under 18.

Our safeguarding practice applies to every child. In Working Together to Safeguard Children 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.

- **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This includes Management Committee members. SCC strongly advises that consideration must be given to any other organisation that regularly uses the site when pupils are present but whom are employed by others or commissioned to work with pupils from the school, or who access sessions on site that may or may not be shared with the school so there are clear responsibilities and expectations set out from the planning stage and all adults working with pupils on roll at school, or in additional transition activities, know who to report concerns to and how to.
- **Child/Children** refers to all young people who have not yet reached their 18th birthday. This will apply to pupils or students of our setting; however, the policy will extend to visiting children and students from other establishments.
- **Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, guardians, step-parents and foster carers.
- **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 online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.
- **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 or young person to take part in sexual activities, not necessarily involving a high level of violence, whether, or not, the child is aware of what is happening. 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 Southampton City Council recognises can be parental, pupil, professional or organisational. This description is set out in Annex 5.
- **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 and young people. 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.
- So called 'Honor based abuse' includes Harmful Practice or Harmful Cultural Practices including issues such as FGM, forced marriage as set out in KCSiE 2024 p161 onwards.
- Child protection is used to describe where concerns or indicators require referral to Children's services or police for Section 17 or 47 assessments to be considered to protect a child from harm. Or where a Child protection plan or child in need plan is already in place.
- Exploitation: All staff should be aware of the indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection KCSiE 2024 p11.
- Domestic Abuse: Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. KCSiE p16

Statement guidance

3. This guidance should be read in conjunction with KCSiE 2024; Working Together to safeguard children 2023; Working Together to improve school attendance – August 2024); SCC policy for retention and transfer of child protection and child welfare records, September 2024; SCC guidance on use of Alternative Provision Under review due for publication November 2024;
4. Safeguarding and promoting the welfare of children as defined in Working together to safeguarding children 2023 is:
 - “• providing help and support to meet the needs of children as soon as problems emerge 1 Children Act 1989
 - , Children Act 2004
 - protecting children from maltreatment, whether that is within or outside the home, including online
 - preventing impairment of children's mental and physical health or development
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
 - taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely

to suffer, significant harm. This includes harm that occurs inside or outside the home, including online. Effective safeguarding means practitioners should understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families' lives. Taken to mean "protecting children from maltreatment, preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes".

5. All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised and "where there are concerns about children and young people'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 young people up to the age of 18. This could mean, where concerns are held, requiring a "safeguarding discussion" between DSLs from different schools, where they share families. It is everyone's responsibility to ensure the welfare of children and young people, including all staff knowing how to refer to services including Children and Families First, and how to contact Family Hubs for support and Early Help for families as well as children.
6. SCC expect all school/college/VCSE sector and Private/Independent agencies working in or with education aims to include:
 - a. Providing an environment in which all adults recognise that safeguarding and ensuring children and young people's welfare is everyone's responsibility. It is not solely the responsibility of Designated Safeguarding Leads (DSLs).
 - b. Ensuring that all children and young people in school will feel safe, secure, valued and respected, free from harassment and prejudicial language or behaviours and feel confident to approach adults if they are in difficulties and that adults will, always, consider what is in the best interests of the child.
 - c. Working 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. Understand how children are victims of Domestic Abuse and how this may impact upon their ability to learn and develop.
 - e. Providing an effective PSHE curriculum that encompasses age and developmentally appropriate content enabling pupils to build skills and confidence to help them to manage the challenges of growing up, in today's society, including knowing how to keep themselves and others safe and where to get help from if they, or others need it.
 - f. Ensuring that the setting fully complies with the statutory guidance for Relationships, Education, Relationships and Sex Education (RSE) and Health Education (update September 2021 and that pupil voice is considered in planning for this. (<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>)
 - g. 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.
 - h. To develop structured procedures to follow within the school that will be followed by all members of the school community in cases of suspected abuse/ concerns for well-being/ need to safeguard young people.
 - i. 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, exploitation including patterns of behaviours.
 - j. To ensure that concerns or allegations made against children or adults are managed appropriately including reporting to the police or LADO where appropriate.
 - k. To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure the school, contributes to assessments of need and support plans for those children through timely CRS, Early Help Assessment, contact and working with multi-agency partners and children's social care team, other safeguarding partners or agencies.
 - l. To provide attendance and report by a nominated member of staff or a report with up-to-date information at multi-agency meetings for all children at their school, and for the DSL to liaise with any future school DSL with any information that is required to plan for an effective transition for the child/ family.
 - m. To work proactively with others where absence from school or challenges in engagement may mean that specific work is undertaken with the child or parents to ensure education provision is in place and can be accessed to support the child developmentally and effectively prepare for their next phase of education.
 - n. To work proactively together with partners such as other education settings or GP surgeries where there are siblings, 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 child/ the children are placed at the centre of referrals for example to CRS/ support providers.
 - o. To refer to Childrens and Families first services, including through family hubs so children, and their wider families can be supported by professionals, intervening as early as possible before referral to children's social care services may be required.
 - p. Ensure that all adults within our school who have access to children have been checked for their suitability to work with children and understand their responsibilities as a trusted adult, and there is a record as to their suitability. That appropriate risk assessment in undertaken and supervision is given to visitors and adults on-site and on trips, key information or training for visiting staff and adults who may lead for example sports clubs / out of hours activities at or for the school. This includes

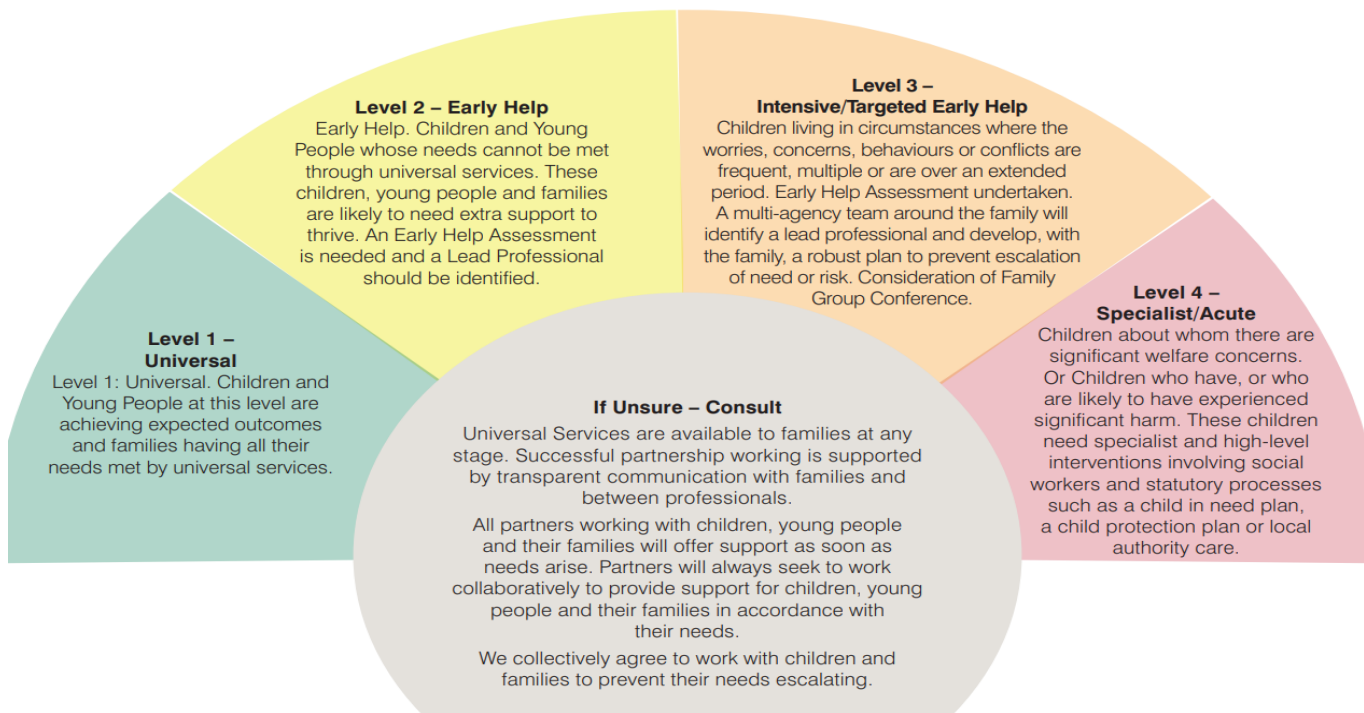
appropriate raising of awareness for out of hours community users of our facilities and checks and training for our Management Committee in line with national guidance and school policy.

- q. Have information available for all hirers to ensure the setting must not be used for the promotion of extremism or radicalisation, including the handing out of materials or speakers.
- r. Ensure that appropriate safeguarding arrangements are in place for children learning remotely, on work placements or alternative provision offsite, or in flexi-school arrangements and code these sessions lawfully and in line with statutory guidance in Working Together to Improve School Attendance 2024.
- s. Transfer of child protection, welfare concerns and learning records that provide support for pupil development when pupils move on from their current setting should be carried out in accordance with the SCC policy of retention and transfer of records September 2024 and updates.
“In addition to the child protection file, the designated safeguarding lead should 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 children who have had a social worker and been victims of abuse, or those who are currently receiving support through the ‘Channel’ programme and can have that support in place for when the child arrives” KCSIE 2024 para122. Each setting should have a process for decision making and recording this on a case-by-case basis.
- t. To provide a safe environment within which children can learn and flourish and be confident that any issues they raise will be taken seriously.
- u. To co-operate and share information, as set out in Working Together to safeguard children 2023 with the Local Safeguarding Partnership when requested and engage in the annual safeguarding self-assessment process to support the assurance of effective safeguarding across all schools and colleagues for the school, LA and Safeguarding partners.
- v. To consider what support a child with additional vulnerabilities, known welfare concerns or protection planning may need to support them academically as well as emotionally and to actively pursue provision that could support their academic as well as social and emotional development positively.

In addition to the above it is expected that when considering what support may be needed that an Early Help Assessment [Children and Families First \(previously Early Help\) \(southampton.gov.uk\)](#) change to Family Help? would be undertaken where staff recognise help and support underneath the threshold for statutory intervention is required, and that this process may help in drawing together information that may in itself lead to support led/ facilitated by the school, another organisation or further referral.

It is expected that the threshold document is referred to in any discussion for advice or referral. This then makes it clearer as to why concerns are held and where the information may need to be assessed. E.g., Level x and why. The threshold document linked below clearly provides the layered information that will help professionals make decisions, and record why they feel something is a concern that should or should not be referred. It also clearly indicates that where a professional is not sure they should consult others. This can be undertaken with no identifying details disclosed through the advice line.

Where a child/family is already open to services – discussion with the relevant allocated workers should be undertaken, and where new information becomes known – professional discussion with relevant colleagues should be undertaken including the consideration of a new referral, if appropriate.



[Southampton Pathways Document](#)

The protection of children is of the highest priority for our school. Children have a right to feel secure and cannot learn and develop 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, allegation/information 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 the school will work openly with parents as far as possible, the school reserves the right to contact Southampton’s Childrens Resource Service (CRS) in line with KCSIE 2024, current safeguarding procedures, Threshold Document or the Police, without notifying parents **IF** this is in the child’s best interests, e.g., where risks may be increased to the child if consent is sought. Advice on consent and referral can be obtained from Childrens Resource Service (CRS). These decisions must be clearly recorded with their reason in the schools safeguarding information log (CPOMS) and full context should be discussed so that a risk-based decision can be advised upon.

Safeguarding processes are intended to put in place measures that minimise harm or likely or potential harm to children. There may be situations where new national guidance, local incidents, gaps or deficiencies in the policies and processes each setting has in place will be highlighted. In these situations, urgent review will be carried out by the DSL, DDSL and Management Committee members in order to identify learning and inform the policy, practice and culture of the school. This review may involve the Local Authority or other agencies and may require policies to be amended sooner than the annually scheduled review. This may be by issuing of a Management Committee approved addendum to take priority for short term or fully from the point in time onwards.

Where national guidance changes within the approved policy year or learning from practice reviews becomes available addendum to policies and processes should be made through the Management Committee

All pupils in our school are encouraged to talk to any member of staff to share concerns or talk about situations which are giving them worries. It is recognised that children will only disclose any abuse or harm when they are ready to do so, but that this should not stop any adult being professionally curious or reporting concerns to a DSL in person or using the schools’ agreed processes.

Our setting takes our responsibilities under the Equality Act 2010 seriously. In the moment responses can be powerful determinants of an organisations culture and ethos, each adult in our school is expected to challenge any inappropriate behaviour in line with our school behaviour policy, in the moment and in follow-up. Recording of issues and establishing patterns may reveal a need to review the planned curriculum also, depending on issues and circumstances. This includes use of prejudicial language or behaviour, sexual harassment, bullying or abuse, including online. The expected response in the moment is agreed and, in our school, includes and links to the behaviour policy and staff code of conduct

In addition, our school provides pupils with information of who they can talk to outside of school both within the community and with local or national organisations who can provide support or help appropriate to their age and development. This is so that they become independent advocates for themselves and their own and others safety. This is through lessons, assemblies, letters home, parent workshops and the school website (add any other means).

The PSHE programme at our school considers safeguarding issues using the national and local contexts relevant to our pupils and families so that they can understand personal, local and national issues linked to safeguarding themselves and others, including on-line. Statutory guidance is followed, and broad pupil voice is used to inform and check on the relevance of what is taught ensuring that all voices and experiences are heard, and planning adjusted for individuals, groups or all providing feedback to parents and Management Committee member regarding changes to cohort provision, as well as for assurance they feel confident that any concerns they raise will be taken seriously.

As a school, we review the safeguarding policy at least annually to be in-line with the child protection policy annual review as well as in line with DfE, Southampton Safeguarding children's partnership, SCC expectations and any other relevant guidance and update mid-review where key changes are made to national safeguarding policy or procedure.

The staff member/s responsible for ensuring that any necessary updates are completed are Debbie McKenzie and Sally Howells

It is acknowledged by our school that no one person or organisation holds all information about a young person. DSLO's will regularly review concerns recorded for patterns or trends that need to be considered and addressed with appropriate action. These decisions should be recorded so that the culture around safeguarding and proactively monitoring wider issues can be tracked, and the impact of any changes measured. The DSLO's at our school will proactively work with external agencies where concerns exist around the welfare of any young person/group to enable reduction of risk or refer for support appropriately.

Key responsibilities are held with our Designated Safeguarding Lead and Deputies as well as our Management Committee

Annex C KCSiE sets out the role and responsibilities for a DSL. The Job Description in our setting takes account of Annex C

DSL is Debbie McKenzie (Debbie.McKenzie@compass-school.net) and the deputy DSL is Sally Howells (sally.howells@compass-school.net)

There is also a nominated Safeguarding Management Committee representative who will lead the monitoring of safeguarding and ensure the school meets its statutory duties effectively. A nominated representative has been identified to receive reports of allegations against the Head Teacher and act on the behalf of the Management Committee. The Safeguarding Management Committee member has received training for this role during this academic year.

The Chair of Management Committee is: Colm McKavanagh

The Vice-chair is: Darryl Saxton

The safeguarding representative is: Maria Anderson

The Management Committee member nominated to manage allegations against the head teacher is: Colm McKavanagh

All can be contacted through the school office.

The Management Committee are aware of the duties set out in KCSiE 2023 for governing body responsibilities for safeguarding. They receive training on induction and also update this annually. SCC offers annual governing body safeguarding training, support for self-evaluation from governance perspective and other training throughout the year.

Our Management Committee is aware of its safeguarding responsibilities and all parties have read KCSiE 2023 to support this understanding.

A record of all Management Committee members in addition to those who have named responsibility, having read and understood at least part one KCSiE 2023, including the Management Committee responsibilities is held with governing body records.

Safeguarding is a standing item on all Management Committee meetings.

A safeguarding monitoring schedule is set for each academic year which includes pupil conferencing and parental surveys carried out first hand by the Management Committee.

The Management Committee are involved in the oversight of the safeguarding self-evaluation submitted to the Local Authority annually

The child/ young person's "voice"

Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders or VCSE leads should ensure the child's wishes and feelings, their voice, is considered when determining what action to take and what services to provide. Systems should be in place for children to confidently express their views and give feedback, even where there are no concerns regarding a specific child.

All children and young people should feel that their education setting is a place where they can raise concerns and that their reports and concerns will be taken seriously and acted upon. Ultimately, all decisions should be taken in the best interests of the child (KCSiE 2024). This cannot include keeping their concerns confidential and all adults have a responsibility to ensure that concerns are recorded and acted upon appropriately and in a timely manner, this may include referrals to agencies, calls for advice, and this will always be communicated to the child (may be communicated differently for different ages of children/ development). Clarity identifying the best interests of a child, on a case-by-case basis are important.

Reporting and recording concerns about a child or young person

Any member of staff who has concerns about the welfare of any child must share this information with the DSL, without delay using the school's own systems. This includes information where a child/young person has been observed or reported being the victim or involved in harmful actions or behaviour towards a peer. Staff will make a brief, accurate and verbatim record of the concerns including the child's own words (if an allegation) or the evidence that has led to the concerns. This report is given to the DSL who will analyse risk and refer onwards as necessary and appropriate.

- Staff in our school, through training are aware that if a child makes an allegation/shares information about harm that this must be reported without any delay to the DSLO. Any child who reports any form of harm, online or offline including of sexual harassment by a peer will be taken seriously and the same procedure will be followed.
- Referrals, especially where urgent action is required should never be delayed for a full record to be written. CP records will be stored securely and away from the main pupil records.
- We recommend that when recording information that the member of staff recording ensures a factual record is made without emotive language or opinion and includes any initial actions taken, the DSLO records reasons for decisions made and who made them e.g., why/ why not referred to CRS, e.g., why information shared with/without consent. This enables records to be evaluated, if necessary, in the future and provide context to decisions taken were that member of staff to leave and a new staff member take over responsibility. (Remember records may be required for court documents and therefore the factual 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 CRS 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, actions/ reasons for decisions taken should be kept.

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's interests of the child 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 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 needs will be considered for any staff breach of confidentiality.

Listening and responding

- All staff receive training in how to listen and respond to children. They will allow the child to speak and only ask open questions to aid clarification.
- All staff are expected to record ALL concerns however small they may be in our school system.

- All staff are expected to respond in line with school procedures to any incidents of inappropriate behaviours that may result in harm between children/ young people to support the ethos that these behaviours are unacceptable and not tolerated in our setting.

Reporting

- Staff will notify DSLO of any child already open to Family 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 who in turn will assess the info and inform the allocated Social Worker or family support worker.
- Staff will record any concerns for children not open to services with the same consideration, noting a factually accurate record, including any initial actions and outcomes from that which will demonstrate each adult's responsibility to safeguard all children and young people.
- Staff will report to DSL any additional concerns, allegations or observations after the initial referral, not assuming that a referral in itself will protect children.
- Reporting will be without delay

All staff understand, through our whole school training, 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 or young person. 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 child must share this information with the DSL. In our school the system for recording all concerns is (CPOMS), if an immediate risk or a referral is required the member of staff should report to the DSLO directly without delay.
- Staff will make a brief, factually accurate and verbatim record of the concerns including the child's own words (if an allegation, or the information shared) or the evidence that has led to the concerns.
- This report is given to the DSLO, and recorded first-hand by the teacher/ employee in the school system. The DSL will analyse 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.
- CP records will be stored securely and away from the main pupil records.
- Disciplinary action will be considered for staff not reporting or recording information in a timely manner in line with school/setting policy.

Referral

- The DSLO 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 DSLO will contact CRS for further advice.
- Usually, the DSLO 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.

A DSL will ensure that 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. This includes during school holiday periods where information should still be contributing to multi-agency working.

Multi-Agency working

Set out in KCSiE 2024, Working Together to safeguard children 2023 and Working Together to Improve school Attendance 2024 is the information that all staff in education settings should adhere to in both documents. Including some which is set out below identifying the important role education settings have safeguarding child welfare and child protection:

Schools and colleges, and childcare settings have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college or childcare setting contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

New safeguarding partners and child death review partner arrangements have evolved and developed since WT to safeguarding children was published, these are currently in transition. Locally, the three safeguarding partners (the local authority; the clinical commissioning group; and the chief officer of Hampshire police) have arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

Local safeguarding partners are responsible for setting the strategic direction, vision, and culture of the local multi-agency safeguarding arrangements, including agreeing and reviewing shared priorities, and the resources required to deliver services effectively. More information

can be found under 'Strategic leadership and accountability' and 'Delivering multi-agency safeguarding arrangements' in 'Working Together to safeguard children', chapter 2.

Delegated safeguarding partners have a range of responsibilities as set out in WT that include:

Joint functions of delegated safeguarding partners

1. Delivery and monitoring of multi-agency priorities and procedures to protect and safeguard children in the local area, in compliance with published arrangements and thresholds.
2. Close partnership working and engagement with education (at strategic and operational level) and other relevant agencies, allowing better identification of and response to harm.
3. The implementation of effective information sharing arrangements between agencies, including data sharing that facilitates joint analysis between partner agencies.
4. Delivery of high-quality and timely rapid reviews and local child safeguarding practice reviews, with the impact of learning from local and national reviews and independent scrutiny clearly evidenced in yearly reports.
5. The provision of appropriate multi-agency safeguarding professional development and training.
6. Seeking of, and responding to, feedback from children and families about their experiences of services and co-designing services to ensure children from different communities and groups can access the help and protection they need.

It is especially important that schools and colleges understand their role in the three safeguarding partner arrangements. Governing bodies, proprietors and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their local arrangements. [Southampton Safeguarding Children Partnership – Improving the safety & wellbeing of Southampton's Children & Young People \(southamptonscp.org.uk\)](https://southamptonscp.org.uk)

The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children with relevant agencies. To fulfil this role the three safeguarding partners have made arrangements to allow all schools (including independent schools and those in multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in safeguarding arrangements through the establishment of an Education sub-group, with standing DSL reps. The ability of VCSE, Alternative Provision providers and Early Years providers (non-maintained) to engage and contribute is developing. The strength of local partnership working relies on all safeguarding partners working collaboratively together with relevant agencies, whose involvement the safeguarding partners consider is required to safeguard and promote the welfare of children. The SSCP arrangements engage local organisations and agencies to collaborate and provide targeted support to children and families. The local approach also enables joint identification of, and response to, existing and emerging needs, and to agreeing priorities to improve outcomes for children.

The relevant agencies for the SSCP arrangements are named as:

1. All mainstream, special, independent, academies, and free schools based in the Southampton unitary authority area. When named as a relevant agency, schools and colleges, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements.
2. Developing the inclusion of VCSE, Alternative education provision providers and Private childcare providers in arrangements will be formally developed over the coming year and representatives will be invited to the education sub-group.

The Management Committee should understand the local criteria for action and the local protocol for assessment and ensure they are reflected in their own policies and procedures. They should also be prepared to supply information as requested by the three safeguarding partners. This is covered in governor safeguarding training delivered annually by SCC education team.

Schools and colleges should work with 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 when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All education settings should allow access for children's social care from Southampton City Council 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 assessment.

Information Sharing

Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers [Information sharing advice for safeguarding practitioners - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/information-sharing-advice-for-safeguarding-practitioners) supports staff who have to make decisions about sharing information. This

advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 (DPA) and UK General Data Protection Regulation (UK GDPR).

It is important all practitioners understand that the DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead (or a deputy). Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children (Para 54 and 55 KCSiE 2024)

Keeping Children Safe in Education 2024 (para 114-122) sets out clearly what should be known and understood regarding information sharing.

This aspect is understood by all leaders and is included in all staff training

Information sharing is vital in identifying and tackling all forms of abuse, including exploitation and neglect. Education settings are usually well-placed to notice and act early- concerns about GDPR should not be a barrier to sharing concerns, and leaders should be confident in their knowledge 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.

It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk, and for schools, also to NOT provide pupils' 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 Data Protection Act 2018 and the UK GDPR. Where in doubt schools should seek independent legal advice.

It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

Governing bodies and proprietors should 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 Data Protection Act 2018 and the GDPR. Staff continue to be recommended to record decisions to share reasons to demonstrate their due regard to these.

The Data Protection Act 2018 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.

Further details on information sharing can be found:

The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department [For organisations | ICO](#)

Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR. [Data protection: toolkit for schools - GOV.UK \(www.gov.uk\)](#)

Where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. (Further information: *Retention and transfer should be completed in line with SCC Retention and transfer of records policy, September 2024*). For education settings, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff: designated safeguarding leads and SENCOs or the named person with oversight for SEN in a college or provider, receive the file as required, and ensure that the information is read, and relevant information disseminated to those who the DSL determines need to know in order to safeguard young people.

It is recommended practice by SCC that a file note is placed on file by the relevant leader, as soon as possible on receipt of the file summarising any history with information accessible on a need-to-know basis. E.g., previously open to CP planning (with date open and closed). This provides assurance that historical information has been read and understood regarding the contextual information for the child and the adults working with the child for whom the information is relevant have appropriate awareness.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be necessary and proportionate 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, or to support significant welfare or educational needs and have that support in place for when the child arrives or to ensure the safeguarding of the child. This decision should be clearly recorded in system as to the reasons for the decision to share, or not share and consent status for the sharing or relevant processing.

In SCC we recognise the importance of welfare (concerns or support below statutory services for CP and CiN) and educational records, for example for assessments regarding SEND and support for academic development, or mental and emotional well-being and include these in the information that settings should pass on to the next setting so as to proactively support young people's well-being and limit the opportunity

for educational neglect (updated guidance and toolkit to be published January 2025) by organisations. This also includes previous educational assessments that have not led to further support but may be repeated unnecessarily by other settings if outcomes are not shared. "Safeguarding discussions" should be a feature of protecting children and young people – including between schools where families are shared to establish context and awareness of concerns. Any discussions should be recorded as to their purpose, outcome and actions as a result in the school's concerns log system.

What staff should do if they are concerned about a child

All staff and children should know who the DSL is, deputy DSL and DSLO's are and how to contact them. Our setting ensures this is also communicated to visitors or supply/ temporary staff also by visitor information leaflet.

Out of hours staff should receive information about what to do, if they need to report or record something that may be out of hours or from outside of school. All adults need to understand that they are in a position of trust and where the boundaries are. This is especially difficult for staff who are parents of pupils and clear parameters should be set for those adults and children within the staff code of conduct.

All staff at Compass School receive training and updates annually regarding out safeguarding and child protection policy and processes and have opportunity to ask questions to ensure understanding. Staff should raise questions or query, ideally in writing, if they are unsure or for clarification. This training is also covered for staff on induction who start the year after whole staff training.

Supply staff and visitors are provided with clear information about their responsibilities, expectations when working with our children, how to report any concerns and who to.

Note factually who and what you are concerned about, why and any actions you have taken which include consulting the DSL – record in the school's system, but you may also need to alert the DSL or deputy that they need to read your record of concern or allegation of harm, especially if it requires immediate review as it is indicating child would be at an immediate risk of harm and other agencies may need to be contacted. **DO NOT assume** your concern will be picked up- check with a DSL it has been or if no DSL is available contact CRS for advice – see local safeguarding contact table at the beginning of this guidance

Do not delay sharing the information with the DSL, especially if there is immediate risk indicated or the need to refer to other agencies is likely.

Record even if you feel it is a small piece of information – it is the combination of information that often brings the best oversight of the whole child or family.

Leaders should ensure that ALL staff know what they must to do if a child/ young person makes an allegation telling them they are being abused, neglected or exploited and how to maintain an appropriate level of confidentiality and need to know basis.

No member of staff should ever tell a child they will not tell anyone about a report of any form of abuse and or neglect and staff should take any information seriously and no victim should ever be made to feel ashamed for making a report.

Staff have received training for the expected responses in the moment within our setting to harmful comments or behaviours they see, hear or have reported. These include prejudicial language or behaviour or harmful sexualised behaviours or harassment. Our settings culture is one of inclusivity, support and respect for each individual to be able to thrive and develop whilst in our setting. Adults are expected to set this example, act immediately if required to do so and support our children and young people to develop into kind, confident and respectful individuals.

All staff are aware that technology is a significant factor in safeguarding and wellbeing issues, that children and young people can be at risk on-line and also that children can abuse other children both directly on-line but also for example by sending unwanted images to others. Additional information can be found in KCSiE 2024 Annex B, and UKCIS advice, including the consideration for staff not to view or forward illegal images of a child.

Use of online systems such as TEAMS messaging or email or WhatsApp (not an exclusive list) should also be set out in staff code of conduct or other relevant policies so that adults can work within acceptable parameters with children. Both adults and children should know what those parameters are, including contact over holiday periods or out of hours.

The following section contains guidance and links regarding a range of Safeguarding issues education settings should consider and have clear processes around. These issues are also highlighted in Annex B KCSiE 2024.

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

Any child is vulnerable, and the expectation is that all people working or volunteering in Southampton education settings (maintained, academy, free, Independent, post-16 education or Alternative Providers that support schools and Electively Home Educated pupils) recognise that any child could be subjected to any form of abuse or exploitation themselves directly, or as witness/ bystander. 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, therefore the earlier the intervention the lower the likelihood or long-term impact is especially for experiences that are below the statutory services threshold for intervention. Staff in schools 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 that is expected across all settings is that that no concern is too small to report, record and consider actions for. ALL concerns should be recorded to enable any patterns or trends to be identified. This enables a full picture of observations to be held in oversight by the DSL/s of the setting. These small pieces of information may help to protect a child or young person from further harm or adverse experience. Issues that SCC recognise are key to ensuring children's safety are included below. NOTE: This list is not exhaustive and is subject to changes in legislation/ guidance that settings will need to take heed of themselves.

Health and Safety

<https://www.gov.uk/government/publications/health-and-safety-advice-for-schools> (Last update 2022)

- The site, the equipment and the activities carried out as part of the curriculum are all required to comply with the Health and Safety at Work Act 1974 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 and reviewed where appropriate. 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 school has a Health and Safety policy which details the actions that we take in more detail

Site Security

[DfE Site Security guidance](#) (November 2018)

- We aim to provide a secure site but recognise that the site is only as secure as the people who use it. Therefore, all people on the site should adhere to the rules which govern its presence. All staff should be made aware of the expectations such as in relation to doors opening to outside of the building, strangers on site, lone working arrangements.
- The following aspects and expectations are in place at our school. These are:
 - External Doors are kept closed to prevent intrusion.
 - Visitors and volunteers enter at the reception and must sign in and out.
 - Visitors and volunteers are identified by showing school staff their identification.
 - Children are only allowed home during the school day with adults/carers with parental responsibility or permission being given.
 - All children leaving or returning during the school day must 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
 - Emergency procedures are practiced regularly and known by all staff, including those temporarily in positions of responsibility, or visitors to the school, a record of practice and learning is retained.
 - Pupils understand what to do in an emergency such as fire or lock down
 - Parents have clear lines of communication set out during emergency procedures and are expected to follow these so as to support the effectiveness of any multi-agency response required
 - Staff with specific roles during an emergency situation – evacuation, fire marshalling or communication with emergency services are clear about their roles and who is cover in the case of absence.
 - Staff know the expectations for challenging unrecognised adults or young people on site

These arrangements will be reviewed regularly by leaders for the safety of all, in line with local or national government guidance. The review will be formally recorded and inform any changes required.

Physical Intervention (use of reasonable force)

[DfE Use of reasonable force, non-statutory guidance](#) (July 2013), KCSiE 2024, para 166-168

- As a school we have a separate policy outlining how we will use physical intervention.
- All staff have been made aware of their responsibilities with regard to the use of physical intervention and reasonable force – at our school

- Staff have received training to understand their responsibilities around the use of reasonable force and this provides them with the knowledge and skills to physically intervene safely where this is required. For some staff this includes additional specific physical intervention training relating to their role or responsibilities, and where intervention has been required the development of a Personal/ positive Handling Plan or equivalent will be considered and shared with relevant staff if implemented.
- Consider raising awareness to staff of the Physical Intervention task and finish group resources what to expect if an allegation in relation to Physical Intervention is made against them for assurance, or parental leaflets when discussing incidents with parents. [Use of Physical Intervention in Schools - A guide for Parents and Carers \(southampton.gov.uk\)](#)

Taking, use and storage of images

- As a school we will seek consent from the parent of a pupil and from teachers and other adults before taking and publishing photographs or videos that contain images that are sufficiently detailed to identify the individual in school publication/displays, printed media or on electronic publications. We will not seek consent for photos where you would not be able to identify the individual. Our setting ensures it is compliant with Data Protection Act 2018 regarding processing of images.
- We will seek consent for the period the pupil remains registered with us and, unless we have specific written permission, we will remove photographs after a child (or teacher) appearing in them leaves the school or if consent is withdrawn.
- Photographs should only be taken on school owned equipment and stored on the school network. No images of pupils should be taken on privately owned equipment.
- We will take and print photographs to show what a child can do or has participated in. These may also be displayed within school, or in books. They may be shared with visitors, inspectors, moderators or other professionals as a part of assessments, sharing practice or achievement. We will seek to ensure parent/ carers understand this and agree to this use.
- Staff should not take photos of marks or bruising seen or reported. This should be managed sensitively and only in agreement with the DSL and the appropriate safeguarding partner referral or report processes. If a safeguarding partner requests a staff member to photograph an injury/bruise the staff member should check the request with the DSL, explore other potential options, and not undertake the task without the agreement of the DSL and depending on circumstance with another staff member present. The request and actions following it should be clearly recorded in the child's file, with any decision making evident.

Transporting pupils

[Home-to-school travel and transport - GOV.UK](#)

[School and college travel information for families \(southampton.gov.uk\)](#)

- We will follow the home-school transport policy from SCC for all pupils who have regular transport to and from school arranged through the needs identified in their EHCP, or admission agreement.
- The school will consider the transport needs of our pupils in an emergency and out of hours. Safeguarding the needs of our pupils 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 the school regarding any advice they have been issued, including health linked ongoing symptoms as soon as possible that affects their ability to carry out their transporting/ volunteering safely in line with current guidance.
- For school trips private providers may be used such as coach companies. Copies of any insurance will be obtained by the school and retained with trip documentation.

Off site visits / provision including overnight stay

Homestay/Host families/ exchange visits are specifically included para 341 KCSiE 2024 add into policy if this is applicable to your setting.

https://evolve.edufocus.co.uk/evco10/evchome_public.asp?domain= the evolve site is used for preparing and recording all our offsite visits or add alternative process.

Our process for Offsite visits is set out below

- A particular strand of health and safety is looking at risks when undertaking off site visits. Some activities, especially those happening away from the school and residential visits, can involve higher levels of risk. If these are annual or infrequent activities, a specific review of an existing assessment may be needed to take in to account staffing and pupils 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. The school has an educational visits coordinator (Tony Maybery) who liaises with the county outdoor education adviser and helps colleagues in school to manage risks and support with off site visits and provides training in the management of groups during off site visits, as well as First Aid in an outdoor context for relevant activities. SCC recommends that an EVC should be appointed to the role and receive training for the role. It is recommended that any EVC completes suitable training for the role or refresher training at least every five years. The EVC will also provide in house training within school for those who run regular off-site visits as well as staff new to off site visits.

- At our school, all offsite activities for 2024/2025 school year will be risk assessed regarding the activities to be undertaken, transport arrangements.
- A risk assessment will be completed by the activity leader, this may be through a pre-trip visit if appropriate as well as having reviewed any pupils with medical needs or activity specific requirements that will be included in the Risk assessment.
- The risk assessment will be shared with the nominated EVC/ senior leader.
- The risk assessment and trip information will be shared with all staff participating in time to read and understand their own responsibilities during the trip.
- All trips offsite will include at least one first aid trained member of staff (may be more depending on activity and numbers of participants) who will be present on each offsite trip, there may have been a pre-trip to risk assess/ review prior risk assessment.
- A register of pupils 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, together with relevant medication that may be required, with a responsible staff member named to monitor the child/ adult.
- The governing body will monitor this process throughout the year.
- Consideration must be given to alternative arrangements, for example, if a trip arrives back later than planned, parent is unable to collect as planned due to emergency, and relevant contact numbers.

Behaviour, safety and discipline, including preventing extremism

The school has a behaviour policy in place that meets the relevant requirements and takes account of DfE publications such as, <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools> (February 2024). Our policy has been reviewed given greater staff awareness of the impact of ACE's, encourages trauma informed responses and restorative discussions. This policy is in line with current DfE advice for governors. This policy forms part of all staff induction, and all staff will receive CPD regarding trauma informed practices and the impact of Adverse Childhood Experiences on children and young people, how this can impact on presenting behaviours, how we use restorative discussions and how contextual responses to presenting behaviours are managed and may be different or where agreed responses are set by leaders where these should be used or alternatives considered.

Our behaviour (or equivalent policy) sets out the expectations for meeting requirements of identified needs for children who may have or have identified SEND. This may require adaptations to the policy or processes in line with these needs. The policy should explicitly include the need for adaptation, or changed responses relating to likelihood or harm or identified needs should be explicitly included in the policy and outlined in any individual planning for a child.

Processes for managing the presenting behaviour in a graduated manner – including positive behaviour promotion and trauma informed responses, by staff are included in our policy, expectations and processes have been shared with staff.

Individual plans for children and young people will be in place, especially where there is a risk of harm and adults needing to intervene to prevent harm to themselves or others in line with [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools) guidance. Some staff may be specifically trained to use physical intervention and restraint, but this does not mean that other staff cannot step in to prevent harm where it is identified provided it is reasonable, proportionate and necessary to do so.

The PAN-Hampshire toolkit for managing prejudicial language and behaviours was launched in October 2019 and is available on-line at the link below. It includes information for parents, surveys for KS1,2, 3 and 4 pupils and a reporting/ recording tool. PLAB documents can be found: [Language information for schools \(southampton.gov.uk\)](https://www.southampton.gov.uk/language-information-for-schools)

COVID period has meant that we recognise that there will be many children and adults who have experienced wide-ranging trauma during this time. We acknowledge that children and adults require support and may not respond positively or in the same way as they did previously to instructions and strategies as previously. They may have unidentified triggers. To reduce the likelihood of traumas experienced (may be COVID linked or not) we ensure that all staff will take the opportunity to work positively with all, with a principle of moving forward, reviewing any specific behaviour planning to take account of change, not presenting a blame or negative approach to engagement during covid closure. and young people to swiftly re- establish relationships with a trusted adult and positive learning behaviours as a result.

Social and emotional responses that may be different than expected or hoped are likely to be communicating something for the child. Staff are expected to respond with this in mind, in line with any individual plans or known information. All staff are trained in how to de-escalate

dysregulated behaviour that may present itself at the earliest opportunity, but also listen to and observe the young person so that key information can be recorded and build or review any necessary plan from. This may include known SEN needs, or trauma responses for individuals and may reduce the need for more serious sanctions to be required.

Expectations for staff behaviours both whilst on site, on school business offsite and in times of responsibility and where behaviours outside of school may cause harm to children, reputational damage to the school or transferable risk to children and young people have been made clear to all staff on induction, or in the staff code of conduct (or equivalent). This sets out expectations for staff in relation to managing the behaviour, safety and discipline of pupils, including challenging inappropriate attitudes to gender, sexuality or race and other protected characteristics as well as their own behaviours, including those behaviours on-line to minimise the risk of reputational damage to the school or transferable risk to children and young people because of the staff's own behaviours. Staff are clear about actions the school, trust or LA may need to take if an allegation is made about another child or member of staff, or behaviours reported that indicate professional responsibilities of staff have been less than that expected of a qualified teacher, or an employee working in an education setting, in a position of trust (includes Management Committee members) where there may be risk of harm to a child, reputational damage or transferable risk.

Preventing Radicalisation and Extremism

The school 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 ideologies that can be political; environmental; animal rights; against women (incel) 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.

New definition of extremism 2024 [New definition of extremism \(2024\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/new-definition-of-extremism-2024): "Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2)" (Definition of extremism 2024).

The types of behaviours that may be relevant to the definition are expanded on in the linked definition document above.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause

Prevent duty guidance [Prevent duty guidance: England and Wales \(2023\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/prevent-duty-guidance-england-and-wales-2023)

[Prevent \(southampton.gov.uk\)](https://www.southampton.gov.uk)

<https://www.safe4me.co.uk/portfolio/prevent-radicalisation-and-extremism/> (note resource may need adapting for new definitions and ideologies)

The person to contact in our school regarding Prevent is: Sally Howells

All staff have undertaken during induction or within the previous 12 months of employment –Home Office Prevent awareness training, or local prevent awareness training. The National Prevent training is again updated and now a face-to-face plan for onboarding local trainers and developing a delivery plan for this new training will be undertaken through the Prevent Board and plans to be in place by April 2025, or earlier.

Staff who make referrals will have undertaken the Home Officer Referrals training annually and additionally those who would attend a Chanel Panel (DSL/DDSL) if requested will have undertaken the Home Office training or as a minimum a discussion with the LA regarding this responsibility prior to attending panel. This is most likely to be a DSL or DDSL.

Our setting has undertaken the Prevent audit tool initially issued in May 2021 with the safeguarding update number 10, May 2021 and plans to review the audit tool every two years. It is expected that all settings will review their audit and update the information, reviewing systems, policies and processes with regards to the Prevent duty in all settings. The governing body have also been included in this audit and the outcomes.

[Prevent national referral form \(southampton.gov.uk\)](https://www.southampton.gov.uk)

Training

All staff will complete the current Home Office Prevent awareness training this year OR local training if completed in 2023/24.

[Prevent duty training: Learn how to support people vulnerable to radicalisation | Prevent duty training \(support-people-vulnerable-to-radicalisation.service.gov.uk\)](https://www.prevent.dhs.gov.uk/prevent-duty-training) Training is completed so that all 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 the schools monitoring of the reading and understanding of policies and attendance at training. It is reported to the LA through the completion and submission of the annual safeguarding self-evaluation tool.

All staff will complete the Home Office Prevent awareness training every two years. Once complete the DSL/DDSL will confirm, within their safeguarding self-evaluation return to the LA, that all staff up to the date of submission have completed this awareness training in 2023-24/2024-2025 <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

All staff will also have local contextual information for training and awareness shared for example, regarding ideologies included in SCC safeguarding updates to supplement home office awareness training. This will ensure they are up to date to enable concerns to be reported appropriately.

Home Office 'Making referrals' training and 'training for Channel Panel' will be undertaken by DSLs, DDSLs and DSLO's each academic year and reported through the same mechanism as above.

NOTE: training plans will be updated in 24/25 to be in line with the new face to face training offered through the Home Office. This will be communicated once a local plan is established, together with a local network of trainers.

Curricular provision and ethos for preventing radicalisation

As part of the preventative process resilience to radicalisation will be built through the regular promotion of fundamental British values through aspects of the school's ethos, the PSHE/ Relationships, Sex and health and well-being education and wider curriculum available at our school. We are particularly conscious that where children and young people have been away from school during covid-19 there has been an extended period where children and young people may have been more vulnerable to exploitation and radicalisation especially online. Teaching will take this into account and ensure that all pupils re-build trusted relationships with adults, and adults are aware of any changes and signs of radicalisation and report these using the school's system for recording concerns.

Any child who is considered vulnerable to radicalisation will have an in-school plan of support and education which may be in conjunction with partners, there will be some young people who may be more vulnerable than others. Where evidence-based concerns indicate they may be being radicalised or self-initiating their own learning that may lead to action they will be referred by the DSLO via direct national referral using the template and flowchart and links above. Concerns will then be considered by CTLP and shared with SCC Childrens Resource Service (CRS). This may lead to contact with the school by the police for discussion regarding actions. It may be decided to refer to into Chanel panel process. A "channel panel" is convened every month and the school will be invited to attend and support this process.

In our setting, we also seek and retain signed and dated assurances that any hirer has appropriate awareness of safeguarding issues/ policies and procedures in line with their hire purpose. Additionally, that they are aware of their responsibilities that in hiring our facilities they will not be used for promotion of extremism in any form. They may be asked to demonstrate evidence of training undertaken and knowledge of how to contact the Childrens Resource Service (CRS) or Police with any concerns, including regarding radicalisation and extremist views or material. There is a written record of confirmation of this hirer awareness retained with the hirer records.

Safety in an emergency – planned drill or unforeseen occurrence

In school, systems for monitoring visitors and volunteers can be found in our school visitor and onsite security procedures. These also include lockdown/scatter procedures that can be implemented in an emergency in addition to fire evacuation procedures.

Fire drills/ 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 the governing body.

Any contextual information regarding our site or emergency procedures will be prepared so it can be swiftly provided to Hampshire Constabulary and emergency services or response teams to ensure an efficient emergency response should one be required. It is good practice to have a direct phone line (and communicate this to the emergency services) that is not generally available to the public so as contact can be made if phone lines become overwhelmed.

Help and support

Procedures for pupils (and visitors who have concerns) to know how and where to seek support in school can be found in our Visitor information leaflet. We also provide information on our website for children and parents to seek support from places outside school

As a school we encourage staff to act upon patterns of behaviour, especially any which may be different from previous behaviour or patterns or unusual absence for all pupils, especially the most vulnerable by discussing their observations with staff e.g., the Attendance Lead/Officer or DSLO if an unexplained absence of a vulnerable pupil especially where it has changed, or they may indicate exploitation factors are present.

DSLOs can obtain help and advice from CRS or social care colleagues, Family Hub teams as well as through the DSL reflective sessions and direct contact with SCC education team if needed.

A wide range of on-line or local providers can also provide helpful information where needed. Many of these are listed with specific issues within this document or via local partnerships or agencies working with children and young people.

Where a parent or carer has indicated they wish to electively home educate (EHE) their child the local procedures should be followed. Downloadable documents include EHE guidance for schools and can be found on the SCC website or by request. A school cannot keep a child on roll if a parent has acted in accordance with their rights to electively home educate. If a school has any concerns about the safeguarding risk to the child, they should contact the social worker or virtual school if the child has ever had a social worker for advice or refer their concerns to CRS. Other professionals who may be able to support include Link EWO, Link EP,-Family Help and Family Safeguarding practitioners SCC inclusion managers and EHE visitors, SIO team.

Curriculum

[Teaching about relationships, sex and health - GOV.UK \(www.gov.uk\)](#)

[Education for a Connected World - GOV.UK \(www.gov.uk\)](#)

[Thinkuknow - home](#)

[Teaching online safety in schools - GOV.UK \(www.gov.uk\)](#)

The Department has produced a one-stop hub for teachers which can be accessed here: [Teaching about relationships, sex and health - GOV.UK \(www.gov.uk\)](#)

The SEROCU Cyber Protect team provides free cyber security training services to SMEs, charities, education and

the public sector: <https://serocu.police.uk/cyber-protect/>

[Harmful online challenges and online hoaxes - GOV.UK \(www.gov.uk\)](#)

[PSHE Association | Charity and membership body for PSHE education \(pshe-association.org.uk\)](#)

Details of the school curriculum for all subjects can be found on each school website. This information should include details of regular, high quality PSHE learning planned to support pupils in age/ developmentally - appropriate safeguarding issues as well as how the school teaches on-line / e-safety and the content of this.

Our intention is also to respond to significant local, national or international events or issues in addition to the planned curriculum, sometimes at short notice. Including, only where appropriate, about harmful online challenges and hoaxes historic or current, where decisions have been taken to teach or discuss this. Having taken into consideration that it may be safer not to inform children or maybe work with parents regarding specific information. Advice can be sought from SCC DSL training team, within the School Attendance & Support Service who are able to advise or gain national advice as CEOP ambassadors.

We welcome discussion with parents regarding the content of the curriculum to support our safeguarding aims and to ensure that where appropriate pupils and parents are able to input and determine the effectiveness of such provision and keep us aware of parental and children's wishes and requests. We may not be able to accommodate all of them, but we will listen and act where we can.

Online safety policy should be developed in line with the safeguarding and Child Protection policies. It also should include online monitoring and filtering, use of mobile phones, use of organisation software and hardware, and remote education as set out in KCSiE 2024 (para's 137-150) "The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

- 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:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g., consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying
- 4- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>)".

Our setting has a clear policy on the use of mobile and smart technology. This reflects the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G) or their friend's devices. This access means some children, whilst at school or college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. We have carefully considered how this is managed on our premises and have also considered how to respond when an issue may begin outside of school, and responses happen in or out of school with our pupils, or the school is made aware by a parent or DSLO from another school. Our position and processes are set out in our mobile and smart technology/online policy and the child protection policy.

Relationships, Sex and Relationships and Health Education

Our curriculum and policy for Relationships Education, Relationships and Sex Education and Health Education in line our phase of schooling, as well as the [statutory guidance](#). In our school we fully implemented the statutory guidance and our school policy from (add term introduced) and review is undertaken annually

Whilst a child or young person being LGBTQIA+) is not an inherent safeguarding risk. KCSiE indicates that children and young people can be targeted by others for being or perceived to be LGBTQIA+. As a part of our Relationships education, we ensure that pupils who may need to discuss LGBTQIA+ issues can do so with a trusted adult. In our school we use (add which guidance followed e.g., Stonewall's) guidance and have specially trained staff to undertake the trusted adult role with specialist knowledge

We follow the advice and guidance of the DfE and keep up to date with any changes to guidance, including from teaching unions.

In our school we encourage all parents and pupils to discuss any queries or concerns relating to this aspect of education with a member of staff, and to make an appointment to discuss where needed. In our school we would initially like all matters to be discussed with:

If you have a complaint rather than a query to raise regarding the Relationships Education, Sex and Relationships Education and Health Education please use the school complaints policy

We often involve specialist providers or visitors within our curriculum. In our setting we follow the DfE guidance for visitors. UKCIS external visitor guidance will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors.

[Using External Visitors to Support Online Safety Education: Guidance for Educational Settings - GOV.UK \(www.gov.uk\)](#)

Exploitation

This can take many forms and may be present together with other safeguarding concerns. Information and resources to support staff who may be concerned about exploitation of a child or young person, including **CERAF and guidance** to complete it can be found at. [3.2 Children who are Exploited | Hampshire, Isle of Wight, Portsmouth and Southampton \(hipsprocedures.org.uk\)](#)

It is important to note that the experiences, and indicators of exploitation for boys and girls of CCE and CSE can be very different, and that children exploited by CCE are also at greater risk of CSE.

The following sub-headings set out key information and how our school will respond to such issues.

Exploitation can be sexual, emotional or criminal, or a combination of these and can lead to increased vulnerability, for example, through grooming or radicalisation, modern slavery, or through other aspects of safeguarding. CSE is a form of abuse and can be present when a person thinks they are in a positive relationship, at aged 16 and 17 or younger as well as in a relationship with age/ability or power imbalance. Further information can be found in Annex B KCSiE 2024.

Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive any child or young person under the age of 18. At Compass School we recognise that any child or young person is vulnerable to any or all of this activity and ensure through our annual safeguarding training for all staff that awareness of raising concerns is vital. We include in our training the use of CPI forms by staff for information that could be used for intelligence (safe4me website- <https://www.safe4me.co.uk/portfolio/sharing-information/>) if concerns exist and could be important in a wider context that the police may hold in addition to our own internal reporting to DSL and CPOMS system.

A CERAF should be completed as early as possible for all children and young people where this vulnerability is known or exists – further information and link to CERAF form can be found at:

[Children who are Exploited | Hampshire, Isle of Wight, Portsmouth and Southampton \(hipsprocedures.org.uk\)](#)

In our setting DSLO's have undertaken training to complete a CERAF and understands the importance of detailed information and updated information being considered and added as it becomes known.

Children who are absent from education

Para 178/9 KCSIE p47-48

Children may be on a school roll but not attending regularly or with regular absences, short or longer term – these pupils need oversight to ensure that any patterns of reasons for absence do not raise risks or indicate issues for example: exploitation, caring responsibilities or poor mental health. Early intervention for support for children and families is needed to attempt to halt any absence increasing.

Working Together to Improve School Attendance sets out expectations and statutory requirements clearly. Attendance champions (senior leaders) have a clear responsibility for their new statutory role and should be working together with, for example DSLs to ensure that absence is considered from a safeguarding lens as well as an academic one.

Children may be on a Part-time timetable – these absences may be authorised by the school But the LA guidance is clear this should be a short-term measure, reviewed regularly and with consent from parent. It should also be considered what Alternative Provision could be put in around onsite school provision to maintain full-time education offers and protect children from risks that may be known or not known, but reduce the vulnerability that is often seen with individuals who have longer term reduction in their education provision, which may not be in the best interests of the child. This has to be made on a case-by-case basis, and decisions to reduce any in-school, on -site provision should be discussed with SASS representative to determine if any alternatives or increases can be made or planned in.

This position is supported by continuing themes being noted in Practice Reviews and Serious Incidents where a child (U18) is on a part-time timetable, or is not engaging with the offer in place.

Missing, Exploited and Trafficked Children (MET)

MET HIPS procedures and guidance can be found at and should be followed where concerns are held or reported to the DSL:

[3.2 Children who are Exploited | Hampshire, Isle of Wight, Portsmouth and Southampton \(hipsprocedures.org.uk\)](https://www.hampshire.gov.uk/childrens-protection/3-2-children-who-are-exploited)

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 these issues, there has been a considered response to join all three issues so that cross over of risk is not missed.

We recognise that any child or young person 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, however small they may seem, and sharing intelligence with Police using the CPI form (safe4me website <https://www.safe4me.co.uk/portfolio/sharing-information/>) and also using the schools reporting and recording systems.

Locally the Southampton Safeguarding Children Partnership are partners in the HIPS exploitation strategic and operational groups. At Compass School we will ensure our DSLs keep up to date with these issues through attendance at local DSL reflective sessions, drop-in, workshops, reading updates and awareness of published guidance or recommendations from partners, practice reviews or government documents.

Risks Outside of the home may also be known or present – and this should be considered when managing information that may need to be reported through CPI or to CRS / allocated Social Workers to enable any measures to be considered with safeguarding partners or diversionary work put into place.

Child Sexual Exploitation (CSE)

[Child sexual exploitation: definition and guide for practitioners - GOV.UK](https://www.gov.uk/guidance/child-sexual-exploitation-definition-and-guide-for-practitioners)

[CERAF Guidance 2020-08.pdf \(hipsprocedures.org.uk\)](https://www.hampshire.gov.uk/childrens-protection/CERAF-Guidance-2020-08.pdf)

[3.1 Children who are Exploited | Hampshire, Isle of Wight, Portsmouth and Southampton \(hipsprocedures.org.uk\)](https://www.hampshire.gov.uk/childrens-protection/3-1-children-who-are-exploited)

<https://ceop.police.uk/>

<http://www.barnardos.org.uk/what-we-do/our-projects/sexual-exploitation.htm>

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/>

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. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology”.

Like all forms of child sexual abuse, child sexual exploitation:

- 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 abuse 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.

Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess. The indicators for child sexual exploitation 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 that the signs and symptoms are interpreted correctly and appropriate support is given. Even where a young person is old enough to legally consent to sexual activity, the law states that 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 child sexual exploitation) 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 young people 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 that they are being exploited and do not see themselves as a victim.

As a school we educate all staff in the signs and indicators of sexual exploitation. We will use the exploitation risk assessment form - CERAF and associated guidance to identify pupils who are at risk and follow safeguarding procedures where there is a concern about a child being at risk of or experiencing CSE/CCE. We use advice from the multi-agency safeguarding hub and MET hub and the DSL will share this information as appropriate with children's social care. A CPI form will also be considered.

DSLs at our school 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. It can be found here: [Child Exploitation – Southampton Safeguarding Children Partnership \(southamptonscp.org.uk\)](https://www.southamptonscp.org.uk/child-exploitation)

We recognise that we may have information or intelligence that could be used to both protect children and prevent risk. Any relevant information that we have will be shared on the community partnership information (CPI) form <https://www.safe4me.co.uk/portfolio/sharing-information/>, through school reporting and recording processes and through contact with the multi-agency safeguarding hub and where required the police directly by 101 or 999 depending on circumstance and the information.

Child criminal exploitation: including County Lines

[3.1 Children who are Exploited | Hampshire, Isle of Wight, Portsmouth and Southampton \(hipsprocedures.org.uk\)](https://hipsprocedures.org.uk/3.1-children-who-are-exploited-hampshire-isle-of-wight-portsmouth-and-southampton)

Child Criminal Exploitation occurs where an individual or group takes advantage of a person under the age of 18 and may coerce, manipulate or deceive a child or young person 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). Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. (Home Office 2018)

CCE can take various forms and may involve the child being coerced into (not an exhaustive list)

- 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 and vulnerable adults 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 NCA (National Crime Agency) and a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on children, vulnerable adults and local communities.

Children exploited through County Lines activity are particularly vulnerable to be 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) need 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.

Any person in our school who has concerns that a child is being criminally exploited should report their concern to the DSLO without delay. The DSLO will contact the multi-agency safeguarding hub for advice and make a CERAF referral. It may be that the DSLO also decides to refer 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 school we educate all staff in the signs and indicators of all forms of exploitation, including criminal exploitation. We use advice from the multi-agency safeguarding hub, MET hub, the sexual/criminal exploitation risk assessment form – CERAF and associated [guidance](#), accessed at : <https://hipsprocedures.org.uk/qkyoy/children-in-specific-circumstances/children-who-are-exploited> and associated guidance to identify pupils 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 [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 (use form on Safe4me website) it should be securely destroyed. Information may be relevant to record in a child's record of concern in school as per other concerns or additionally make a separate referral to CRS.

Youth violence can also be linked to exploitation – in our school we ensure that all staff understand the importance of reporting any information relating to serious youth violence and we also promote the information in the guide linked to parents for information and aiding understanding of issues facing young people in society.



Schools and Parents
Guide to Youth Violence

Trafficked Children and Modern Slavery

Practice to safeguard children who may have been trafficked

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf

[Safeguarding unaccompanied asylum seeking and refugee children - GOV.UK](#)

[HIPS Child Exploitation Strategy.pdf \(hipsprocedures.org.uk\)](#)

[3.1 Children who are Exploited | Hampshire, Isle of Wight, Portsmouth and Southampton \(hipsprocedures.org.uk\)](#)

https://www.barnardos.org.uk/what_we_do/our_work/trafficked_children.htm

Human trafficking is defined by the UNHCR in respect of children as a process that is a combination of:

- Movement (including within the UK and into 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.

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 or young people 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 child sexual exploitation 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 DSLO, who will contact the multi-agency safeguarding hub following procedure.

The above behaviours themselves do not indicate that 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 designated safeguarding lead for referral to be considered to children's social care.

Children may be:

- in the care of adults who, whilst they may be their carers, have no parental responsibility for them
- in the care of adults who have no documents to demonstrate a relationship with the child alone
- in the care of agents.

Unaccompanied migrant children and child victims of modern slavery, including trafficking, can be some of the most vulnerable children in the country.

Unaccompanied children are alone, in an unfamiliar country and may be surrounded by people unable to speak their first language. Modern slavery includes human trafficking, slavery, servitude and forced or compulsory labour.

Exploitation takes a number of forms, including sexual exploitation, forced labour, forced criminality, begging, organ harvesting, and domestic servitude and victims may come from all walks of life.

Advice should be taken from CRS and in where appropriate the police if trafficking or modern slavery is suspected or known. You may be asked to support a referral using the National Referral Mechanism (NRM)

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

Modern slavery is a term that covers:

- slavery
- servitude and forced or compulsory labour
- human trafficking

From 31 July 2015, potential victims of slavery, servitude and forced or compulsory labour in England and Wales recognised with a positive 'reasonable grounds' decision, may also have access to support previously only offered to potential victims of human trafficking. The child's details should be provided using the forms available on the [National Referral Mechanism website](#) – advice should be sought first from CRS.

Child employment or performance

Employment: <https://www.southampton.gov.uk/schools-learning/employ-teach/>

Performance: <https://www.southampton.gov.uk/schools-learning/support-inclusion-education/education-and-school-services/education-welfare/child-employment-and-permits/child-performance-licensing/>

The Local Authority should be alerted to any child who is known to be working in paid or unpaid employment. The referral form for potential unpermitted employment can be found here <https://www.southampton.gov.uk/schools-learning/employ-teach/>. Following the referral appropriate checks will be carried out to check that the employment of the child is lawful, and the child is appropriately safeguarded. Any queries around child employment should be directed to the Child Employment/Performance Officer and Designated Safeguarding Lead Trainer – Grace Morris/ Julie Stubbington (child.employment@southampton.gov.uk) If we were concerned about a young person from our school, or another where information was reported to us this would be acted on by a DSLO.

The same officer via child.employment@southampton.gov.uk 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 as a school DSLO will liaise with the organiser and LA CIEE officer regarding child performance and absence required to take part, or if they

become aware that a child may be about to take up performance activities which are broad in nature, to check if there is a licence in place. The LA officer will advise if SCC or another authority should have received an application for this licence for the individual child.

Gangs and Youth Violence

Reduction of serious youth violence is a priority for SSCP.

[Preventing youth violence and gang involvement - Practical advice for schools and colleges \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Criminal exploitation of children and vulnerable adults: county lines - GOV.UK \(www.gov.uk\)](https://www.gov.uk)



Schools and Parents
Guide to Youth Violence

The vast majority of young people 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 others. It is linked to exploitation.

Factors that may indicate a young person is at risk from or involved in serious violence include:

- being male,
- having been frequently absent or permanently excluded from school,
- having experienced child maltreatment
- having been involved in offending, such as theft or robbery.

Factors that may indicate a young person is a risk or involved in serious violent crime include:

- Increased absence from school,
- A change in friendships or relationships with older individuals or groups,
- A significant decline in performance,
- Signs of self-harm or a significant change in wellbeing,
- Signs of assault or unexplained injuries.
- Unexplained gifts or new possessions

As a school we have a duty and a responsibility to protect our pupils. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime. Dealing with violence also helps attainment. While pupils generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any education.

Primary schools are also increasingly recognised as places where early warning signs that younger children may be at risk of getting involved in gangs can be spotted. Crucial preventive work can be done within school to prevent negative behaviour from escalating and becoming entrenched.

As a school we will:

- develop skills and knowledge to resolve conflict as part of the curriculum including the use of restorative questions and processes;
- challenge aggressive behaviour in ways that prevent the recurrence of such behaviour;
- understand risks for specific groups, including those that are gender-based, and target interventions; safeguard, and specifically organise child protection,
- when needed; make referrals to appropriate external agencies;
- carefully manage individual transitions between educational establishments, especially into Pupil Referral Units (PRUs) or alternative provision; and
- work with local partners to prevent anti-social behaviour or crime, including the Violence Reduction Unit – VRU partnership action group
- ensure that adults in our school behave and respond appropriately and proportionately to set an example and challenge where needed
- attend DSL network meetings/ read LA safeguarding updates or shared information that will inform our provision and approach so that we can work in a preventive educational and proportionate manner with our children and young people, and the wider community.

We will use the CPI (community partnership information) form to share 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 (use form on Safe4me website) it can be destroyed. Information may be relevant to record in a child's record of concern in school as per other concerns to ensure the oversight includes all relevant information.

The NSPCC have helpful web-based information regarding gangs and weapons that is used to support curriculum, staff meetings and with parents when needed. [Criminal exploitation and gangs | NSPCC](#)

Harmful Sexual Behaviours

[Investigating and responding to sexual bullying \(anti-bullyingalliance.org.uk\)](https://anti-bullyingalliance.org.uk)

[Rape Crisis England & Wales](#)

[SARC :: Hampshire and Isle of Wight NHS Foundation Trust](#)

[CPD: Brook Sexual Behaviours Traffic Light Tool \(RSE\) Course](#)

[Undressed \(lgfl.net\)](https://lgfl.net) LGFL 'Undressed' provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders

[Let's talk PANTS with Pantosaurus! | NSPCC](#)

Our school also follows the statutory guidance set out in Part 5 of KCSiE 2024 for all pupils.

Harassment and Sexual Violence, including Child-on-child and Violence against women and girls

Sexual harassment refers to 'unwanted conduct of a sexual nature' and can 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 that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted.

At our school we recognise that these can be one-off incidents or part of repeated behaviours or messages targeted by one or more people. Our process for educating and managing incidents is linked to our bullying and behaviour policies.

Ofsted "[Review of sexual abuse in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk)" June 2021 provided a clear picture of prevalence of often daily experiences that would constitute harassment, but those 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.

Compass School will carefully consider all observations and reports of sexual violence and/or sexual harassment or associated behaviours e.g., verbal abuse. The designated safeguarding lead (or deputy) will advise the head teacher following careful consideration and investigation what appropriate action will be put in place to support the victim, perpetrator and any others involved. The voice of the child is central to the ethos of our setting and is also central within incident responses, investigation and outcomes. At our school we have processes that enable all pupils to confidently report abuse, sexual violence and sexual harassment, any prejudicial behaviours knowing their concerns will be treated seriously, and that they can safely express their views and give feedback. If relevant to the incident/ person police advice will be followed and this may override some aspects of school process.

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

Compass School will do all they 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 that other children, adult students and school and college staff are supported and protected as appropriate. The child-on-child toolkit [Child-on-Child \(Peer-on-Peer\) abuse toolkit \(southampton.gov.uk\)](https://southampton.gov.uk) has helpful resources we will consider to support including a risk assessment template to consider the impact of both parties at each decision stage.

At our school leaders will report the numbers of incidents of sexual harassment or violence to the Management Committee so that there is scrutiny and challenge of this issue, and the Management Committee are aware of themes trends and 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: "Education has to start early, and it has to address boys/young men as well. All too often, responsibility falls upon the girls/young women to behave in a manner to protect themselves or discourage violence against them." – Call for Evidence, Public Survey. Tackling Violence against Women and Girls strategy ([Tackling violence against women and girls](#)) This strategy is used to inform some of the PSHE programme at our school. It is included within the curriculum and within our safeguarding processes and the staff code of conduct in terms of how staff are expected to respond to any reported incidents or issues.

In our school all adults are expected to make it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

Within our school all staff recognise our legal responsibility under the Equality Act 2010 and the Human Rights Act 1988 that it is unlawful for schools and colleges to act in a way that is incompatible with the European Convention on Human Rights. It is recognised by all staff that by the way we, as staff and a school respond to any incidents or allegations can uphold these rights including:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity

- Article 14: requiring that all of the rights and freedoms set out in the Act must be protected and applied without discrimination;²⁷
- Protocol 1, Article 2: protecting the right to an effective education.

All staff are aware of the need to respond equally to allegations that are between children that are of the same sex, to those that are made between different sexes. Additionally, it is recognised that incidents can overlap with other characteristics including protected characteristics, such as homophobic, racial, disability or faith prejudices. It is recognised that pupils will need guidance to support and challenge this themselves inside and outside of school also and our school teaches pupils how to respond, act, resolve issues as well as how to report them and where to seek support.

Curriculum input will be managed through our Relationships Education teaching at age and developmentally appropriate times considering the understanding ability of children and young people with special educational needs.

Responding to a report of child-on-child sexual violence or harassment (see KCSIE part five use together with settings own policy and procedure)

All adults in our school are expected to:

- Be aware that this can happen to any person – it is not limited to only sexual aspects or females but can also include wider characteristics for any gender.
- It can be in person, reported or online.
- Be alert, and not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts, as well as comments that are derogatory or made to humiliate or embarrass others.
- Ensure their own behaviour and the school ethos reflects respect for gender and sexual orientation
- Recognise that “Upskirting” is now a criminal offence. It typically involves taking a picture under someone’s clothes without them knowing with the intention of viewing someone’s genitals or buttocks with a view to sexual gratification or to cause the victim humiliation, distress or alarm.
- Understand that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language. This is why a whole school/college approach (especially preventative education) as described in government advice (hyperlink above) is important.
- Recognise that pupils with SEN are three times 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 without delay and decisions made on a case-by-case basis. As with other allegations and information the person telling the information must be able to do this in a supportive environment with clear record of factual information made as soon after the sharing as possible. The same procedures should be followed as set out in the child protection – reporting concerns or making allegations.
- Decisions must be made with the impact for both parties considered. This should be recorded and consent to share should be considered for both parties, in line with police advice if an investigation is ongoing. (Tools in the SSCP Child-on-Child toolkit link earlier will aid the recording of such incidents)

Where information includes an online element, staff including the DSL must be aware of the [searching, screening and confiscation advice for schools](#) and UKCCIS sexting advice for schools and college. A risk assessment must be made following the information shared/reported by the DSL on a case-by-case basis this may need to be amended once other agencies become involved.

The DSL will report to children’s social care through contact with CRS, and this will be in conjunction with having contacted the police first (irrespective of the child’s age). Parents/carers will be informed unless there is a compelling reason not to, such as immediate safety or risk to the child be they the victim or alleged perpetrator. The police will advise what information can or should be shared. This police advice **must** be followed.

As allegations can arise between peers attending the same school it is important that both pupils must be managed supportively, in that both should be given a single point of contact, and both these points of contacts should liaise so that fair and proportionate response is made. Pupils should be aware that an allegation does not equate to guilt without there being an appropriate referral and investigation undertaken by the relevant organisations.

If this situation arises our school will assess the risk and identify if there may need to be a temporary revision of education arrangements including class moves, arrangements for arriving and leaving school and at break times to ensure that both pupils are supported in continuing their education whilst any investigation is carried out. A single point of contact for each pupil will be set up immediately and actions will be determined on a case-by-case basis. A risk assessment will include travel to and from school and any other relevant contextual information

available and will be reviewed regularly by the DSL. The SSCP Child-on-Child toolkit will support this, in particular the need to consider both parties at all decision-making points.

If an adult behaved inappropriately to another adult or a pupil then all adults in our school know to report this using the steps set out in our low-level concern guidance:

Low-level concerns guidance

The statutory guidance Keeping children safe in education (KCSIE) 2024 includes guidance for schools and colleges in England on dealing with low-level concerns about the behaviour of teachers, other staff, volunteers and contractors (Department for Education (DfE), 2024)

At Compass School, we aim to create an open and transparent culture where all concerns about all adults involved with our school are dealt with promptly and appropriately. We aim to identify any concerning, problematic or inappropriate behaviours early; minimise the risk of abuse; and ensure that adults working in or on behalf of our school are clear about professional boundaries and act within these boundaries, and in accordance with our school ethos. .

A Low-level concern is any concern that an adult has acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- doesn't meet the threshold of harm or is not considered serious enough for the school or college to refer to the local authority

Low-level concerns are part of a spectrum of behaviour. This includes:

- inadvertent or thoughtless behaviour
- behaviour that might be considered inappropriate depending on the circumstances
- behaviour which is intended to enable abuse.
- Examples of such behaviour could include:
 - being over friendly with children
 - having favourites
 - adults taking photographs of children on their mobile phone
 - engaging with a child on a one-to-one basis in a secluded area or behind a closed door
 - using inappropriate sexualised, intimidating or offensive language

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- › Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- › Empowering staff to share any low-level concerns
- › Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- › Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- › Helping to identify any weakness in the school's safeguarding system

Reporting a low-level concern

- › A reporting form will be used share any concern directly with the Headteacher, no matter how small or seemingly insignificant, even if no more than causing a sense of unease or a 'nagging doubt' – that an adult may have acted in a way that is inconsistent with the Schools' Code of Conduct [including inappropriate conduct outside of work] and/or in a way that on first glance does not appear to meet the allegation, 'harm' threshold.
- › A concise record is required, including brief context in which the low-level concern arose, plus details which are chronological, precise and as accurate as possible, of any such concern and /or relevant incident[s]. The form should be signed, dated and timed

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- › Directly to the person who raised the concern, unless it has been raised anonymously
- › To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's policy. The headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the Deputy DSL.

Teenage Relationship Abuse

Teenage Relationship Abuse | The Children's Society (childrensociety.org.uk)

- In addition to sexual harassment and violence research has shown that many teenagers don't understand what constitutes 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 didn't 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 didn't 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. In response to this within our Relationships education curriculum provision we will provide high quality education supporting teenagers from becoming victims and perpetrators of abusive relationships by encouraging them to rethink their views of violence, abuse, emotional and controlling behaviours, and understand what consent means within their relationships. We also include learning regarding prejudicial language and behaviours that again can sometimes be linked to controlling or coercive behaviours. Relationships education will be included in all year groups at our school and will be differentiated so as to be developmentally appropriate for pupils. This will be in line with the statutory guidance "Relationships education, Sex and relationships education and health education".

At Compass School our policy and provision has been developed and consultations with parents/carers have been held. Our school will provide/ signpost parents to the government advice for parents where it is needed. These may include:

- [Preventing Child Sexual Abuse & Keeping Children Safe | NSPCC](#)
- [Talk PANTS & Join Pantosaurus - The Underwear Rule | NSPCC](#) for parents
- [Sexual harassment - Victim Support](#)
- [Prejudice, Language and Behaviour Guide](#)parental leaflet
- [Parents – Safe4Me](#)
- [Information, Advice and Support to Keep Children Safe Online \(\[internetmatters.org\]\(http://internetmatters.org\)\)](#) age specific advice for parents
- [Guidance, policy and research \(\[thinkuknow.co.uk\]\(http://thinkuknow.co.uk\)\)](#)
- <https://loverespect.co.uk/> 14 years +

Mate Crime and Peer on Peer. Child on Child abuse

Abuse between children and young people can take many forms. All staff in our settings must be clear about how they are expected to challenge any forms of abuse

At Compass School, we are committed to creating a safe and inclusive environment for all pupils, staff, and visitors. In line with *Keeping Children Safe in Education (KCSiE) 2024* and *Working Together to Safeguard Children 2024*, we recognise that **child-on-child abuse** (previously referred to as peer-on-peer abuse) can take many forms, including but not limited to:

- **Bullying**, including online (cyberbullying), prejudice-based or discriminatory bullying, and one-off incidents
- **Abuse in intimate personal relationships** between children and young people
- **Physical abuse**, such as hitting, kicking, shaking, biting, hair-pulling, or otherwise causing physical harm, including online elements that encourage or threaten physical abuse

- **Sexual violence**, including rape, assault by penetration, and sexual assault, potentially facilitated or encouraged online
- **Sexual harassment**, including sexual comments, remarks, jokes, and online harassment (see KCSiE 2024 Annex B for more details)
- **Causing someone to engage in sexual activity without consent**, including coercion into sexual behaviour with others or exposing oneself
- **Consensual and non-consensual sharing of nude or semi-nude images and videos**, often referred to as “sexting” or youth-produced sexual imagery
- **Upskirting**, which involves taking images under a person's clothing without consent
- **Initiation/hazing-type violence and rituals**, including any activity that causes harassment, abuse, or humiliation as a means of group initiation, possibly with online elements

We also acknowledge that this behaviour can target or exploit individual vulnerabilities, including those related to **Special Educational Needs and Disabilities (SEND), protected characteristics**, or simply the desire to “fit in” with peers.

It is important to challenge the perception that harmful behaviours are merely “banter,” “part of growing up,” or “normalised” due to their frequency. **Such behaviours are not acceptable in our school.**

Our Zero-Tolerance Approach

Compass School maintains a **zero-tolerance** stance on all forms of child-on-child abuse. All members of our community — staff, students, and visitors — are expected to challenge inappropriate behaviours and report any incidents to a Designated Safeguarding Lead officer (DSLO).

Any student, staff member, or visitor who reports concerns, whether in person, online, via text, or on social media, will be taken seriously and supported appropriately. Where necessary, external agencies will be involved.

Our Safeguarding Framework

To fulfil our safeguarding responsibilities, Compass School has developed a strong safeguarding culture and implements the following key measures:

1. Education and Awareness

We deliver age-appropriate education to students and provide regular training for staff and parents to raise awareness about recognising, preventing, and responding to child-on-child abuse. These efforts foster empathy, mutual respect, and confidence to speak out.

2. Clear Policies and Procedures

Our safeguarding policies are transparent, robust, and aligned with statutory guidance. They outline our zero-tolerance approach and set out clear procedures for reporting, investigating, and responding to concerns in a timely and effective manner.

3. Supportive and Inclusive Environment

We strive to ensure that every pupil feels safe, heard, and supported. Designated Safeguarding Lead Officers (DSLOs) and trained pastoral staff are available to offer confidential advice and support.

4. Multi-Agency Collaboration

We work in close partnership with external safeguarding agencies, including children’s social care, the police, and health services. Parental and caregiver engagement is key to a coordinated safeguarding response.

5. Ongoing Evaluation and Development

Our safeguarding practices are subject to continuous review. We actively seek input from pupils, staff, families, and professionals to ensure our approach remains effective, evidence-based, and reflective of emerging risks and trends

Mate crime

[Example of Mate crime http://arcuk.org.uk/safetynet/examples-of-mate-crime/](http://arcuk.org.uk/safetynet/examples-of-mate-crime/)
<http://arcuk.org.uk/safetynet/files/2012/08/Friend-or-Fake-Booklet.pdf>

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. Please see the links above for some useful guidance on how to spot, and how to deal with “mate” crime.

Whatever the concern or report, whether it took place in school or outside of school and however long it has taken for them to come forward children and young people need to be assured that the information they have shared will be taken seriously.

They also need to be assured that the law is there to protect them as children.

Reports may be of abuse from inside a family - intra familial harm. In this instance our DSLO will take advice upon reporting for any additional support that may be needed for any siblings or related children/ young adults.

The Ofsted published report into sexual abuse in schools and colleges June 2021 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.

In our school all adults will challenge inappropriate behaviour of any kind by following the processes to manage behaviour (add link or bullet points to direct staff to these processes and expectations)

In our school all pupils are taught about appropriate behaviours towards others (age and developmentally appropriately) within our Relationships Education curriculum. This includes what to do if they see/ hear or experience inappropriate behaviours or attitudes.

The curricular provision in our school includes pupils being taught about hate crime, and how this can link to mate crime in addition to Harmful Sexual Behaviours. All pupils, at a developmentally appropriate stage will undertake learning about protected characteristics and how others can groom, exploit, show prejudicial behaviours which may lead to negative outcomes for both people.

Prejudice based abuse / Hate crime

<https://www.youngsouthampton.org/images/prejudicial-language-behaviour-leaflet-for-parents-carers.pdf>
https://www.youngsouthampton.org/images/sys/page_white_word.png incident recording form

[Inclusion services - Young Southampton](#)

[Respecting Diversity \(Prejudicial Language\) – Safe4Me](#)

Toolkit for PLAB can be found in the Inclusion services section of Young Southampton/ working with children/ guidance for schools. It includes a reporting form, surveys for KS1,2,3 and 4, parental leaflets. Reporting form is included in Annex 6 of this guidance.

Our school will consider the use of the Pan-Hampshire prejudicial language and behaviour toolkit (PLAB, launch October 15th 2019) for all issues it applies to and to support us in tackling this issue. Thus, educating our adults and young people to understand its impact and how to tackle it if they see it or hear it effectively. We will report our findings annually (end of summer term) to the LA 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:

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.

Protected characteristics list has been updated:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity

- Race
- Religion or belief
- Sex
- Sexual orientation

Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'. 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 during 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 school we will respond by:

- clearly identifying prejudice-based incidents and hate crimes and monitor the frequency, location and nature of them within the 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 Governing Body
- ensuring that 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
- train staff to ensure staff 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
- recognise 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
- consider the use of the [Pan-Hampshire Prejudicial language and behaviours toolkit](#) launched in October 2019 to support the school and wider agencies to tackle this issue.

[Internet / e-safety/ on-line safety](#)

[Child Exploitation and Online Protection Centre](#)

[UK Safer Internet](#)

To report/remove content online, contact the site directly or via the [Internet Watch Foundation](#)

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

[Safeguarding children and protecting professionals in early years settings: online safety considerations for managers](#)

[CEOP education Professionals](#)

<https://www.internetmatters.org/>

www.safe4me.co.uk

[trolls resource \(primary\) Home - Beware of Lurking Trolls](#)

[Child net online advice for parents](#)

[Cyber Ambassadors](#)

As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place.

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 on-line risks can be broadly categorised into four areas (the 4 C's) as set out in KCSiE 2024.

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **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.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g., consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying);
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>)

The school will therefore seek to provide information and awareness to teachers, pupils and their parents through:

- Acceptable use agreements for children, teachers, parents/carers and the Management Committee
- Clearly communicated policy around the use of mobile technologies in school and for school activities
- Training and updates for staff around on-line safety
- Curriculum activities involving raising awareness around staying safe online with regard to age-appropriate awareness of the 4 C's
- Regular pupil surveys to ensure that the content of lessons is up to date and relevant and effective
- Opportunities for pupils to ask questions, anonymously if needed regarding safety on-line
- Information included in letters, newsletters, web site, VLE
- Parents evenings / sessions
- High profile events / campaigns e.g., Safer Internet Day
- 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

The school uses the 360 Online safety toolkits (<https://360safe.org.uk>) to assess its provision and effectiveness. Pupil, parent and staff surveys also inform leaders and the Management Committee of the relevance of our provision to ensure pupils are kept safe online in school, and also know how to keep themselves safe when using any electronic devices.

In developing any future home learning policy, we will follow the most recent DfE guidance regarding remote learning. We will also ensure that appropriate process is set out to protect pupils whilst on-line and provide clear protocols for staff to follow that also protect teachers from allegations. Home learning will not be used unless it is in line with government guidance, or by any professionals involved with a family. It should not be used in lieu of a child coming into school unless there is a reason supported in national guidance/ persona circumstances agreed by all professionals working with a young person to do so. Where working with young people who require for example through health needs online provision for a period of time the safeguarding aspects of provision as well as the educational benefits will be checked and protocols set out, or use of a DfE accredited online school will be considered. This is because it reduces the ability of professionals to safeguard, may increase risks to a child and is not in line with Working Together to Improve Attendance and may make it more difficult for a child/ young person to engage with others in education, work or social settings longer term.

All adults working with children should be made aware of the expectations of their own use of electronic communications – such as TEAMS messaging. This form of messaging makes staff more accessible to young people, and contact outside of school hours should have careful parameters set, and known by all. Alternative support mechanisms should be taught and developed by schools so that overreliance on individual staff members, or the potential for misuse of systems is minimised through clear processes, expectations and monitoring.

Social Media

[Resources – Safe4Me](#)

<https://360safe.org.uk/> - online safety self-review for schools

[Social networking links for advice - https://www.childnet.com/Content/Childnet/Childnet/Assets/forms/create-send-new-letter-light.html](https://www.childnet.com/Content/Childnet/Childnet/Assets/forms/create-send-new-letter-light.html)

[Child net online advice for parents](#)

In addition to the above online safety guidance, and guidance around managing child on child abuse we recognise there are some specific risks with the use of social media platforms by increasingly younger children.

Pupils of a young age are now aware of a wide range of Social media platforms, [Children and parents: media use and attitudes report 2024 - Ofcom](#). 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 educational provision 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 pupils.

New apps and platforms appear regularly and a common issue is the spreading of sensitive or untrue information regarding incidents or issues.

Also, 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 or AI generated information, pictures or reports. It is very difficult for most people to distinguish between these types of information on social media.

As a school we regularly re-visit the consideration of the use of social media in an age-appropriate way, we check with pupils and parents that the learning opportunities we offer reflect their experiences with social media. We provide parents with information and engage with our pupils as to the positives but also potential negatives of social media. Within our RSHE/ PSHE lessons we explore the impact social media has had over covid and in non-covid times on relationships with others, and explore at a time indicated in our curriculum plans how negative use of social media can be harmful and how to manage this

The aim of the online safety curriculum reflects these values by recognising the importance of educating and empowering students to navigate the digital world safely, responsibly, and ethically. It highlights personalised learning to address individual needs and challenges, which underscores the school's commitment to meeting students where they are in their digital literacy journey.

We are committed to regularly reviewing and updating the curriculum content which demonstrates adaptability and responsiveness to the evolving nature of technology and online risks. This proactive approach ensures that students receive relevant and up-to-date guidance to navigate the dynamic digital landscape effectively.

Overall, both the beliefs and values of Compass School and the aim of the online safety curriculum reflect a student-centred approach focused on fostering confidence, resilience, and preparedness for success in both academic and digital spheres

Cyberbullying

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

[Safe4me- resources](#)

[Child net online advice for parents](#)

It is recognised that cyber bullying can often form a part of incidents that repeatedly target a victim through the use of sexual abuse as outlined earlier in the guidance. This is not tolerated in our school and we expect all adults to address any issues they see or hear, or are brought to their attention. Within our RSHE/PSHE curriculum we

The school also recognises that it must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any cyber-bullying we become aware of carried out by pupils when they are away from the site. 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 2003 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 1997 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. The school will pass on information to the police if it feels that it is appropriate or are required to do so.

Sending nudes (previously referred to as Sexting)

Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)

Safe4me- resources

Child net online advice for parents

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 this often takes place in a consensual relationship between two young people, the use of images in revenge following a relationship breakdown is becoming more commonplace. It can also be used as a form of sexual exploitation and take place between strangers. In our school 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 photo's, even unintentionally or with a lack of understanding of implications is an issue that requires awareness raising across all ages.

The school will use age-appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents should be aware that they can come to the school for advice.

At our school this will be by speaking to one of our Designated Safeguarding Lead Officers (DSLO)

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. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos.

Upskirting

Child net online advice for parents

At Compass School we recognise that "Upskirting" is a criminal offence. Any incidents will be recorded and reported to the DSL and the police, and may be also reported to children's services.

121. It is recognised that incidents are likely to be upsetting and support and sensitivity are required when dealing with both victim and perpetrator. The DSLO will determine how the school will approach any incident on a case-by-case basis ensuring a clear record is made by the person who it was first reported to.

Gaming

Professionals Online Safety Helpline | Safer Internet Centre

<http://www.childnet.com/search-results/?keywords=gaming> – support documents

Child net online advice for parents

<https://www.ygam.org/>

- Online gaming is an activity that the majority of children and many adults get involved in. The school will raise awareness:
- By talking to parents and carers about the games their children play and help them identify whether they are appropriate.
- By support parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode.
- By talking to parents about setting boundaries and time limits when games are played.
- By 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.

Online reputation

Young people - <http://www.childnet.com/resources/online-reputation-checklist>

Professional reputation | Safer Internet Centre

<http://www.kidsmart.org.uk/digitalfootprints/>

Child net online advice for parents – hot topics

Online reputation is the opinion others get of a person when they encounter them online. 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 that children and staff are aware that anything that is posted could influence their current or future professional reputation. Most 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 teacher standards [Teachers' standards: overview \(publishing.service.gov.uk\)](#) and the Nolan principles of public life [The Seven Principles of Public Life - GOV.UK \(www.gov.uk\)](#).

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 (managing allegations processes, including LADO consultation for low level concerns that may not meet the harm threshold but may be conduct issues)

Grooming

<http://www.saferinternet.org.uk/search/node/grooming>

<http://www.childnet.com/search-results/?keywords=grooming>

<http://www.internetmatters.org/issues/online-grooming/>

[safe4me – resources](#)

[Harmful online challenges and online hoaxes - GOV.UK \(www.gov.uk\)](#)

[Undressed \(lgfl.net\)](#)

Online 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. It can start with very low-level information and with inappropriate communication between a professional and a pupil.

The school will build awareness amongst children and parents about ensuring that the child:

- only has friends online that they know in real life, and do not overstep professional boundaries inappropriately
- 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 do not know in person, and even limit information they share with friends

That parents should:

- recognise the signs of grooming, and inappropriate contacts
- recognise it is a form of exploitation
- have regular conversations with their children about online activity and how to stay safe online, including about unsafe online challenges and hoaxes

The school will raise awareness by:

- Include awareness around grooming as part of their curriculum
- Identifying with both parents and children how they can be safeguarded against grooming
- Establish this learning as a part of the planned relationships education content.

Consider how to best raise awareness with parents and pupils of harmful online challenges, hoaxes and where to get help

Children missing from home or care

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

Children who run away from home or from care, provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living. Research shows that 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 association of chief police officers (replaced by the National police chief's council - NPCC) 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 young person returns or new information comes to light suggesting that he/she is at risk. In the latter instance, the case is upgraded to ‘missing’.*

In our school the process links with our absence from school processes if this occurs is detailed in our attendance policy <https://www.compass-school.co.uk/page/?title=Attendance&pid=71>

Within any case of children who are missing from home or care both push and pull factors will need to be considered.

Push factors include:

- Conflict with parents/carers
- Feeling powerless
- Being bullied/abused/ harassed
- Being unhappy/not being listened to/ perceived unfairness/ helplessness
- The Toxic Trio

Pull factors include:

- Wanting to be with family/friends
- Drugs, money and any exchangeable item
- Peer pressure
- Grooming
- Exploitation
- 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
- Less rules

The school will inform all parents of children who are absent (unless the parent has informed us) as soon as possible/ If when contacted the parent is also unaware of the location of their child, and the definition of them missing school is met, we are likely to advise the parent/carer to report this matter to the police, if the parent has not already done so. We will also advise the parent of our duty to ensure that the matter is reported to the police. If there is any concern the parent has not, and will not, report the child missing, we will notify the Police by telephoning 101 or 999 in a case of emergency and record this in the safeguarding log/ school recording system.

A discussion with CRS may be deemed appropriate action by the DSL based upon individual context and professional decision making for which a record will be kept.

Upon return we will support the LA team in completing a return interview with a young person where required (Young Persons hub contact details in key contacts section).

Absence from lessons or school

[Working together to improve school attendance - GOV.UK](#)

Attendance is the essential foundation to positive outcomes for all pupils including their safeguarding and welfare and should therefore be seen as everyone's responsibility in school.

Absence from school at any point may be considered, in individual contexts, as a safeguarding risk.

Duties relating to regular attendance at school are clear and regular attendance expected. We will engage in the new statutory duties and expectations laid out in Chapter 2 in "Working together to improve school attendance", secure regular attendance at school, and adopt both a multi-agency approach and support first approach where necessary.

Staff in our school will aim to work with parents and carers to establish regular attendance for all children and young people through an approach including support and guidance, external agency support, including health colleagues where required. Where these are refused or are not effective given time, we will discuss each on a case-by-case basis with the linked EWO to consider any additional actions or a referral to the School Attendance and Support Service (formerly Education Welfare Service) as per the LA process or a request for a Penalty Notice under the new national and local framework to secure regular attendance at school. An Early Help assessment may help identify needs or barriers to support the family to positively impact upon improving school attendance.

The family context will also be considered and a referral to Family Help or Family Safeguarding may be discussed to support with matters that may have an impact on the child being able to attend school on a regular basis and to reduce any barriers to school attendance.

We recognise that Educational Neglect is a factor that adversely affects a child's development 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 (New toolkit to be published Spring 2025).

Staff will proactively reach out for support when school actions have not had the desired impact, this may require significant exploration and the set-up of Alternative Learning Provision for short- or long-term periods that will need to be reviewed regularly. If any provision is reduced

the LA guidance for Reduced timetables should be followed. The needs of the child at this point in time should be considered and where any Alternative Provision to support the young person to develop skills or relationships or other identified challenges can be provided – this should be explored to reduce risks and vulnerability that can be raised by reducing oversight of professionals. This approach can maintain a full-time education and reduce potential or known risks for the young person. It is likely to require an Early Help Assessment to be completed as it is recognised that poor school attendance can often be as a result of wider challenges for parents and/or children that may need support.

We will participate in the termly Targeting Support Meetings (TSM) with the link School Attendance Support Service Officer (EWO) and identify those children and young people meeting the thresholds of severe absence (50%) or persistent absence (90%) and plan to address this together drawing on a multi-agency approach. We will not wait until these meetings take place but instead take a proactive approach and inform the EWO, and other relevant professionals such as allocated social worker, youth offending officer to raise concerns about children's absences.

First day absence processes should be established taking safeguarding into account. They should be reviewed regularly to ensure they are effective.

All staff should continue to consider:

Missing lessons:

- Are there patterns in the lessons that are being missed? Is this more than avoidance of a subject or a teacher? Does the child remain on the school site or are they absent from the site?
- Is there potential that the child may be being exploited during this time?
- Are they late because of a caring responsibility? Are they identified as a young carer? What support needs to be offered?
- Have they been directly or indirectly affected by substance misuse?
- Are other pupils routinely missing the same lessons, and does this raise other risks or concerns?
- Is the lesson being missed one that would cause bruising or injuries to become visible?

Single missing days:

- Is there a pattern in the day missed? Is it before or after the weekend suggesting the child is away from the area? Are there specific lessons or members of staff on these days?
- Is the parent informing the school of the absence on the day?
- Are missing days reported back to parents to confirm their awareness?
- Is the child being sexually exploited during this day?
- Do the parents appear to be aware?
- Are the pupil's peers making comments or suggestions as to where the pupil is at?

Continuous missing days:

- Has the school been able to contact the parent? Is medical evidence being provided? Are siblings attending school (either our or local schools)?
- Did we have any concerns about radicalisation, FGM, forced marriage, honour-based violence, sexual or criminal exploitation?
- Have we had any concerns about physical or sexual abuse?
- Has the school reported to the LA 15days medical absences?
- Are there concerns about non-permitted child employment or performance?

The school will view pupil absence as both a potential safeguarding issue as well as a school improvement issue instead of simply an educational outcomes issue. The school will work with parents/carers to try and establish barriers to regular attendance at school. Additionally, we may also take steps that may result in legal action for irregular school attendance by the local authority, or a referral to children's social care, or both but will do so on a case-by-case basis.

If a child (or adult) displays COVID symptoms or tests positive the most recent government advice for our phase of education will be followed.

Children with Alternative to full-time on-site provision arrangements attendance

[Alternative provision - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

SCC guidance for schools in the use of Alternative Provision (under review due to be published November 2024)

Schools may from time to time need to arrange temporary or ongoing alternative provision to that which would be full-time onsite for pupils. At our school we ensure that safeguarding arrangements are in place at the provider/setting/ alternative and for communication between ourselves and them with our DSLs and attendance leads, recognising that these are likely to be bespoke per provision and pupil. These arrangements should include first day absence processes.

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. The provision and risk assessment should be agreed with parent/carer and reviewed regularly. The local reduced

timetable process should be followed if this is applicable, and elements will support Risk Assessment where full time alternative provision is offered.

Where such arrangements are in place the school must 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 where relevant refer to CRS or the police without delay where relevant. Where safeguarding information or training is required for the provider out school will ensure this is in place before any placement begins or will provide adequate supervision until it can be undertaken, this will be included in the risk assessment.

Our school follows the guidance provided by SCC in the use of Alternative Provision and completes its own Quality Assurance of each provision in order to be confident the settings are working in partnership for the best interests of the child, for their safety and educational development and next steps. We acknowledge that the planning phase is essential to ensure that all stakeholders are clear about the aims, timeframe and steps beyond the AP intervention.

Children Missing Education

There are various reasons a child may be deemed as 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 and attendance should be expected. Usual absence processes followed for these pupils considering if there is potential safeguarding issue with the absence that needs addressing.

Local guidance, which is updated every summer, can be found at time of policy review on young Southampton - CME guidance and procedures [Inclusion services \(southampton.gov.uk\)](https://www.southampton.gov.uk/schools-learning/support-education/children-missing-education.aspx)

<https://www.southampton.gov.uk/schools-learning/support-education/children-missing-education.aspx>

<https://www.gov.uk/government/publications/school-attendance>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_Statutory_guidance_for_local_authorities.pdf

We recognise our statutory duty as a school 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 that agencies work co-operatively, and information is shared in a timely manner. If anyone at our school becomes aware of a child missing education, a referral will be made to the CME Officer as soon as possible having undertaken reasonable investigations.

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.

The Local Authority officer for contacting to provide information and advice is: [Eliza Johnson: eliza.johnson@southampton.gov.uk](mailto:eliza.johnson@southampton.gov.uk)

Our school 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 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

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

Our school will liaise with all agencies to ensure all recommendations are put into place, with those who need to know having awareness, and review arrangements whenever required by partners. These recommendations will be put into place for any pupil transferring school/ setting by the DSLO 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, as well as the receiving school and as per other transfers a record of the transfer of information will be retained by both schools.

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 CRS 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 to police themselves, as well as follow usual safeguarding practices and inform a DSLO. The duty applies when a professional is informed or observe physical signs.

It is recognised in our school 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 pupil is at risk from honour-based abuse the DSLO will follow the usual safeguarding referral process, however, if it is clear that a crime has been committed or the pupil is at immediate risk the police will be contacted in the first place, followed by CRS.

NOTE: Circumstances for NON-CONSENT FOR CRS 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 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.

Female Genital Mutilation (FGM)

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

www.nationalfgmcentre.org.uk – resources and guidance

[NHS information and guidance](#)

<http://nationalfgmcentre.org.uk/wp-content/uploads/2018/05/Referral-Guide-.pdf>

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 (See NHS link). 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.** Most 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 be treated sensitively. Staff should raise awareness if appropriate, and be reviewed case by case, in context. Staff should always refer to the DSLO 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 swiftly seek advice from the DSLO, 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 DSLO without delay for advice on actions, if a child is at immediate risk call 999, and then CRS.

At no time will school staff examine pupils to confirm FGM concerns.

For cases where it is believed that a girl (under 18) may be vulnerable to FGM or there is a concern that she may be about to be affected by this issue the staff will inform the DSLO 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 CRS/police / 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 – National FGM Centre

The process can occur in a single incident, but most likely over an extended period of time, sometimes years. A rock, spoon, implement is heated and is then pressed and massaged over the breast area to damage the breast tissue. This causes extreme pain. The girl is then 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 DSLO will determine how and when to report to CRS, 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 DiE.gov.uk document*](#)

[The right to choose: government guidance on forced marriage - GOV.UK \(www.gov.uk\)](#)

School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fcd.o.gov.uk.

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.

The school acknowledges that forced marriage is different to arranged marriage. In developing countries 11% of girls are married before the age of 15. One on three victims of forced marriage in the UK are under 18, two out of three are under 25.

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 and locally through the local police safeguarding team or children’s social care, the link above gives awareness and advice on how to apply for a prevention order to help safeguard the child or adult. LA CRS staff, and DSLO representatives are trained in how to apply for orders, and can support if needed through contacting CRS.

Policies and practices in this school reflect the fact that while all members of staff, including teachers, have important responsibilities with regard to pupils who may be at risk of forced marriage, teachers and school leaders 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 recognises that direct action may need to be taken if to not do so would increase the risk for the young person.

Characteristics that may indicate forced marriage:

While individual cases of forced marriage, and attempted forced marriage, are often very particular, they are likely to share several common and important characteristics, including:

- an extended absence from school/college, including truancy;
- a drop in performance or sudden signs of low motivation;
- excessive parental restriction and control of movements;
- a history of siblings leaving education to marry early;
- poor performance, parental control of income and students being allowed only limited career choices;
- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse; and/or
- evidence of family disputes/conflict, domestic violence/ abuse or running away from home
- siblings or family members becoming withdrawn / upset due to pressure to stay silent

On their own, these characteristics may not indicate forced marriage. However, it is important to be satisfied that where these behaviours occur, they are not linked to forced marriage. It is also important to avoid making assumptions about an individual pupil’s circumstances or act on the basis of stereotyping. For example, an extended holiday may be taken for entirely legitimate reasons and may not necessarily represent a pretext for forced marriage.

In our school we will consider all extended leave of absence requests sensitively and in context for each individual. Staff managing these requests will ensure they have considered, recorded and if required, referred any safeguarding concerns regarding any request for leave. Staff will consider the “one chance rule” – E.G.in the case of forced marriage it is highly likely that there will be only one chance to speak to a victim.

Abuse linked to faith/belief or perceived to be linked to faith/belief or culture

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

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

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 pupils 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 includes a reporting form that should be used and there is also a leaflet which can be useful when discussing any incidents with parents.

[Language information for schools](#) – scroll down for prejudicial language and behaviours toolkit

Child-on-Child toolkit also includes advice that may be helpful in this circumstance [Child-on-Child \(Peer-on-Peer\) abuse toolkit \(southampton.gov.uk\)](#).

Possession or 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 school become aware of a child who is being abused in this context, the DSLO will follow the normal referral route into children’s social care through CRS. 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 CRS.

Domestic Abuse

The domestic abuse act became law in April 2021.

[Domestic Abuse Act 2021 \(legislation.gov.uk\)](#)

[Domestic Abuse Statutory Guidance \(publishing.service.gov.uk\)](#)

[Tackling violence against women and girls strategy - GOV.UK \(www.gov.uk\)](#)

<https://www.southampton.gov.uk/people-places/community-safety/domestic-abuse/>

As a school the DSL, Deputy DSL and DSLO have read and understood the statutory guidance and have ensured that our staff have the relevant awareness to their roles. Note that the guidance includes 4 types of Domestic Abuse: Intimate partner, teenage relationship abuse, abuse by family members, child to parent abuse. We will continue to work with multi-agency partners where domestic abuse is suspected or known to work in the best interests of children affected who attend our school.

We will liaise with DSLs from other schools when relevant in the interests to safeguard other children who may/ may not be from a shared family or may be linked.

KCSiE 2024 states, “Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.”

At our school we acknowledge the proportions of women and girls directly affected by violence in statistics nationally which can be sexual violence, and controlling behaviours and seek to educate so that our pupils recognise signs and are less likely to become victims or perpetrators, or know how to report information if they see or hear abusive behaviours.

[Domestic Abuse Statutory Guidance \(publishing.service.gov.uk\)](#)

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

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

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 Compass School we recognise that witnessing domestic abuse or becoming involved has an impact on a young person that needs support. All staff know, through training that they must be alert to signs and may be asked to support a young person at the request of a DSLO at short notice if the school has been alerted to an incident by the police/ Operation Encompass.

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 include:

- withdrawn
- suddenly behaves differently
- anxious
- clingy
- depressed
- aggressive
- problems sleeping
- eating disorders
- wets the bed
- soils clothes
- takes risks
- misses school
- changes in eating habits
- obsessive behaviour
- nightmares
- drugs
- alcohol
- 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 designated safeguarding lead officer for referral to be considered to children's social care.

Training that is provided in our school to staff includes information about trauma informed processes and ACE's (Adverse Childhood Experiences) so as to support the recognition and understanding of the impact domestic abuse can have on children.

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

At our school it is also noted that, children can present the behaviours noted as examples of domestic abuse on adults- parents or carers or within their own relationships. In all cases advice should be sought from safeguarding partners as a crime may have been committed and additional support for the child and the 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:

- NSPCC- UK domestic-abuse signs symptoms effects <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>
- Refuge what is domestic violence/effects of domestic violence on children <http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>
- Safelives: young people and domestic abuse <http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

Substance misuse including alcohol and drugs

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

[safe4me – resources](#)

[Searching, screening and confiscating advice](#)

Substance misuse applies to the misuse of alcohol as well as 'problem drug use', defined by the Advisory Council on the Misuse of Drugs 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
- 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 that a child is living with parental substance misuse, this will be reported to the designated safeguarding lead for referral to be considered for children's social care.

Substance misuse including alcohol and drugs – children

[Safe4me- resources](#)

<https://nolimitshelp.org.uk/get-help/drugs-and-alcohol/>

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

[Searching, screening and confiscation](#)

The school recognises that young people need good quality education about lawful and unlawful substances. We will ensure that students are given accurate information, understand the consequences of misuse, and are taught the skills to avoid becoming involved with drugs and other substances through the curriculum and individual needs.

First Aid

www.gov.uk/government/publications/first-aid-in-schools

There is a separate First Aid policy which includes information about trained staff, retraining dates, storage of and use of first aid kits, recording incidents where first aid or injury has occurred, reporting of significant injury (HS2) and responsibilities on offsite activities.

A record of Trained first aiders will be easily accessible for all staff in case of need, and where the age or development of pupils requires it paediatrically trained first aiders.

Pupils with Individual Health Care Plans/ medical conditions will be communicated with staff, especially noting where emergency actions may be required, and plans reviewed in a timely manner with professionals where possible.

Pupils with medical conditions should have all required information and resources, which may include training in line with the statutory guidance in the section below.

Processes for notifying staff where a child/ young person has received an injury, e.g., head injury during the day should be in place so that symptoms can be monitored, process for further first aid if symptoms worsen should be set up and known by all adults supervising children and young people. The process for Notification to parents should also be made clear in policy for all staff to follow, and record of notification retained.

Pupils with medical conditions (in school) including emergency evacuation

www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

- [Using emergency adrenaline auto-injectors in schools](#)
- [Health and safety: advice for schools](#)
- [Emergency asthma inhalers for use in schools](#)
- [Health and safety in schools](#)
- [First aid in schools](#)

<http://www.youngsouthampton.org/working-with-children/schools-guidance/health-and-safety/manual/managing-medicines-in-schools.aspx>

As a school we will make sure that sufficient staff are trained to support any pupil with a medical condition. All staff will be made aware of the condition so as to support the child and be aware of medical needs and risks to the child. This information will be held in on Medical Tracker

An individual healthcare 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. It will take into account covid-19 or wider infection risks for each child and include specific actions as supported by a health professional where appropriate.

Pupils with medical conditions (out of school)

Pupils with medical needs

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

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

Where it is clear that an absence will be for more than 15 continuous school days the Inclusion Services must be contacted to discuss how to best support with the pupil's education. A "bear in the seat" approach may be taken where appropriate to continue a child's presence and support their return following absence.

Where appropriate distance learning may be provided, this may be in conjunction with the hospital school in some circumstances, or directly from our 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, the guidance for Alternative Provision on gov.uk should be followed. The safeguarding of pupils who have Alternative provision education arrangements must be checked by the home school and the DSL be satisfied those arrangements to safeguard the child on their roll are sufficient. Coding of attendance at Alternative provision must be accurate and processes for first day absence reporting should be in place, settings should also be assured in line with KCSiE guidance as to the suitability of adults supporting children or young people with Alternative Provision including Work Placement.

Intimate care

[Intimate and Personal Care including for Children with Disabilities](#)

Perplexing presentation (previously known as fabricated or induced illness) by carers or children

[NHS advice and guidance for what to do if worried about a child](#)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf

[3.6 Fabricated or Induced Illness by Carers \(FII\) | Hampshire, Isle of Wight, Portsmouth and Southampton \(hipsprocedures.org.uk\)](#)

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

- presentation of signs and symptoms. This may include exaggeration or making/communication of past or current medical history;
- This can include exaggeration or the communicating 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.

Additionally, we are aware anxiety and mental health reasons could be provided as a reason to not attend school. Our school will liaise with EWO/SASS and health partners where parents are not able to ensure regular attendance. We will consider and develop an individual health care plan with parents to support reducing barriers to attendance, working with partners below statutory service levels first, and if needed, make a referral to CRS if the context of the case indicates the safety of a child is of concern.

If we are concerned that a child may have a perplexing presentation, we will follow the established procedures of HIPS and 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 CRS/ contact for advice if appropriate.

When taking a decision of the need to refer the description of the concerns referred should clearly indicate the type of abuse the concern is linked to e.g., 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 or trauma, indicating attention and exploration is needed.

Mental Health

[Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](#)

[Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](#)

[Southampton Mental Health in Schools Team \(MHST\) | Solent](#)

[Mental wellbeing | Overview | PHE School Zone](#) resources for teaching

<https://www.time-to-change.org.uk/about-us> - link with information that may be helpful

<http://www.youngminds.org.uk/> - link with information that may be helpful

[Guidance for promoting children's emotional, mental health and wellbeing](#)

<https://www.kooth.com/>

In addition to the Southampton Mental Health in Schools team resources may be found at See, Hear, Respond Support Hub:

<https://www.barnardos.org.uk/support-hub> . The 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.

The Support Hub has lots of 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

School is aware we can use the following link to refer a child for support please do so through our portal <https://www.barnardos.org.uk/see-hear-respond> . Other ways a child or family can be supported locally are through the CRS and Children and families first service, the Mental Health in Schools teams, the Educational Psychology service, the Anna Freund centre resources or through CAMHS.

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
- Adopt 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

Compass School see their pupils day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate an emerging problem with the mental health and emotional wellbeing of pupils.

In our school we recognise 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 (add in the school reporting system or process) 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 events occur in pupils' 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 to a new 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.

During COVID separation from others, unexpected change, changed endings and pandemic related issues may have been problematic for individuals and their families and require further support

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 DSLO to consider a referral to children's social care.

When concerns are identified, school staff will provide opportunities for the child to talk or 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 (or child's if they are competent as per Fraser guidelines).

Our school, 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 which may be internally or through external partners.

Children Looked After

<https://hipsprocedures.org.uk/qkyyht/children-in-specific-circumstances/looked-after-children-and-other-children-living-away-from-home>

<https://www.gov.uk/topic/schools-colleges-childrens-services/looked-after-children>

<https://www.gov.uk/government/publications/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 Designated Safeguarding Lead will have all details of the child's social worker, the name of the Virtual School Head Teacher in the authority that looks after the child.

The Designated Teacher in our school is a qualified teacher, and has received training to undertake their role with regards 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. They have been appointed into role. The designated teacher will ensure that they liaise with the relevant Virtual School 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 our school is: Dawn King

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

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

- The Management Committee of our school will ensure that the Designated Teacher has the necessary training, skills and time to carry out this role on at least an annual basis. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead.

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 emailing: helen.brown@southampton.gov.uk

Our school reviews records upon transfer of a child to check if a child has ever had a social worker.

Our school also checks 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 (September 2024).

In our school we will monitor this group of pupils' attendance, well-being, progress and attainment to ensure that they make the best progress during their time as a pupil in our school, and we will continue to work with multi-agency colleagues where they are engaged with the child and their wider family.

In light of new extension to the Virtual School duties it needs to be noted that the role of the Designated teacher **does not change** but the DSLO can seek advice from the Virtual School for children who have had, or ever had a social worker.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/994028/Promoting_the_education_of_children_with_a_social_worker.pdf

Private fostering

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 our school becomes aware that a pupil is being privately fostered, 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 CRS 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, ADHD; that have a direct impact on behaviour and can cause challenges for parents in dealing with behaviours. 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 through school staff, Family help and family Hubs previously Children and Families First (previously Early Help) team 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.

As a school we 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
- linking to web-based parenting resources (<http://www.familylives.org.uk/>)
- referring to the school parenting worker/home school link worker (where available)
- 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 services or referral using the threshold pathways document) <https://www.southampton.gov.uk/children-families/childrens-social-care/southampton-safeguarding-children-partnership/professionals/themes-guidance-and-toolkits/neglect-toolkit/sscp-neglect-toolkit/practical-tools/pathways-threshold-document/>
- [Family hubs](#)

Children and the court system

The YOS team in Southampton can be contacted where needed through Anna Harbridge anna.harbridge@southampton.gov.uk, Youth Justice Service Lead.

Those children who themselves are going through either the out of court system or the court process for offences they have committed - there will be YOS involvement whether that be a court officer supporting in court or a YOS officer writing a report for the court. As a school we will work together with relevant agencies as required.

Once a decision has been made in the joint decision-making panel for children (in the out of court system) or a child has pleaded or been found guilty in court, those children will be allocated to the YOS. All children who are open cases to YOS regardless of the type of order, a letter will go to the headteacher to notify of them of our involvement so we can work together to support any relevant children.

Other ways children may be involved in the court system:

Sometimes children are arrested or interviewed as part of a criminal investigation and they may have to attend court for cases where they are a defendant or to give evidence in a prosecution. The video in the Physical intervention toolkit supports any one to know what to expect if having to attend a police station or custody. [Physical Intervention toolkit](#)

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 5-11-year olds ([Young witness booklet for 5 to 11 year olds - GOV.UK](#)) and 12-17 year olds ([Young witness booklet for 12 to 17 year olds - GOV.UK](#)).

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 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.

If this situation arises for a child at Compass School we will work with the relevant agencies and families to ensure that the child feels supported through the process and after through assessment on a case-by-case basis. This would include working with relevant agencies if a child were alleged to have committed a criminal offence.

Children with family members in prison

NICCO

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. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. If this occurs at Compass School, 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 CRS professionals line advisors.

Homelessness

<https://www.southampton.gov.uk/housing/housing-help/homelessness-advice/>

We recognise that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) will where needed contact/ refer into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. A referral to Children and Families First may be an integral/ additional action depending on the circumstances.

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

email 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

Transfer of child protection records or welfare concerns

KCSiE 2024 states that it is the sending schools, responsibility to pass on any records to any new school/setting in a timely manner, and that 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's and both schools should keep a record that this has occurred.

KCSIE 2024 sets 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. There is also a myth busting guide used to support the decision-making Working Together to safeguarding Children page 21.

If our school receives 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 because of this. This discussion is not 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 policy for the retention and transfer of child protection and child welfare records, September 2024 and always do this with parental consent unless to do so would increase the risk to the child. Decisions to share with/ without consent are recorded in the safeguarding log/school system. A record of transfer and receipt by the new organisation is obtained and recorded in the safeguarding log/ school system or 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 organisation. 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 SEN Code of Practice 2014. Transfer of educational records is set out in the transfer of child protection, child welfare and education learning records policy September 2024.

In our school we recognise that we may have information that will support the educational development of a child/ young person that is beyond that covered in the aspects within the Common Transfer Form. The CTF will be transferred as per statutory requirements and any additional supporting information transferred under local agreement or the transfer of records policy accordingly in line with GDPR and data protection Act 2018.

Local Arrangements through the transition project are in place, and decisions may be made for sharing prior to a child starting their next school so as to prepare specific arrangements or provision required to maintain specific provisions, if this occurs the decisions need to be proportionate, necessary and a record of decision making retained.

Staff and recruitment and pre-employment vetting

Our school has robust recruitment and volunteer checking processes in place to ensure that no one who is unsuitable can work with the children and young people in our setting. This enables the governing body and if applicable proprietors to act in a reasonably in making decisions about prospective employees and volunteers using evidence and checks carried out. These include checks as set out in KCSiE 2024 and Inspecting Safeguarding in education, skills and early years settings.

Safer Recruitment

<https://www.gov.uk/government/publications/staffing-and-employment-advice-for-schools> (February 2017, updated October 2024)
[Home \(saferrecruitmentconsortium.org\)](https://www.saferrecruitmentconsortium.org) includes links to risk assessment template for volunteers
[Safer recruitment training: online & in-person | NSPCC Learning](#)

This setting follows the safer recruitment processes outlined in Part three of KCSiE 2024 that links to the setting's Recruitment Policy [link to school own policy]. On all our recruitment panels there is at least one member who has undertaken safer recruitment training which is updated regularly. In our school regularly means every 2 years for safer recruitment training.

The safer recruitment courses our staff undertake are run by the NSPCC as recommended by Southampton City Council. This provides assurance the content is up to date and in line with KCSiE 2024. (Check and remove highlight)

The Safer Recruitment process checks all checks outlined in KCSiE and - which checks have been undertaken, when and by whom are recorded

Identity information is held for safeguarding purposes and staff are informed of what is held in their file, the reasons for it and the time it will be held for once they leave their position.

Where a person is a supervised volunteer in a school or college the guidance in KCSiE Annex E will be followed, it is noted that if supervised, our school notes it **cannot** request a barred list check for anyone in supervised, not regulated, activity.

For staff employed by the Local Authority (or in health if provided on the annual assurance letter September 2024) our governing body accepts the annual 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 establishment id.

Applicants who have lived/live or worked outside of the UK

All staff will have the same checks undertaken but, in our school, we have deemed the following additional checks necessary for those who have lived or worked outside of the UK:

These checks are in line with Part three 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 Management committee member who undertook the risk assessment and decisions made and any review date.

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, outcomes of relevant checks and assess suitability for the role. The Management Committee will maintain oversight of risk assessments and decisions made as to suitability or supervision.

For those persons who may have been commissioned to work with children on site in our setting through agencies or who are employed by another body but work in our school as a trusted adult e.g., after school clubs we have undertaken assurance of the checks that have been carried out and checked the person's identity.

For persons or organisations who work with our children offsite, for example unregistered Alternative Provision Providers the schools process for checking the suitability of the staffing checks, safeguarding arrangements and appropriateness of education is Maria Hughes (Business Manager)

Single Central Register

The Single Central Register is fully compliant with current guidance - KCSiE 2024 and in line with Ofsted's handbooks and the Education Inspection Framework.

The SCR in our 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 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, change of role to increase checks required. It should also include the date this change took effect.

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

At least termly monitoring, as recommended by the LA, of the SCR is undertaken by senior leaders or Management committee and a record of this monitoring and any actions required is held and checked for action completion and effectiveness have regular access to our building, for example on-site pre-school staff, external organisation lunch staff and therefore our children the information that we would require if they were a member of staff is held by the school on the single central register and is checked regularly in line with our own staff.

Regulated or unregulated activity (and relevant activity for FE colleges)

Regulated / Unregulated activity is determined for all staff, Management Committee members and volunteers in our school and recorded on the SCR). It means that different checks may be completed depending on the role being undertaken for example, by volunteers or the Management committee.

Where it is determined that 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 role. Guidance in KCSiE 2024 annex F 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 F KCSiE 2024 provides supportive guidance regarding supervision and is followed in our practice.

Teacher Status Checks

This includes prohibition from teaching checks. These are carried out via the Teaching regulation agency portal [Teaching Regulation Agency - GOV.UK](https://www.gov.uk/teaching-regulation-agency). This information must be recorded and dated on the Schools Single Central Register. SCC expects that who carried out the check is also recorded. We check all qualified teachers that are appointed to any position in our school. We include the additional checks as set out earlier if required.

Section 128 checks

For all members of the Management committee in a maintained school/setting a Section 128 check will be carried out, the date of check and outcome recorded on the single central register. In academies/free/ independent schools a Section 128 check will be carried out and outcome recorded on the single central record for all those in management positions (head of department or above). This is carried out via the TRA portal as for prohibition from teaching.

The Section 128 check will also be disclosed **IF** an enhanced DBS with Barred list information is requested **PROVIDING THAT** "Children's workforce of independent schools is specified for the barred list check. In our school we include the Section 128 for those it is relevant for within our DBS process **or** we check the Section 128 for all new relevant roles on appointment, role change that requires it, and termly. It can only be requested if the role is relevant to the Section 128 check.

Disqualification under the Childcare Act

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

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 school we require all staff who may be impacted by this piece of legislation to complete a self-declaration form and to inform the head teacher 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 LADO or HR provider 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 – KCSiE: part 4: section 1: 4th bullet point.

Staff Induction

- The DSL or their deputy will provide all new staff with training to enable them to both fulfil their role and also to understand the child protection policy, the safeguarding policy, Duties under Prevent and also duty to report FGM, the staff behaviour policy/code of conduct, part one of Keeping Children Safe in Education, September 2023.
- 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 school.

Staff Code of Conduct

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. This can be found in the Staff Code of Conduct Policy and forms a part of induction process for all staff, including expectations for volunteers. **Staff are reminded of this regularly – ideally annually and staff indicate they understand their responsibilities and acknowledge any updates to this when they occur.**

It sets out the expectations the actions to take is needing to challenge any inappropriate behaviours by adults or children/young people towards others with regards to sexual abuse and harassment and any personal or protected characteristics, as well as the expectation that any concerns regarding adults working with children from our setting will be reported to the DSL or head teacher, or if the headteacher to the chair of Management committee or equivalent person.

The Nolan Principles and Teaching standards are also documents that our staff have an understanding of, for their own and others roles and responsibilities.

This code of conduct also sets out other aspects such as use of personal equipment, IT and not acting in a manner that would bring reputational damage to the school through social media posts or behaviour that could bring the reputation of the school into disrepute)

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 whole 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 DSLO's every two years in addition to having an annual update and regular updates in between training through for example, DSL workshops and reflection sessions, newsletters/ e-bulletins/ 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 either in person in meetings or via email and then captured in the next whole school training. A record will be kept updated. The effectiveness of any updates will be monitored by the DDSL.

Information for visitors should be clear so as they can raise any concerns whilst in school. It should include the names of DSLO's and how to contact them. It should also set out any expectations regarding for example, use of mobile phones. In our school this is through our visitor information leaflet.

Staff Responsibilities

Staff understand that they all have a key role to play in identifying concerns early and provide help for children where necessary through referral to Family Help services via Children's Resource Services at the Local Authority. 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, actions/ reasons for decisions taken should be kept

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's interests of the child 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 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 needs will be considered for any staff breach of confidentiality.

Listening and responding

All staff receive training in how to listen and respond to children. They will allow the child to speak and only ask open questions to aid clarification.

All staff are expected to record ALL concerns however small they may be in our school system.

All staff are expected to respond in line with school procedures to any incidents of inappropriate behaviours that may result in harm between children/ young people to support the ethos that these behaviours are unacceptable and not tolerated in our setting.

Reporting

Staff will notify DSLO of any child already open to Children and Families First, Child in Need or a Child Protection Plan where there is an unexplained absence, behaviours/ information that may be different than usual or known who in turn will assess the info and inform the allocated Social Worker.

Staff will record any concerns for children not open to services with the same consideration, noting a factually accurate record, including any initial actions and outcomes from that which will demonstrate each adult's responsibility to safeguard all children and young people.

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

In our setting reporting is completed using the Pupil concern reporting flowchart procedures

All staff understand, through our whole school training, 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 or young person. This may also involve needing to be spoken to by police

Referral

The DSLO 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 CRS for further advice.

Usually, the DSLO 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.

A DSLO will ensure that 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.

How to manage professional challenge and resolution of professional disagreement

[HIPS-Joint-Working-Protocol-for-the-Professional-Challenge-and-Resolution-of-Professional-Disagreement-May-2019.pdf](#)

- 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 DSLO in the first instance, and an email record/ note retained by both parties.
- If any professional in our school remains dissatisfied with another professional/agencies 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 discussion with schools and always aim for any issues to be addressed, and any professional disagreement can be managed with a view to resolving or overcoming challenges.

Allegations against Staff

Part 4 KCSIE should be read and understood by staff who may be responding to allegations or reference requests. All staff should be aware of the process that will be undertaken if an allegation is made against a staff member or a low-level concern. There should be a record of decisions made around this and consultation or advice sought or gained from LADO. It should be clear what, how and where such records will be kept and how long they will be retained for when a staff member leaves the employment of the setting.

Southampton City Council's Designated Officer is: Jemma Swann (Jo Williams Fridays)

Phone: 023 8091 5535

E-mail: LADO@southampton.gov.uk

Compass School has clear procedures for dealing with allegations against staff. Which are clear that all allegations should be reported straight away, in our school the nominated person to receive such allegations is the Headteacher if the allegation is about the nominated person the headteacher or Chair of the Management Committee should be informed. The procedures also identify the Management committee member, to whom reports should be made in the absence of the Head Teacher or in cases where they themselves (the head teacher) are the subject of the allegation or concern. Procedures also include contact details for the local authority designated officer (LADO) responsible for providing advice and monitoring cases.

Note: settings and the LADO must take account of transferable risk within allegations, and LADO should be contacted for advice and consultation regarding low level concerns (KCSiE 2024).

In our setting we will also ensure all staff are clear about how to report and manage concerns raised about any adults at our setting, or working with children we become aware of, and recognise that they may be at or below the threshold for LADO involvement, often referred to as low-level concerns, this will include a revision and if needed extension of our staff code of conduct and duty to report concerns. LADO may be consulted for guidance on decision making around low-level concerns. <https://learning.nspcc.org.uk/news/2021/october/responding-low-level-concerns-in-education>

- Where allegations made against staff are found to be unsubstantiated, unfounded, false or malicious our DSL 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 DSL will also consider whether any disciplinary action is appropriate against the individual who made it as per our behaviour policy/ teacher or Management committee member standards/ staff code of conduct.
- Our information to staff also includes when low level concerns can be included in a reference or may meet the harm threshold for consultation for advice or referral to LADO.

FOR NOTE:

- Where a teacher or supply 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 the need to refer to the DBS is present. This is a legal duty and failure to refer when the criteria are met is a criminal offence- See Part 4 KCSiE 2024.
- Consideration of referral to the Teaching regulation agency, with HR advice must also be undertaken if any serious misconduct dismissal – or if a person would have been dismissed if a person had not resigned or left. Details about how to make a referral to the Teaching Regulation Agency can be found <https://www.gov.uk/government/organisations/teaching-regulation-agency> and should be considered in consultation with LADO.
- 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.
- Whistleblowing policy – all staff are made aware 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 the school's or colleges safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school's or college's senior leadership team in the first instance. For our organisation this procedure can be found on the public drive/policies.

Where a staff member feels unable to raise an issue with their employer, or feels that 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's what you can do to report abuse dedicated helpline 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 their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email:

help@nspcc.org.uk

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

Management

Leadership and governance

It is the responsibility of the Designated Safeguarding Leads to maintain an overview of new developments, and they will attend the local Authority Workshops/ CPD sessions. SSCP workshops, read safeguarding updates from the Local Authority or other organisations in order to do this (or insert how they will keep up to date) updating staff and policy as necessary. In line with KCSiE 2024 whole 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. The safeguarding policy and processes must be included effectively in induction, including in year.

Oversight of records of concerns made by staff will be maintained by (add how and by whom, and how often). Staff will be held to account for the record, timeliness and appropriateness of actions to meet their safeguarding responsibilities.

We recognise that all staff and Management committee members have a full and active part to play in ensuring there is a culture of safeguarding that is effective in protecting our pupils from harm, and that the child's welfare is our paramount concern. We recognise that staff anxiety around child protection or information sharing 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. Working Together to safeguarding Children p21 may support with these concerns.

In this school any individual can contact the Designated Safeguarding Lead (DSLO) if they have concerns about a young person. The school have an appointed Designated Safeguarding Lead known as the DSL who is a member of the Senior Leadership Team and has undertaken appropriate training specific for the role that is renewed every two years. Our DSL will take responsibility to keep themselves up to date on current local safeguarding partner priorities/ issues nationally/ within the Local Authority so as to provide updates as needed to policy/ processes and staff and leaders. The Management Committee should be assured of DSLs compliance and the effectiveness in role.

We also have Deputy DSL trained to same level and regularity as the DSL to be able to act in their absence or unavailability. These staff also have responsibility to keep themselves up to date and are appointed to their role with clear responsibilities set out and the circumstances when they may be required to take on additional responsibilities.

Additional training for DSLs managing cases of sexual abuse can be sourced free through Centre of Expertise on Child Sexual Abuse. It has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse. This will be helpful training for DSLs in addition to role specific training.

[Supporting practice in tackling child sexual abuse - CSA Centre. Our DSLs will endeavour to attend the workshops / training promoting the CSA toolkits in the coming academic year. The dates for training in November 2024 practice month will be included in the safeguarding update when they become available.](#)

The DSL, deputies DSL's and DSLO must work with others such as the liaising with the head teacher but also CRS, Police, health, LADO to ensure that children and young people are safeguarded. They must be afforded appropriate time to undertake the role fully. Any deputy must also be provided with sufficient time to carry out any delegated responsibilities and to step-up in the absence of the DSL. They must also be aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019 \(accessible\) - GOV.UK \(www.gov.uk\)](#)

The responsibilities for the Management Committee are regularly reviewed and recorded in minutes, or confidential notes.

The role and responsibilities for DSL, Deputy DSLs, and DSLO's with specific safeguarding roles are agreed at appointment and reviewed regularly to ensure they reflect any updates in responsibility for example through statutory documents such as: KCSiE or Working Together to safeguard children or Working together to improve school attendance, or school context or leadership structure.

Receive

Member of staff is aware of a pupil concern

Reassure

Teacher to:

- Listen actively
- Reassure the child and keep calm
- Not promise confidentiality
- Not ask leading questions

Respond

Member of staff listens to the concern using the 4Ws

- **What** happened?
- **Where** did it happen?
- **When** did it happen?
- **Who** was there?

Report

Member of staff immediately reports the concern to Lisa Lewry via telephone call/in person conversation in the first instance. All concerns can be reported to any DSLO and the lead DSLO contact details can be found on the daily staffing email

Report

Member of staff immediately completes a pupil concern form (once discussed via phone call/in person) or emails the relevant information to the DSLO who has requested the information

Remember

Full names of pupils and staff must be used at all times

Review

Member of staff:

- Completes any other actions directed by the DSLO
- Requests further support and guidance if needed

PREVENT

The school should use the specific national referral form for Prevent

Any queries before referral contact should be made with the appropriate service team, advice regarding the referral form completion can be sought by using the Prevent gateway team, contact number below or CRS prior to referral if needed.

The referral form can be accessed through: [Prevent \(southampton.gov.uk\)](https://www.southampton.gov.uk/prevent)

Compass School recognises that pupils can be vulnerable to extremist ideology and radicalisation, and we are committed to protecting pupils from this risk as part of our safeguarding responsibilities.

Our commitment to safeguarding pupils against extremism, radicalisation and terrorism includes interventions and collaboration with other agencies including the police and the LA where appropriate and as required.

We support and will adhere to guidance from the DfE which requires schools to actively promote fundamental British values in order to enable pupils to challenge extremist views and ensure that pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance

Southampton City Council Practitioner Guidance Document– Educational Neglect (reviewed May 2021 and currently under review, further updated guidance and toolkit due to be published Spring 2025)

[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.

It is clear within the statutory guidance Working together to improve school attendance from August 2024, 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.

[Working together to improve school attendance \(applies from 19 August 2024\)](#) – this statutory document sets out key expectations and actions for schools, social care and other relevant agencies

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 year's 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 (under review, update published in Spring 2025):

Parental: (UNDER REVIEW)

- 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): (UNDER REVIEW)

Consideration of educational neglect could be applied when a young person is 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): (UNDER REVIEW)

- 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 (UNDER REVIEW)

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 (UNDER REVIEW)

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://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 CRS 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:

Child Risk factors	Parental risk factors	Wider agency & professionals risk factors
<ul style="list-style-type: none"> • Adverse childhood experiences (neglect/abuse) • Disability • Substance misuse • Learning difficulties 	<ul style="list-style-type: none"> • Previous action regarding poor attendance at school • Poor parental mental and emotional well-being • Substance misuse 	<ul style="list-style-type: none"> • Poverty • Unemployment • Lack of positive personal networks • Lack of sharing of information between agencies regarding concerns

<ul style="list-style-type: none"> • 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"> • 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"> • 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
<p>Protective factors:</p> <ul style="list-style-type: none"> • 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, CRS, 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 		

Recording Form

Pupil Concern recording sheet			
Have you discussed this Pupil concern form with the DSLO?			Y/N
Full name of Child concerned		Year Group	
Full name of person recording Incident		Subject	
Date and Time of Incident		Body Map	Y/N
Discussed with			
Handed to	LLE, SHO, DMK, LWH, LWE		
Reminder			
<ul style="list-style-type: none">• Record the facts and details and complete a body map if applicable• Note <i>context</i>, time and date• Avoid judgements and opinions• Use full names of pupils and staff			
Signed		Date	

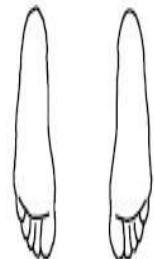
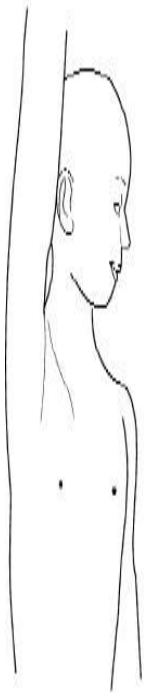
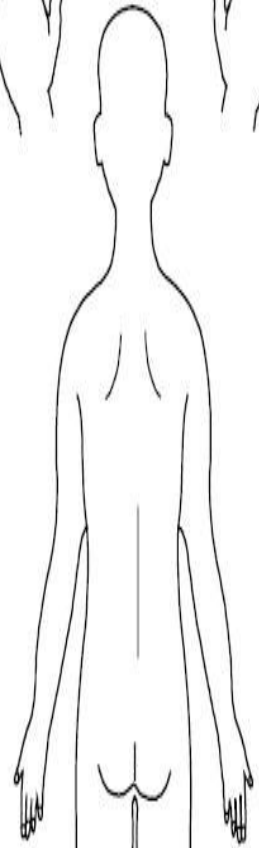
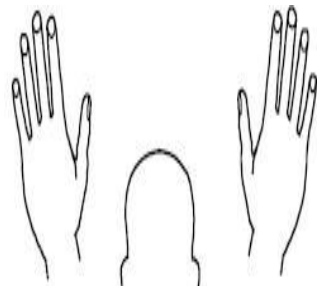
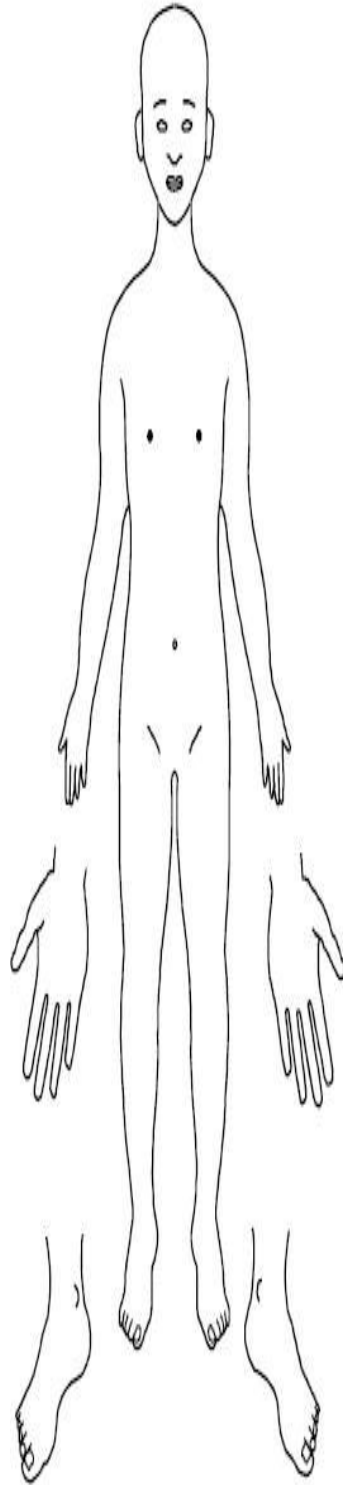
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Body Map

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser. **Do not** remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to a DSLO and onto appropriate actions taken

Full name of Child concerned		
Full name of person recording incident		
Date and Time of Incident		
Information re. First Aid required		
Discussed with which DSLO & First Aider		
	Information required	
Description of marks	<p>Exact site of injury on the body, e.g., upper outer arm/left cheek Size of injury – in centimetres or inches Shape of injury – round/square or straight line Colour of injury – if more than one colour, say so Is the skin broken? Is there any swelling at the site of the injury or anywhere else? Is mobility restricted as a result of the injury? Does the site of the injury feel hot? Does the child feel hot? Does the child feel pain? Has the child's body shape changed/are they holding themselves differently?</p>	<p>Exact site of injury on the body, e.g., upper outer arm/left cheek. Size of injury - in appropriate centimeters or inches. Approximate shape of injury, e.g., round/square or straight line. Colour of injury - if more than one colour, say so. Is the skin broken? Is there any swelling at the site of the injury, or elsewhere? Is there a scab/any blistering/any bleeding? Is the injury clean or is there grit/fluff etc.?</p>



Dealing with allegations made by children

All staff should:

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with SEND, with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference and enables them to share what they want to.

All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g., they are the only adult on the school premises at the time and have concerns about sending a child home.

Guiding principles for staff when a child or adult makes an allegation regarding another person/online contact:

- Listen to what is being said, without displaying shock or disbelief or asking child to repeat anything unnecessarily
- Accept what is said and take it seriously
- Make a note of exactly what has been said as soon as practicable
- **DO NOT** make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- **DO** reassure the pupil e.g., you could say: 'I am glad you felt able to say this', "I will speak to someone who will know what to do next", "I know you might be feeling upset but there are people trained to know what to do to help you next", "x is trained to help pupils who need it I'm going to go and speak to x as they will know what we should do now"
- Be clear about who any allegation is being made against and when it happened.
- **Do not** ask 'leading' questions i.e., 'did x touch your private parts?' or 'did x hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- **Do not** criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- **Do not** ask the pupil to repeat it all for another member of staff, take details in notes. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff
- **DO** share concerns with the designated safeguarding lead as soon as possible
- Confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- If you are not able to contact your designated safeguarding lead, or deputy, and the child is at risk of immediate harm, contact CRS/ police directly, recording decisions for doing so.
- If you are dissatisfied with the level of response, internally or externally you should contact and request re-consideration indicating why you feel decisions have not been made in the best interests of a child if this is the case, follow your setting or HIPS processes to raise your professional disagreement for resolution. Use guidance or the threshold document to state your concern and why you are dissatisfied. Ensure that all known information, including contextual information has been shared for assessment of the information to be made. First raise with the professional whose response you are dissatisfied with, then if still dissatisfied their manager, and upwards through line management – follow agreed processes in your setting or HIPS.
- Ensure that you consider if you need some time to process what you have heard to ensure you look after your own mental health and well-being, and the DSL will ensure that staff are offered support and time to manage their emotions when having received information from a child.
- If the allegation is regarding child on child abuse it is important to note who was present, if anyone, if the incident/s were in person/ reported to them or online. Using the same questions as for allegation a record should be made and then an investigation into the allegation undertaken by DSL or agency. All incidents should be taken seriously, assessed from the effect on both parties and others, and consideration should also be given if staff were present if they followed the expectations communicated or code of conduct.
- Consider the issue of consent and take steps to capture the child's wishes and also consent where necessary.

Helpful notes:

- If possible, make some very brief, but detail accurate notes at the time, and write them up as soon as possible
- Keep your original notes on file
- Record the date, time, place, person's present/named and noticeable non-verbal behaviours, and the words used by the child. If the child uses sexual 'pet'/slang words, record the actual words used, rather than translating them into 'proper' terms – this is essential that the record is word for word.
- Complete a body map to indicate the position of any noticeable bruising, or where a child has indicated something to you.
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'
- If a DSLO is not available or contactable know how to contact CRS for advice.

After decisions and referral:

Review (led by DSLO)

- Has the action taken provided positive outcomes for the child – relevant actions/referrals?
- Did the steps taken by staff have intended outcome/action? Is there a clear record and timeframe of information received, actions and decisions taken?
- Did staff follow policy?
- Was consent sought appropriately?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSLO what has happened following the report being made. E.g., a referral has been made/parents have been invited in. If they do not receive this information, they should be proactive in seeking it out.

If they have concerns that the information shared has not been acted upon appropriately, they might inform the safeguarding Management committee member of the school and/or may ultimately contact the children's services department or the LA SIO link for the school. Procedures to follow can be found within our complaints policy or whistleblowing policies.

Receiving information containing an allegation/ low level concern can be upsetting for the member of staff and schools should have a procedure for supporting them after this. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases, additional supervision or counselling might be needed and they should be encouraged to recognise that allegations can have an impact on their own emotions.

Children may become subject to Child in Need plans or Child Protection plans. This will always involve multiagency working around the child / family. All agencies are required to provide written reports for each meeting. Our school wherever possible will also send a representative to the meeting to share this report and hear the wider contextual picture so as to ensure we can apply the any specific safeguarding procedures with good understanding of the context.

If a meeting falls in a school holiday period the following arrangements are in place and shared with the LA.

Allegations against staff

Procedure

- This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school has:
 - **behaved in a way that has harmed a child, or may have harmed a child;**
 - **possibly committed a criminal offence against or related to a child;**
 - **behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children;**
 - or
 - **behaved or may have behaved in a way that indicates they may not be suitable to work with children.****KCSiE 2024 part four**

In dealing with allegations (harm identified) or concerns of harm against an adult in the school, staff must:

- Report any concerns about the conduct of any member of staff or volunteer to the Head teacher or the DSL as soon as possible
- If an allegation is made against the Head teacher, the concerns need to be raised with the chair of the Management committee member and LADO (02380 915535) and then the nominated safeguarding member of the Management committee as soon as possible
- Once an allegation has been received by the Head teacher or nominated Management Committee member, they will contact the Local Authority Designated Officer on 02380 915535 as soon as possible and **before** carrying out any investigation into the allegation. Contact details for HR provider will be required.
- Inform the parents of the allegation unless there is a good reason not to. The decision to inform or not inform should be recorded as to who made the decision and the reasons for it.

In liaison with the LADO, the school will determine how to proceed and, if necessary, the LADO will refer the matter to children's social care and/or the police.

If the matter is investigated internally, the LADO will advise the school to seek guidance from their personnel/HR provider in following procedures set out in 'Keeping Children Safe in Education' (2024) and the SCSP and HIPS procedures.

All aspects of managing allegations indicated within KCSiE 2024 part four will be followed including but not limited to:

- Identifying who will be told what and when
- Managing incidents of gossip or rumour or press contact
- A communication strategy including for social media and parents

Advice from the lead agency – LADO, Police, Children's Social care will always be followed.

Outcomes of an investigation into an allegation can be substantiated, false, malicious, unfounded and unsubstantiated. If the allegation is substantiated this may lead to further action being taken for example disciplinary processes being initiated/referrals to DBS and TRA. Please note that unsubstantiated outcomes mean that there is not being enough evidence to prove or disprove the allegation which will need to be considered.

Safeguarding Information for Visitors, Volunteers and Supply Staff



Welcome to Compass School

At Compass School we are committed to safeguarding and meeting the needs of children and we hope this will provide some useful advice and information when working with children at our school.

Everyone who works or visits school has a responsibility to make sure that all our young people are safe.

This information has been given to you to make sure you understand what is expected of you during your time at our school. Please keep the leaflet in a safe place so that you can read it again if you need to.

If you are worried about the safety of any young person in our school, you **MUST** report this information.

We have a safeguarding policy that applies to all staff, members of the Management committee, volunteers and visitors to our school. There are 5 main elements to this policy:

- Ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with our pupils.
- Raise awareness of safeguarding and equip our pupils with the skills needed to keep them safe.
- Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse / neglect.
- Support our pupils in accordance with the agreed safeguarding plan.
- Establish a safe environment in which our pupils can learn and develop.

Should you wish to access our policies in full, they are available via our website <https://www.compass-school.co.uk/>

Compass School recognises that because our staff are in regular frequent contact with children, they are particularly well placed to observe signs of abuse. However, visitors to the school may have a concern and it is important that they understand how this can be reported.

Designated Safeguarding Leads

Please take some time to make yourself familiar with the name of our Designated Safeguarding Lead (DSL), Deputy DSL and Designated Safeguarding Lead Officers

DSL: Debbie McKenzie – Headteacher- Debbie.McKenzie@compass-school.net

DDSL: Sally Howells- Assistant Headteacher – sally.howells@compass-school.net

DSLO Team: Luisa Whittick, Lisa Lewry, Lacey Weeks, Gemma Allan. Dennise Renyard

Reporting Concerns

If you have a safeguarding concern during your visit to our school, please immediately report your concern to one of the Designated Safeguarding Leads. You will be asked to document briefly the events which have given rise to the concern.

You can request the need to see a DSLO by notifying reception at any point during your visit.

Compass School follows the Local Children's Safeguarding Board guidelines for safeguarding children and may liaise with the Children's Services and other agencies as appropriate. Any action taken by the school will, therefore, be in line with the Local Authority Guidelines.

Listening to pupils and confidentiality

Should a pupil make a disclosure to you it is important that you listen and do not dismiss the information. Pupils should be assured that their best interests will be maintained.

Visitors are asked not to offer confidentiality or to "keep a secret". Instead, please explain that you may need to pass on information to school staff in order to keep the pupil or other pupils safe.

It is important that once a disclosure is made that any questioning of the pupil should be left to one of our trained staff.

You must report the disclosure or any safeguarding concern that arises as soon as possible. Do not wait until the end of your visit. You must ensure that you have reported any concern before leaving the school site.

Lockdown

On very rare occasions it may be necessary to seal off the school, so that access to the building cannot be gained from the outside. This will ensure that pupils, staff and visitors are safe in situations where there is a hazard in the school grounds or outside the school in the near vicinity.

A lockdown is implemented when there is a serious security risk of the premises due to, for example, near-by chemical spillage, serious weather conditions or attempted access by unauthorised persons' intent on causing harm/damage.

All visitors must follow instructions provided to them by a member of staff in the event of a lockdown.

Medical Assistance

Should you or a pupil who is accompanying you require medical assistance during your visit, please speak to reception staff

Fire Safety Procedure

Upon hearing the fire alarm, please make your way safely to the nearest exit. Please congregate with members of staff and make yourself known. Any pupils with you need to make their way to Compass School staff

Visitor Restrictions

As a visitor to this school, if you are not in receipt of a current DBS certificate you will need to be escorted and accompanied by a member of staff during your visit. All visitors are asked to sign in at reception in order to record who is on site in the case of an emergency.

Visitors who attend regularly and who do not need to be accompanied, will be vetted to ensure the school has obtained the relevant safeguarding checks before this permission is granted.

Contractors

Preferred contractors (through SCC, existing or arranged contractors) are asked of their DBS status and signed in via Entry Sign.

Contractors undertaking tasks within the school are booked outside of school hours, unless in an emergency when they will be chaperoned by a member of site staff.

Preferred contractors familiar with the school set up and layout may be left to complete their tasks unchaperoned but are checked on a regular basis by site staff.

Irregular or unknown contractors are asked for proof of ID and DBS credentials prior to being signed in via Entry Sign. These contractors will be chaperoned at all times.

The Site manager is consulted for unknown visitors prior to any works being carried out.

IT

The use of cameras, digital recording equipment and mobile phone devices for photographs are prohibited unless permission has been sought and granted in advance

Inclusion, Diversity and Sexual Harassment

Compass School is a fully Inclusive school. We recognise and respect individuals, and their protected characteristics, and do not accept intolerant views, behaviour or comments that could be deemed as offensive or harassing in nature. We encourage all visitors to model this behaviour and report any concerns where this guidance is not followed. Failure to adhere to this will lead to visitors being asked to leave, with the potential for further reporting and action as required,

Summary

If you have a concern about a pupil during your visit, please report this immediately to one of our Designated Safeguarding Leads, or if they are unavailable, please notify reception or call 02380 215320 and ask to speak to a Designated Safeguarding Lead.

Briefing Paper: Purpose and Scope of the Safeguarding and Child Protection Policy

This briefing paper has been designed to ensure that all staff understand their role in fostering a safeguarding culture within the school and outlines the implementation of the safeguarding curriculum, the importance of reporting concerns, and the commitment to safeguarding the welfare of all students.

This briefing paper highlights the purpose and scope of the Child Protection and Safeguarding Policy at Compass School, in line with Southampton City Council's guidance which serves as the framework for decision-making

The Child Protection and Safeguarding Policy is integral to promoting the welfare of children, with a particular focus on preventing and responding to child abuse, maltreatment, and neglect. The policy adheres to the definitions set out in national guidance and aims to ensure that all children are protected from harm, whether within the home, in the community, or online.

Compass School is committed to ensuring the safety and well-being of all pupils by creating a robust safeguarding and child protection environment. By fostering a culture of vigilance, clear reporting procedures, and collaboration with multi-agency partners, the school will ensure that every child receives the protection and care they need to thrive.

Safeguarding and promoting the welfare of children is:

- providing help and support to meet the needs of children as soon as problems emerge 1 Children Act 1989
Children Act 2004
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework

Effective safeguarding means practitioners should understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families' lives. Taken to mean **“protecting children from maltreatment, preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes”**

Safeguarding Curriculum

At Compass School, the safety and wellbeing of our pupils are paramount. We are committed to delivering a robust safeguarding curriculum that aligns with the requirements outlined in Keeping Children Safe in Education (KCSIE) 2024 and Working Together to Safeguard Children 2023 frameworks. This statement outlines how our safeguarding curriculum is effectively implemented, and the subsequent impact it has on our pupils

Designated Safeguarding Leads

Please familiarise yourself with the names and roles of our Designated Safeguarding Lead (DSL), Deputy DSL, and Designated Safeguarding Lead Officers (DSLO):

DSL: Debbie McKenzie – Headteacher – Debbie.McKenzie@compass-school.net

DDSL: Sally Howells – Assistant Headteacher – sally.howells@compass-school.net

DSLO Team: Luisa Whittick, Lisa Lewry, Lacey Weeks, Gemma Allan, Dennise Renyard

Curriculum Alignment

Our safeguarding curriculum is meticulously designed to comply with the guidelines and principles set forth in KCSIE 2024 and Working Together to Safeguard Children 2023 frameworks. The curriculum covers a range of safeguarding topics, including:

- Recognising the signs of abuse
- Understanding consent
- Promoting healthy relationships
- Accessing support services for pupils

We ensure that the curriculum remains dynamic, adapting to emerging trends, and addresses the challenges our pupils may face in a changing world

Staff Training and Development

All staff members undergo comprehensive, regular safeguarding training to ensure they possess the necessary knowledge and skills to:

- Identify signs of abuse or neglect
- Respond appropriately to disclosures
- Follow established procedures for safeguarding concerns
- Designated Safeguarding Leads (DSLs) receive enhanced, specialist training to effectively fulfil their responsibilities, as required by KCSIE 2024.

Engagement and Participation

Our safeguarding curriculum encourages active pupil participation, using diverse teaching methodologies such as:

- Interactive discussions
- Case studies
- Role-playing scenarios
- Multimedia resources

This approach is tailored to meet the developmental needs of our pupils, ensuring they are actively involved in their learning and can fully engage with the content

Inclusivity and Diversity

We recognise and celebrate the diversity of our pupil body. Our safeguarding curriculum is designed to be inclusive and accessible to all, ensuring that every pupil—regardless of background, ethnicity, gender, or ability—can engage with and benefit from safeguarding education. This includes:

- Developing content that is culturally sensitive and relevant
- Promoting a culture of equality, respect, and inclusion
- Partnerships and Collaboration

We work closely with external agencies such as local authorities, child protection services, and non-profit organisations to enhance the safeguarding curriculum. These collaborations enable us to deliver workshops, counselling services, and specialist training that complement and strengthen our safeguarding initiatives

Enhanced Awareness and Understanding

The implementation of our safeguarding curriculum has resulted in improved awareness and understanding of safeguarding issues among pupils, staff, and parents/guardians. Pupils are better equipped to:

- Recognise signs of abuse or harm
- Understand their rights
- Access the appropriate support services when needed

Empowered Pupils

Our curriculum empowers pupils by promoting resilience, assertiveness, and critical thinking. Pupils are encouraged to:

- Set personal boundaries
- Challenge inappropriate behaviour
- Seek help from trusted adults or external agencies when needed

Positive Relationships and Communication

The safeguarding curriculum promotes positive relationships and encourages open communication within the school community. Pupils feel supported and comfortable discussing safeguarding concerns with:

- Peers
- Staff
- Parents/guardians

This helps foster a culture of trust, transparency, and mutual respect.

Integrated Safeguarding Culture

Safeguarding is integrated throughout all aspects of school life. Pupils receive consistent safeguarding messages and have multiple opportunities for reflection on these important topics. This holistic approach reinforces safeguarding principles and cultivates a whole-school culture of vigilance, support, and care.

By aligning our safeguarding curriculum with KCSIE 2024 and Working Together to Safeguard Children 2023, we have seen significant positive impacts on pupils' safety, well-being, and academic success. Through awareness, empowerment, positive relationships, and strong support systems, we create a safe and inclusive learning environment where every pupil can thrive.

Key Principles for Effective Safeguarding

- **Training and Awareness:** All staff must undergo effective training to identify, record, and respond appropriately to safeguarding concerns. This training should include national themes and local issues that may affect individuals or groups.
- **Leadership Oversight:** The Management Committee must ensure that they are informed about safeguarding matters, including feedback from pupils, surveys, and data from school leaders. This ensures that they can assure the school community of the culture and effectiveness of safeguarding practices.
- **A Culture of Listening:** It is vital that children feel confident in speaking about concerns. There must be consistency in actions taken when concerns are raised, whether regarding staff, peers, or external incidents.
- **Addressing Low-Level Concerns:** All staff should acknowledge that "it could happen here." Even low-level concerns should be appropriately addressed and referred for action, ensuring transparency and accountability.
- **Policy Review and Updates:** Safeguarding policies should be regularly reviewed and updated based on incidents and feedback from staff, ensuring that they reflect current best practices and any changes in legislation or local guidance. The policy is designed to support staff in identifying and responding to safeguarding concerns effectively, in line with local and national guidance.
- **Multi-Agency Collaboration:** Effective safeguarding requires participation in multi-agency partnerships, including those in the voluntary sector. Schools should actively engage with external agencies to address the needs of children and families, ensuring that children's welfare is central to decision-making.
- **Child Protection Procedures:** The school's child protection policy should include guidelines for handling Child-on-Child abuse and exploitation. This includes using tools like the local Child-on-Child toolkit and ensuring that staff are trained in identifying and managing harmful sexual behaviours. Online safety protocols should be clearly stated, including filtering and monitoring school devices and networks.
- **Familiarity with National Safeguarding Guidance:** Staff, especially those with safeguarding responsibilities, must be familiar with *Working Together 2023* and *KCSIE 2024*, ensuring that they understand their role in promoting children's welfare and safeguarding.
- **Attendance and Welfare:** Schools are expected to improve school attendance as part of safeguarding. This includes addressing pupil absence and ensuring that all staff are aware of the link between attendance and potential safeguarding concerns.
- **Visitor and Volunteer Safeguarding:** Visitors, volunteers, and external providers must be clear about their safeguarding responsibilities. Schools should ensure that these individuals understand the appropriate procedures for reporting concerns and the importance of not using school premises for extremist activities.
- **Additional Vulnerabilities:** All staff must be aware of the additional vulnerabilities some children may face, such as those with special educational needs, disabilities, or those who are on child protection plans. Specific attention should be given to these groups to ensure their safety and well-being.
- **Trauma-Informed Approach:** Children who have experienced trauma or face risks outside the home should be considered particularly vulnerable. Safeguarding staff must take individual contexts into account when addressing concerns and may need to consult with external professionals.
- **Sharing Safeguarding Information:** DSLs should actively communicate with other educational settings where families are shared to ensure that safeguarding information is properly shared. This includes liaising with GPs and other professionals to support the family in a multi-agency approach.
- **Early Help and Prevention:** Concerns that do not meet the threshold for statutory intervention should not be ignored. Staff should remain proactive, seeking early help through referrals to appropriate support services.
- **Identifying Early Help Needs:** Staff should be particularly alert to signs that a child may need early help. This includes children with disabilities, mental health needs, those at risk of exploitation, or those from families with challenges like substance misuse or domestic abuse.

All staff must read and understand this policy briefing paper, attend regular safeguarding training, and remain alert to the signs of abuse or neglect. By working together, we can ensure that Compass School remains a safe place for all pupils.

Statement of Intent: Responding to Prejudicial Language and Behaviour

At our school, we are committed to creating a safe and inclusive environment for all members of our community by actively addressing prejudicial language and behaviour. We aim to educate both staff and students on the harmful impact of such actions and empower them to challenge and respond effectively if they witness or experience it.

We recognise that prejudice-based abuse, including hate crimes, can target any of the protected characteristics under the Equality Act, as well as other factors such as socio-economic status. These protected characteristics include age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

While such actions are often referred to as 'hate crimes,' they do not necessarily involve hate but can stem from hostility, which can be expressed through:

- Physical assault or threats
- Derogatory name-calling and insults
- Hate graffiti
- Provocative behaviour (e.g., displaying extremist symbols)
- Distributing offensive literature
- Verbal abuse, inciting hatred, or bullying
- Prejudiced comments in lessons or refusal to cooperate based on a protected characteristic
- Recruitment to groups that endorse violence or hatred

Our response:

We will take the following steps to address and prevent prejudice-based incidents:

- Identification and Monitoring: Clearly identify and track prejudice-based incidents and hate crimes, monitoring their frequency, location, and nature.
- Preventative Action: Implement strategies to reduce the occurrence of such incidents, including regular staff training on recognising and challenging early indicators of prejudice.
- Community Impact: Recognise the broader implications of prejudice-based incidents for both the school and the wider community, fostering a culture of respect and inclusion.
- Reporting: Provide regular reports to the Governing Body on the frequency and nature of these incidents and submit annual findings to the Local Authority Vulnerable Pupil Team to support multi-agency responses.
- Formal Procedures: Ensure staff are familiar with formal procedures for recording and addressing prejudice-based incidents and hate crimes, and that these procedures are followed consistently.
- Accountability: Deal effectively with perpetrators of prejudice-based abuse, while providing appropriate support to victims.
- Staff Training: Ensure all staff understand what constitutes hate crime or indicative prejudicial behaviour and know how to respond promptly and effectively.
- Support for Victims: Offer support to any victims of prejudice-based incidents, recognising that anyone, including those from protected characteristic groups, can be both victims and perpetrators.

By fostering a zero-tolerance approach to prejudice and hate, we aim to build a respectful, inclusive community where every individual feels valued and safe.

Extended CPD, Awareness Briefings, and Spotlight Emails on Contextual Safeguarding overview

Rationale:

Support Continued Awareness of Issues faced by pupils, communities and families:

- **Dynamic Environment:** The risks and challenges faced by children and young people evolve rapidly. Regular updates ensure that staff are aware of current trends, emerging threats, and changing behaviours.
- **Holistic Understanding:** Ongoing education helps in understanding the broader context of children's lives, including influences from peers, neighbourhoods, and online environments, which are critical for effective safeguarding.

Develop all staff and upskill individuals

- **Professional Growth:** Continuous professional development (CPD) equips staff with the latest knowledge, skills, and techniques in safeguarding, enhancing their ability to protect and support children effectively.
- **Competency Building:** Regular training sessions, briefings, and updates help staff at all levels to stay competent, confident, and prepared to handle various safeguarding scenarios.
- **Specialisation:** As safeguarding issues become more complex, specialised training allows staff to develop expertise in specific areas such as online safety, peer-on-peer abuse, and mental health concerns

Awareness and Oversight for the Management Committee

- **Informed Decision-Making:** Keeping the management committee informed through regular briefings ensures that they are aware of the current safeguarding landscape, enabling them to make well-informed decisions regarding policies and resource allocation.
- **Governance and Accountability:** Ongoing updates provide the management committee with the necessary insights to oversee safeguarding practices effectively and ensure accountability across the organisation.

Keep staff Curious

- **Encouraging development:** Regular spotlight emails and briefings foster a culture of curiosity and continuous learning amongst staff - This encourages them to question, explore, and stay engaged with the latest developments in safeguarding.
- **Preventing Complacency:** Continuous exposure to new information and case studies helps prevent complacency, ensuring that practitioners remain vigilant and proactive in their safeguarding efforts.

Implementation:

Extended CPD opportunities:

- **Regular Workshops and webinars:** Organised half-termly on a variety of safeguarding topics.
- **E-Learning Modules:** Provide access to online courses that staff can complete at their own pace.

Awareness Briefings

- **Morning Briefings:** Conduct briefings that highlight recent themes, emerging risks, local and national updates, intent statement reviews alongside policy and procedures
- **Agency involvement:** Invite partner agencies to speak on specific safeguarding issues to provide deeper insights.

Spotlight Emails

- **Weekly:** Send regular emails focusing on a particular safeguarding topic, best practices, or recent news.
- **Interactive Content:** Include links to articles, videos, and discussion forums to engage staff and encourage further exploration of the topics.

By implementing these strategies, Compass School can ensure that all stakeholders from frontline staff to the Management Committee, are well-informed, skilled, and proactive in their approach to safeguarding children and young people.

This comprehensive approach not only enhances the immediate safeguarding efforts but also builds a robust and resilient safeguarding culture at Compass

What is child abuse?

The following definitions are based on Working together to safeguard children HM Government (2023). In addition to these definitions, it should be understood that children can also be abused by other children as well as through harmful practices including but not an exhaustive list: honour -based violence, forced marriage, female genital mutilation and breast flattening.

What is abuse and neglect?

Abuse and neglect are forms 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 a stranger. They may be abused by an adult or adults, or another child or children.

A child or young person can be abused or harmed by a person/persons from outside their family OR from within their own families.

Physical abuse

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

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent 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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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 or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is 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 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)
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Other forms of abuse staff should be made aware of:

- educational neglect
- exploitation can occur in a range of forms uniquely or cross types such as criminal, sexual, emotional exploitation, modern slavery
- Exploitation through child employment or performance

Indicators of abuse

Neglect - The nature of neglect

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors. Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect can include parents or carers failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment.

(It can also include failure to support the child's educational development e.g., education neglect from parents/carers. Professional or organisations)

NSPCC research has highlighted the following examples of the neglect of children under 12:

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

In addition to these factors SCC has also defined "Educational neglect" and produced guidance for practitioners that should be considered (Young Southampton – safeguarding local guidance)

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated person/child protection co-ordinator.

The Neglect toolkit <https://www.southampton.gov.uk/children-families/childrens-social-care/southampton-safeguarding-children-partnership/> is used by our school when reviewing individual cases or processes.

Indicators of neglect (see toolkit – link above)

Emotional abuse - The nature of emotional abuse

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person – as in domestic violence.

It is sometimes possible to spot emotionally abusive behavior from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of emotional abuse

Developmental issues

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)

- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Physical abuse - The nature of physical abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* – e.g., shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map (annex 3) can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Indicators of physical abuse / factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adults' words)
- no explanation is forthcoming

- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

You should be concerned if the child or young person:

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

Sexual abuse – the nature of sexual abuse

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

Characteristics of child sexual abuse:

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child’s environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

Indicators of sexual abuse

Physical observations

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity
- Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour, Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be ‘ultra-good’ or perfect; overreacting to criticism.

This can be carried out by people from outside the family but also people from within the family too.

Brook sexual behaviours traffic light tool and other helpful information update

Brook sexual behaviours traffic light tool has been updated and is available to use once a training course (minimum of 60-90 minutes, £30) has been completed

Link to certified CPD [Sexual Behaviours Traffic Light Tool – Brook](#)

“Stop it now” also has useful information in a traffic light model which may also be of use

[How to tell if a child’s sexual behaviour is age appropriate - Stop It Now](#)



School Attendance Support Service: Working Together to Improve School Attendance

