



Child Protection and Safeguarding Policy

Policy Reviewed: May 2026

Policy to be reviewed next: September 2026

CHILD PROTECTION AND SAFEGAURDING POLICY

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

Key documentation used to develop this guidance include:

- Keeping Children Safe in Education 2025 (effective from 1 September 2025) – *Keeping children safe in education*
[GOV.UK – Keeping Children Safe in Education 2025](#)
- Working Together to Safeguard Children 2026 – statutory safeguarding guidance
[GOV.UK – Working Together to Safeguard Children 2026](#)
- Working Together to Improve School Attendance 2024
[GOV.UK – Working Together to Improve School Attendance](#)
- The Hampshire, Isle of Wight, Portsmouth and Southampton (HIPS) Safeguarding Children Partnership and the Southampton Safeguarding Children Partnership procedures:
[HIPS Safeguarding Partnerships](#)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (updated March 2024)
[GOV.UK – Sharing Nudes and Semi-Nudes Guidance](#)
- What to do if you are worried a child is being abused – advice for practitioners
[GOV.UK – What to Do if You're Worried a Child is Being Abused](#)
- Staffing and Employment Advice for Schools
[GOV.UK – Staffing and Employment Advice for Schools](#)
- Prevent Duty Guidance: England and Wales (updated guidance)
[GOV.UK – Prevent Duty Guidance](#)
- Channel Duty Guidance: Protecting People Vulnerable to Being Drawn into Terrorism
[GOV.UK – Channel Duty Guidance](#)
- Review of sexual abuse in schools and colleges (Ofsted, June 2021)
[GOV.UK – Review of Sexual Abuse in Schools and Colleges](#)
- Online Safety Act 2023
[GOV.UK – Online Safety Act 2023](#)
- Filtering and Monitoring Standards for Schools and Colleges
[GOV.UK – Filtering and Monitoring Standards](#)
- Children's Wellbeing and Schools Act 2026 and associated safeguarding reforms
[UK Parliament – Children's Wellbeing and Schools Bill](#)

In addition to the above, other statutory guidance and safeguarding publications are referenced throughout this policy and should be considered alongside local safeguarding partnership procedures. Further information should be sought from KCSIE 2025, Working Together to Safeguard Children 2026, Prevent guidance, and any subsequent statutory guidance or legislative updates published after this policy 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
Safeguarding Team	Ruth Davies Gemma Allen Lisa Lewry Dennise Renyard Lacey Weeks Luisa Whittick	dslo@compass-school.net
School's named "Prevent" lead	Sally Howells	Sally.Howells@compass-school.net
Nominated member of Management Committee for safeguarding	Colm McKavanagh	info@compass-school.net
Nominated member of Management Committee for allegations against Head teacher	Colm Mckavanagh	info@compass-school.net

Local Safeguarding Partners and Key Contacts

Service	Contact	Details
Children's Resource Service (CRS) and Early Help – Families First	Southampton City Council	Telephone for professionals: 023 8083 2300
CRS and Early Help online referral form	Southampton City Council	Children's Resource Service Referral Form
Out of Hours Children's Social Care	Southampton City Council	023 8023 3344
Police	Hampshire and Isle of Wight Constabulary	101 (non-emergency) / 999 (emergency)
Local neighbourhood policing team / PCSOs	Hampshire and Isle of Wight Constabulary	Nina Hedley – nina.hedley@hampshire.police.uk Aggie Huber – aggie.huber@hampshire.police.uk
Information Sharing / CPI Forms	Safe4Me	Safe4Me Information Sharing
National Prevent Referral Form	Home Office	National Prevent Referral Form
Local Authority Designated Officer (LADO)	Jemma Swann	lado@southampton.gov.uk 023 8091 5535 / 07500 952037
Senior Children Missing Education Officer	Kelly Ward	Kelly.Ward@southampton.gov.uk
Team Manager for Education Access	Eliza Johnson	Eliza.Johnson@southampton.gov.uk
School Attendance and Support Service (SASS)	Southampton City Council	Julie.Stubington@southampton.gov.uk
		Stephanie.Brazier@southampton.gov.uk
		Kerica.Hunt@southampton.gov.uk
		Sara.Smith@southampton.gov.uk
Lead for Safeguarding in Education Settings	Alison Philpott	Alison.Philpott@southampton.gov.uk
Southampton Safeguarding Children Partnership (SSCP)	Safeguarding Partnership Team Manager	Safeguarding.Partnershipsteam@southampton.gov.uk
Southampton Safeguarding Children Partnership	SSCP Website	Southampton Safeguarding Children Partnership

DSL Representatives – SSCP Education Sub-Group

Representative	Setting
Jolene Halsey	Newlands Primary School
Ruth Davies	Compass School (PRU)
Vicki Young	Bevois Town Primary School
Naomi Hanspal	Mount Pleasant Junior School
Ruth Davies	Yarrow Heights School
Grace Kent	Hamwic Education Trust
Chloe Fox	Great Oaks School
Vacancy / Shadowing Representative	Upper Shirley High School

Contact details and safeguarding partnership arrangements will be reviewed annually and updated in line with local authority, safeguarding partnership and statutory guidance changes.

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

- Throughout *Keeping Children Safe in Education 2025* (KCSIE), the terms “**must**” and “**should**” are used consistently. “Must” refers to a legal requirement that schools, colleges and staff are required to comply with. “Should” indicates guidance that should be followed unless there is a clear and justifiable reason not to do so. KCSIE 2025 aligns with the safeguarding definitions and principles set out within *Working Together to Safeguard Children 2026*. All staff should recognise that safeguarding concerns, abuse, neglect and exploitation rarely occur in isolation and may overlap. Children may experience multiple harms and vulnerabilities simultaneously.
- For safeguarding purposes, the definition of a child applies **to any person under the age of 18**.
- Compass School applies its safeguarding responsibilities and procedures to all children and young people on roll or **receiving** education through the school.
- In line with *Working Together to Safeguard Children 2026*, this school recognises that statutory safeguarding guidance should be followed unless there is a documented and justifiable exceptional reason not to do so.
- **Staff** “refers to all adults working for or on behalf of the school, whether full-time or part-time, in either a paid or voluntary capacity. This includes members of the Management Committee.

Compass School also recognises the importance of safeguarding arrangements with external organisations and commissioned services that regularly operate onsite or work directly with pupils. Clear safeguarding responsibilities, reporting procedures and lines of accountability will be established from the planning stage to ensure all adults working with children know:

- how to recognise safeguarding concerns
- who concerns should be reported to
- how concerns should be escalated

This includes adults involved in:

- alternative provision
- therapeutic provision
- transition activities
- extracurricular activities
- commissioned services
- shared site arrangements

Child/Children:

A child is defined as anyone who has not yet reached their 18th birthday. This policy applies to all pupils on roll at Compass School and also extends, where appropriate, to visiting children, students and young people participating in school activities or provision.

Parent:

“Parent” refers to birth parents and any other adult acting in a parenting role, including:

- adoptive parents
- guardians
- step-parents
- foster carers
- special guardians
- kinship carers

Abuse:

Abuse is a form of maltreatment of a child. A person may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.

Children may be abused:

- within the family

- in institutional settings
- within the community
- online
- by adults
- by other children

Abuse may take place wholly online or technology may be used to facilitate offline abuse.

Physical Abuse:

Physical abuse is a form of abuse which may involve:

- hitting
- shaking
- throwing
- poisoning
- burning or scalding
- drowning
- suffocating
- 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 Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

Emotional abuse may involve:

- conveying to a child that they are worthless, unloved or inadequate
- silencing or deliberately ignoring a child's views
- imposing developmentally inappropriate expectations
- overprotection or limitation of social interaction
- exposing children to the ill-treatment of others
- serious bullying, including cyberbullying
- exploitation or corruption

Emotional abuse is present to some extent in all forms of maltreatment, although it may occur alone

Sexual Abuse:

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening.

Sexual abuse may involve:

- physical contact, including assault by penetration
- non-penetrative acts
- non-contact activities
- online abuse
- grooming
- exploitation through technology or digital platforms

Sexual abuse can be perpetrated by adults or by other children.

Child-on-child sexual abuse is recognised as a significant safeguarding issue within education settings.

Neglect:

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

Neglect may involve failure to:

- provide adequate food, clothing or shelter
- protect a child from harm or danger
- provide adequate supervision

- ensure access to appropriate medical care or treatment
- respond appropriately to emotional needs

Neglect may also include educational neglect, including persistent failure to ensure a child's engagement with education.

Southampton City Council recognises that educational neglect may involve parental, professional, organisational or systemic factors.

Domestic Abuse, Mental Ill Health and Substance Misuse (“Toxic Trio”):

The combination of domestic abuse, parental mental ill health and substance misuse is sometimes referred to as the “toxic trio” due to the increased risks these factors can present to children and families.

Research and safeguarding practice reviews have consistently identified these issues as common features in cases where children have experienced significant harm.

Staff should recognise that the presence of one or more of these factors may increase vulnerability and should prompt professional curiosity, information sharing and appropriate safeguarding consideration.

So-called honour-based abuse (HBA):

So-called honour-based abuse encompasses a range of harmful practices and abuse motivated by the protection of perceived family or community “honour”. This may include:

- forced marriage
- female genital mutilation (FGM)
- abuse linked to cultural or religious expectations
- coercion, control or violence associated with family honour

Staff should be aware of the safeguarding risks associated with harmful practices and harmful cultural practices as outlined within *Keeping Children Safe in Education 2025*.

Child Protection:

Child protection refers to safeguarding activity undertaken where there are concerns that a child is suffering, or is likely to suffer, significant harm. This may require referral to Children's Services and/or the Police for consideration under Section 17 or Section 47 of the Children Act 1989.

Child protection procedures also apply where a child is already subject to:

- a Child Protection Plan
- a Child in Need Plan
- multi-agency safeguarding intervention

Exploitation:

All staff should be aware of the indicators of abuse, neglect and exploitation, recognising that children can be at risk of harm:

- inside and outside of the home
- inside and outside of school or college
- online as well as offline

Staff are expected to exercise professional curiosity and understand that early identification of abuse, neglect, exploitation and vulnerability is essential in ensuring children receive appropriate help, support and protection.

Exploitation may include:

- child criminal exploitation (CCE)
- child sexual exploitation (CSE)
- county lines activity
- online exploitation
- financial exploitation
- radicalisation and extremist exploitation

This reflects the guidance set out within *Keeping Children Safe in Education 2025*

Domestic Abuse:

Domestic abuse can involve a single incident or a pattern of incidents and may include:

- psychological abuse
- physical abuse
- sexual abuse
- emotional abuse
- financial or economic abuse
- coercive or controlling behaviour

Children can be victims of domestic abuse directly or indirectly through witnessing, hearing or experiencing its effects within the home or within their own intimate relationships, including teenage relationship abuse.

Exposure to domestic abuse can have a serious and long-term impact on a child's:

- physical and mental health
- emotional wellbeing
- behaviour
- development
- safety
- educational outcomes and ability to learn

Staff should remain alert to the potential impact of domestic abuse on children and respond in accordance with safeguarding procedures.

Statement guidance

3. This guidance should be read in conjunction with:

- DfE Keeping Children Safe in Education 2025
- DfE Working Together to Safeguard Children 2026
- Home Office Prevent Duty Guidance
- Channel Duty Guidance
- Children's Wellbeing and Schools Act 2026
- Online Safety Act 2023

4. Safeguarding and promoting the welfare of children as defined in Working together to safeguard children 2026 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

Safeguarding Principles

Compass School recognises that safeguarding children from harm, exploitation, abuse and radicalisation is everyone's responsibility and forms part of the school's wider safeguarding culture.

The school recognises that pupils may experience multiple and overlapping vulnerabilities including:

- social, emotional and mental health needs
- trauma and adverse childhood experiences
- online exploitation
- contextual safeguarding risks
- child-on-child abuse
- criminal exploitation
- county lines involvement
- extremist influence and radicalisation
- misogyny and harmful online ideologies
- discrimination and hate-based abuse

- persistent absence and disengagement from education

The school adopts a child-centred, trauma-informed and anti-discriminatory safeguarding approach in line with statutory safeguarding guidance.

“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”.

KCSIE 2025 updates

Online safety, filtering and monitoring

The school recognises that safeguarding risks increasingly occur online and may include:

- extremist or harmful content
- online grooming
- misinformation and disinformation
- AI-generated harmful content
- deepfakes
- harmful online communities
- misogynistic or hate-based influencers
- radicalisation through gaming or social media platforms

The school will:

- maintain appropriate filtering and monitoring systems
- regularly review the effectiveness of filtering and monitoring arrangements
- ensure safeguarding and IT leads work collaboratively
- respond appropriately to safeguarding alerts
- educate pupils regarding online safety, critical thinking and digital resilience
- teach pupils how to identify manipulation, coercion and harmful online narratives

Low-level concerns

All staff are expected to report concerns promptly, including low-level safeguarding concerns, emerging behavioural concerns and indicators of exploitation or vulnerability.

Attendance and safeguarding

Compass School recognises the safeguarding importance of attendance and educational engagement.

Persistent absence, repeated suspension, missing education and reduced engagement may indicate unmet safeguarding needs, exploitation risks or contextual vulnerabilities.

4. Working Together to Safeguard Children 2026 updates

- safeguarding practice will include professional curiosity and evidence-informed decision making
- the voice of the child will be sought, recorded and considered within safeguarding responses
- information sharing will be timely, lawful and proportionate
- safeguarding responses will consider contextual risks both online and within the community
- staff will work collaboratively with external safeguarding partners and agencies
- early help intervention will be considered wherever appropriate

- safeguarding assessments will consider diversity, protected characteristics and potential discrimination-related vulnerabilities

Children's Wellbeing and Schools Act 2026 additions

Children missing education

The school recognises that children who are missing education, frequently absent or difficult to engage may be at increased risk of abuse, exploitation, radicalisation or neglect.

The school will:

- maintain accurate attendance and safeguarding records
- escalate concerns appropriately
- work proactively with local authorities and safeguarding partners
- maintain oversight of vulnerable pupils
- support multi-agency safeguarding arrangements

Mobile phones and smart devices

The school recognises the safeguarding risks associated with unrestricted mobile phone and smart device use.

Procedures relating to mobile devices, online access and recording/sharing of images will be enforced in accordance with safeguarding and behaviour policies.

Prevent and radicalisation updates

Preventing Radicalisation

Compass School recognises that pupils may be vulnerable to radicalisation through direct contact, peer influence or online exposure.

Concerns may involve a broad range of ideologies including:

- Islamist extremism
- extreme right-wing ideology
- mixed or unstable ideologies
- misogynistic extremism
- incel-related ideology
- conspiracy-driven extremism
- hate-based online movements

Staff will avoid assumptions based on ethnicity, faith, disability, culture, gender identity or background and will respond proportionately using safeguarding processes.

The school recognises that vulnerability to radicalisation does not itself indicate criminality.

Any concerns regarding radicalisation will be referred to the DSL and, where appropriate, to Prevent or Channel processes in line with local safeguarding procedures.

Possible indicators may include:

- sudden changes in behaviour or peer groups
- fixation on extremist narratives or conspiracy theories
- use of extremist symbols, memes or coded language
- increased secrecy regarding online activity
- admiration of mass violence or extremist perpetrators
- misogynistic or hate-based rhetoric
- accessing or sharing harmful online content
- withdrawal from usual activities
- expressions of intolerance towards protected groups

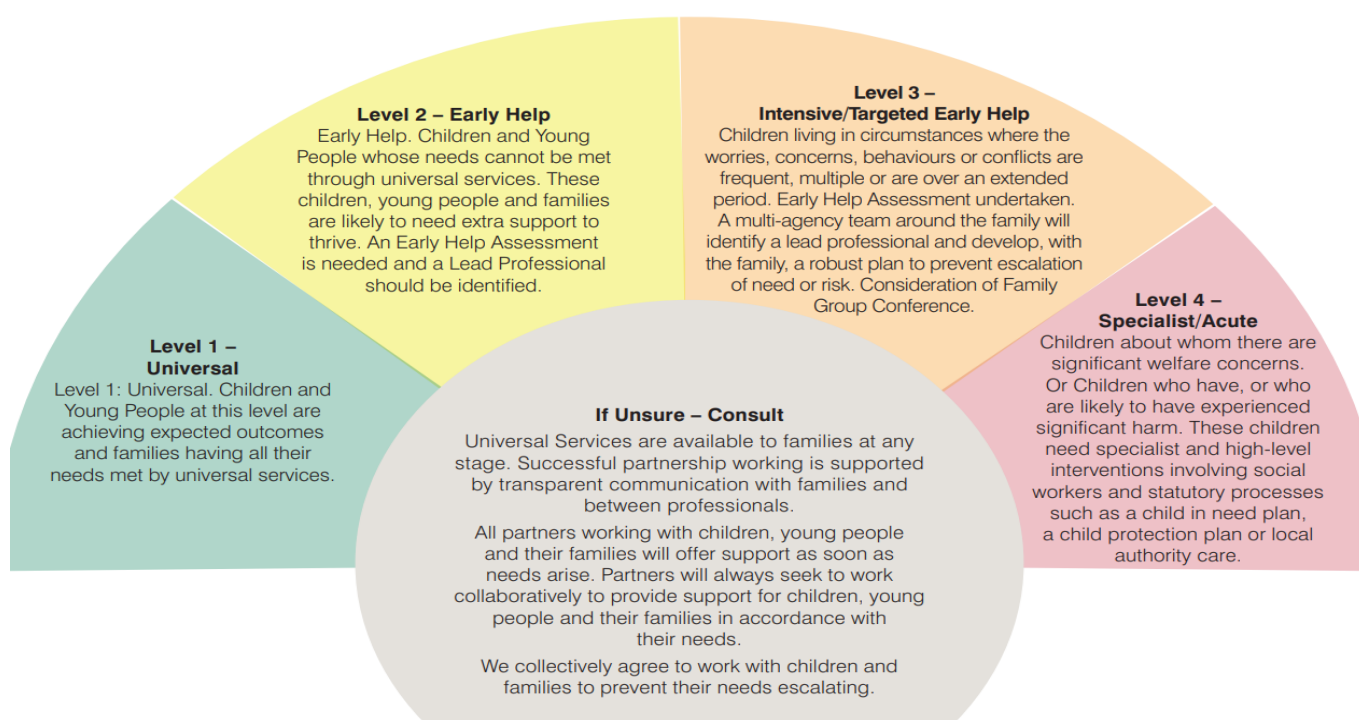
SCC expect all school/college/VCSE sector and Private/Independent agencies working in or with education aims to include:

- 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 2025 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 2026 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 \(previously Early Help\) \(southampton.gov.uk\)](https://www.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 2025, 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.

Safeguarding Leadership and Governance

Overall responsibility for safeguarding and child protection at Compass School is held jointly by the Designated Safeguarding Lead (DSL), Deputy DSLs, senior leaders and the Management Committee.

Annex C of *Keeping Children Safe in Education 2025* sets out the role and responsibilities of the Designated Safeguarding Lead. The DSL and Deputy DSL job descriptions within Compass School reflect the responsibilities outlined within Annex C.

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead is:

- Debbie McKenzie
Email: Debbie.McKenzie@compass-school.net

The Deputy Designated Safeguarding Lead is:

- Sally Howells
Email: Sally.Howells@compass-school.net

The DSL and Deputy DSLs are appropriately trained, receive regular safeguarding updates and undertake training in line with statutory guidance and local safeguarding partnership expectations.

The DSL team provides safeguarding leadership across the school, including:

- managing child protection concerns

- supporting staff safeguarding practice
 - liaising with external safeguarding agencies
 - overseeing safeguarding records
 - promoting a strong safeguarding culture
 - monitoring safeguarding trends and emerging risks
 - ensuring safeguarding practice reflects current statutory guidance
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Management Committee Safeguarding Responsibilities

The Management Committee recognises its statutory safeguarding responsibilities as outlined within *Keeping Children Safe in Education 2025*, *Working Together to Safeguard Children 2026* and other relevant safeguarding legislation and guidance.

The Management Committee ensures:

- safeguarding policies and procedures are effective and reviewed regularly
- safeguarding arrangements are child-centred and compliant with statutory expectations
- appropriate filtering and monitoring systems are in place
- safeguarding training is completed and monitored
- safeguarding concerns are scrutinised appropriately
- safer recruitment procedures are robust
- safeguarding resources and staffing are sufficient
- the voice of children is considered within safeguarding oversight and decision making

All members of the Management Committee receive safeguarding and child protection training on induction, including responsibilities under KCSIE 2025. Safeguarding updates and refresher training are undertaken at least annually.

Southampton City Council provides annual safeguarding training and governance support for Management Committee members alongside additional safeguarding briefings throughout the academic year.

All Management Committee members have read and understood at least Part One of *Keeping Children Safe in Education 2025*, including governing body responsibilities. A formal record of this is maintained within governance records.

Named Safeguarding Governance Roles

The Chair of the Management Committee is:

- Colm McKavanagh

The Vice-Chair of the Management Committee is:

- Darryl Saxton

The nominated safeguarding representative is:

- Colm McKavanagh

The Management Committee member responsible for overseeing allegations against the Headteacher is:

- Colm McKavanagh

All Management Committee representatives can be contacted through the school office.

The nominated safeguarding representative has received appropriate safeguarding training relevant to the role during the current academic year.

Safeguarding Oversight and Monitoring

Safeguarding is a standing agenda item at all Management Committee meetings.

The Management Committee maintains active oversight of safeguarding practice through:

- safeguarding monitoring visits
- scrutiny of safeguarding data and trends
- pupil voice activities
- parental surveys
- review of safeguarding audits and action plans

- review of filtering and monitoring arrangements
- attendance and inclusion monitoring
- oversight of safer recruitment and SCR compliance

A safeguarding monitoring schedule is agreed annually and includes first-hand monitoring activities undertaken by Management Committee members.

The Management Committee also contributes to and oversees the annual safeguarding self-evaluation submitted to the Local Authority and monitors progress against identified safeguarding priorities and actions.

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 2025). 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 be still be contributing to multi-agency working.

Multi-Agency working

Set out in KCSIE 2025, Working Together to safeguard children 2026 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) 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 2025)

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 2025 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 2025.

Safeguarding issues are those that can place children at risk of harm (KCSIE 2025). 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 it their 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.

Visiting speakers and external agencies

The school will undertake appropriate checks and risk assessments for external speakers and organisations.

The school will ensure:

- materials are age-appropriate
- sessions are supervised by staff
- balanced viewpoints are provided
- extremist, discriminatory or partisan content is not promoted

Concerns arising from external visitors will be reported immediately to the DSL.

Physical Intervention (use of reasonable force)

Compass School recognises that appropriate touch is an important developmental stage for all pupils and that some may not have experienced positive early bonding with parents/carers.

The school also recognises the importance of developing emotional resilience and literacy, which are taught throughout our practice, particularly during PSHE, SPICE and small group/1:1 mentoring sessions and/or interventions. We believe pupils need to recognise and understand why they need to take responsibility of their own actions. At Compass School pupils learn how their actions affect others through non-structured and structured 'Restorative Practice' sessions after an incident.

Some pupils will require physical intervention to prevent them from causing harm or danger to others and/or themselves. All physical interventions will be delivered within the SecuriCare approach and endeavour to keep staff and pupils safe whilst continuing to support the learning of others to ensure they develop strategies to better manage their emotions and behaviour.

Definition of Terms

- **Restrictive intervention:** a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways
- **Reasonable force:** a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances
- **Significant incident:** any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention
- **Seclusion:** a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave
- **Restraint:** a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint

Who can use reasonable force?

In accordance with the statutory guidance (April 2026), Compass School acknowledges that all members of school staff are legally empowered to use reasonable force in certain situations. This is specifically to prevent or stop a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise

Staff members who are likely to require the use of reasonable force and/or other restrictive interventions must receive adequate training in its safe and lawful application, as well as in preventative strategies.

In an emergency or a case of self-defence everyone has the right to use 'reasonable force' to defend themselves or others against attack. Under Section 93 (Education and Inspections Act 2006) it is made clear that force should only be used if the situation warrants it, and that such force must be in proportion to the circumstances and consistent with the age, gender and understanding of the young person.

Minimising the Need for Force

Compass School aims to minimise the risk of incidents necessitating the use of reasonable force through de-escalation. As all of our pupils can demonstrate challenging behaviour, staff members collaborate to develop pupil plans and risk management plans, where appropriate. These plans incorporate bespoke strategies aimed at and de-escalating key behaviours and reducing the necessity for the application of reasonable force. These are reviewed as and when appropriate.

Key Principles Guiding Restrictive Intervention

Compass School has, in conjunction with other special schools adopted the SecuriCare training package. Staff receive annual training in de-escalation skills and positive handling techniques. Refresher sessions may be delivered throughout the year where appropriate for individual hubs or staff members. Time is set aside in reviewing the effectiveness of any de-escalation strategies and handling techniques identified in Pupil Plans during daily staff de-brief sessions or on a 1:1 basis with a pupil.

We endeavour to work closely with the LA, Educational Psychology Service and Social Care in ensuring that pupils' needs are addressed and advice is considered/implemented.

- Physical Intervention and Restraint should be used as a last resort to support children and young people in times of crisis. Restraint should be avoided wherever possible
- Staff will continuously seek opportunities to communicate, assess the situation, look and listen and divert/de-escalate
- Any physical intervention will be **REASONABLE, PROPORTIONATE AND NECESSARY** – in the pupil's and staff's best interest but only as a last resort until the immediate threat has subsided
- Physical interventions will be administered in a calm and rational manner and should aim to de-escalate a potentially dangerous situation and to support a pupil to maintain self-control
- Following a physical intervention, a structured or unstructured 'Restorative Practice' should take place if appropriate
- Where there is an element of foreseeable risk this will be assessed and, where possible recorded
- Staff that are trained and not physically involved in the intervention will be expected to act as advocates for the pupil and members of staff
- It is the duty of all staff to offer appropriate support during or after a physical intervention or serious incident
- All staff will be trained in SecuriCare to the basic level and this is refreshed every year as a minimum
- Compass School has members of staff also trained in School 'First Aid' and hold the relevant certificates
- SecuriCare techniques seek to avoid injury and will not be used as punishment; however, it is possible that bruising or scratching may occur accidentally to either a pupil or member of staff supporting them. These are not necessarily as a failure of professional techniques, but a regrettable and infrequent side effect of attempts to keep people safe.

There will always be a verbal check of injury after physical intervention and any injury will be treated and recorded on a skin map, HS1 and/or HS2. These documents will be sent to the LA via a secure portal

Recording and Reporting

- All staff are responsible for completing an RPI form following an incident. Lead trainers' quality assure RPI forms and are responsible for completing the Bound Physical Intervention Book (kept in the Head teacher's office) they should endeavour this to be done on the same day as the incident where possible. An RPI number will then be recorded on the comments section on SIMS with the form attached
- Parents/carers will be contacted by the school when their child has been involved in physical intervention. This will be by telephone or direct contact on the day the incident occurred. The contact will be followed up by a written notification to parents via email or an online messaging system
- The school will keep records of any physical intervention in the Bound Physical Intervention Book and RPI Folder. These are checked every time a physical intervention occurs by the Headteacher or the Deputy Headteacher and SecuriCare Lead Trainer. The SecuriCare Lead Trainer will ensure the RPI form is scanned and attached to the relevant SIMS entry
- **Compass School will monitor its own records**, and complete a PI Review and Actions report every half term. This is shared with the Management Committee and other relevant colleagues as required as per outcome of the actions each half term

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 DSLO 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 2025 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

Compass School has a Behaviour Policy in place that reflects current statutory guidance and relevant Department for Education advice, including:

- [DfE – Behaviour in Schools Guidance](#)
- [DfE – Use of Reasonable Force in Schools](#)
- *Keeping Children Safe in Education 2025*
- Prevent Duty Guidance
- Equality Act 2010 responsibilities

The school's behaviour approach is underpinned by:

- safeguarding principles
- trauma-informed practice
- relational approaches
- restorative practice
- inclusion
- contextual safeguarding awareness

Compass School recognises the impact that adverse childhood experiences (ACEs), trauma, attachment needs, neurodiversity, mental health needs and contextual vulnerabilities can have on behaviour, emotional regulation and engagement.

The Behaviour Policy has therefore been developed to:

- promote safety, wellbeing and positive relationships
- support emotional regulation and resilience
- reduce the risk of exclusion and disengagement
- encourage restorative reflection and repair
- ensure responses are proportionate, consistent and child-centred

All staff receive induction and ongoing CPD relating to:

- trauma-informed practice
- the impact of ACEs and trauma
- restorative approaches
- de-escalation strategies
- contextual safeguarding
- behaviour as communication
- relational practice
- safeguarding-linked behaviour concerns
- online harms and extremist influence

The school recognises that some behaviours may indicate unmet safeguarding needs, exploitation, emotional distress or exposure to harmful influences, including extremist ideologies. Staff are expected to respond with professional curiosity and in line with safeguarding procedures.

SEND and Behaviour

Compass School recognises its duties under the Equality Act 2010 and SEND legislation.

The Behaviour Policy sets out how reasonable adjustments and adaptations will be made for pupils with:

- Special Educational Needs and Disabilities (SEND)
- communication needs
- neurodevelopmental differences
- mental health needs
- identified vulnerabilities

Behaviour responses may therefore be adapted to reflect:

- identified needs
- risk assessments
- Education, Health and Care Plans (EHCPs)
- individual behaviour support plans
- trauma-informed approaches
- safeguarding considerations

Where required, individual planning will outline:

- known triggers
- protective factors
- de-escalation strategies
- agreed responses
- support strategies
- risk reduction approaches

Positive Behaviour Support and Physical Intervention

The school promotes a graduated and preventative approach to behaviour support which prioritises:

- positive relationships
- early intervention
- co-regulation
- emotional literacy
- restorative conversations
- positive reinforcement
- therapeutic approaches

Where there is a foreseeable risk of harm, individual support or Positive Handling Plans may be implemented.

Some staff receive specialist training in physical intervention and restraint appropriate to their role. However, all staff retain a duty of care and may use reasonable force where necessary, proportionate and lawful to:

- prevent injury
- prevent serious damage to property
- prevent serious disorder

- maintain safety

Any use of physical intervention will comply with statutory guidance and the school's Physical Intervention/Positive Handling Policy.

Preventing Radicalisation and Extremism

Compass School recognises its statutory responsibilities under Section 26 of the Counter-Terrorism and Security Act 2015, known as the Prevent Duty. The school is committed to safeguarding pupils from radicalisation, extremism and exploitation linked to extremist ideologies.

The school recognises that protecting children from radicalisation is part of the school's wider safeguarding responsibilities and should be approached using the same child-centred principles applied to other safeguarding concerns.

All staff are expected to remain alert to signs that a child may be vulnerable to radicalisation or extremist influence. Vulnerability to radicalisation may arise from a range of factors including:

- social isolation
- unmet emotional needs
- online influence
- exposure to harmful narratives
- experiences of trauma
- identity-based vulnerabilities
- peer influence
- grievance or perceived injustice

The school recognises that risks may relate to a broad range of ideologies and harmful influences, including but not limited to:

- political extremism
- religious extremism
- extreme right-wing ideology
- misogynistic extremism
- incel-related ideology
- conspiracy-driven extremism
- anti-government extremist narratives
- environmentally or single-issue motivated extremism
- hate-based ideologies

This list is not exhaustive, and safeguarding updates will be provided where emerging themes or ideologies are identified locally or nationally.

Definition of Extremism

- [GOV.UK – New Definition of Extremism 2024](#)

The Government's 2024 definition states:

"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)."

Staff should be aware of behaviours and indicators associated with extremist influence and understand that radicalisation may occur both online and offline.

Definitions

Radicalisation

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

Terrorism

Terrorism is defined within the Terrorism Act 2000 and includes actions or threats designed to influence the government or intimidate the public for the purpose of advancing a political, religious, racial or ideological cause.

Prevent Leadership and Contacts

The member of staff with lead responsibility for Prevent within Compass School is:

- Sally Howells

Relevant guidance and local support information include:

- [GOV.UK – Prevent Duty Guidance](#)
- Southampton Prevent Information
- [Safe4Me – Prevent Radicalisation and Extremism](#)
- National Prevent Referral Form

Prevent Training

All staff complete appropriate Prevent awareness training as part of induction and refresher safeguarding training.

Compass School requires all staff to complete Home Office Prevent awareness training at least every two years, alongside local contextual safeguarding updates provided through safeguarding briefings, training and safeguarding updates.

- Home Office Prevent Duty Training

Training ensures staff:

- understand the Prevent Duty
- recognise indicators of radicalisation
- understand local and national risks
- know how to report concerns
- understand referral pathways and safeguarding processes

The school maintains records of:

- Prevent training completion
- safeguarding updates
- staff understanding
- attendance at safeguarding training

Completion of Prevent training is monitored through the school's safeguarding systems and reported through Local Authority safeguarding assurance processes where required.

DSLs, Deputy DSLs and DSLO'S will also complete additional Prevent-related training appropriate to their role, including:

- Prevent referral processes
- Channel awareness
- multi-agency safeguarding responsibilities
- Home Office – Prevent Referrals and Channel Training

The school will adapt training arrangements in line with updated Home Office and Local Authority expectations, including face-to-face Prevent delivery models were implemented locally.

Prevent Audit and Governance

Compass School undertakes regular Prevent self-assessment and audit activity to review compliance with statutory duties, safeguarding arrangements, staff awareness and curriculum provision.

The Prevent audit will be reviewed at least every two years, or earlier where significant legislative or safeguarding changes occur.

The Management Committee will maintain oversight of:

- Prevent compliance
- safeguarding risks linked to extremism
- training completion
- referral processes

- curriculum resilience
- filtering and monitoring arrangements

Curriculum Provision and Building Resilience

Compass School recognises the importance of building pupils' resilience to extremism and harmful influences through the curriculum, relationships and wider school ethos.

This includes promoting:

- fundamental British values
- critical thinking
- respectful discussion
- inclusion and tolerance
- emotional literacy
- online safety
- media literacy
- healthy relationships
- awareness of manipulation and coercion

Preventative education is delivered through:

- PSHE/RSHE
- safeguarding education
- online safety education
- assemblies and tutor work
- pastoral support
- restorative and relational practice

The school recognises that children may be particularly vulnerable to online radicalisation, harmful online communities and extremist narratives during periods of social isolation, emotional vulnerability or reduced engagement with education.

Staff are expected to remain professionally curious regarding changes in:

- behaviour
- presentation
- peer groups
- online activity
- language or rhetoric
- attendance or engagement

Any concerns regarding vulnerability to radicalisation will be reported immediately using the school's safeguarding procedures.

Referrals and Multi-Agency Working

Where safeguarding concerns indicate that a child may be vulnerable to radicalisation, the DSL will assess the concern and consider appropriate safeguarding action.

This may include:

- early intervention
- multi-agency support
- consultation with Prevent professionals
- referral to Children's Services
- Prevent referral
- consideration through the Channel process

The school recognises that vulnerability to radicalisation does not itself indicate criminality.

Where appropriate, referrals may be considered by Counter Terrorism Local Policing (CTLP), Children's Services and relevant safeguarding partners.

If a child is discussed through the Channel process, the school will cooperate fully with multi-agency planning and support arrangements.

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 \(www.gov.uk\)](https://www.gov.uk)

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

[Thinkuknow - home](https://www.gov.uk)

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

[PSHE Association | Charity and membership body for PSHE education \(pshe-association.org.uk\)](https://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 2025 (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

Compass School delivers Relationships Education, Relationships and Sex Education (RSE) and Health Education in accordance with current statutory guidance and requirements appropriate to the age, phase and needs of pupils.

- DfE – Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance

The school fully implemented the statutory RSHE guidance from September 2021

The RSHE Policy and curriculum are reviewed annually to ensure they remain:

- age-appropriate
- inclusive
- trauma-informed
- safeguarding aware
- reflective of current statutory guidance and local needs

The curriculum supports pupils to:

- develop healthy and respectful relationships
- understand consent and boundaries
- recognise abuse and exploitation
- stay safe online
- understand emotional wellbeing and mental health
- develop resilience and self-awareness
- understand diversity and protected characteristics
- access support from trusted adults

The school recognises that RSHE contributes significantly to safeguarding, wellbeing and preparation for adult life.

Inclusion and LGBTQIA+ Support

Compass School recognises that being LGBTQIA+ is not itself a safeguarding concern or vulnerability. However, *Keeping Children Safe in Education 2025* highlights that some children and young people may experience:

- bullying
- discrimination
- harassment
- isolation
- prejudice
- targeted abuse
- online harm

related to their sexual orientation, gender identity or perceived identity.

The school is committed to creating a safe, respectful and inclusive environment where all pupils feel supported and valued.

Pupils are encouraged to speak with a trusted adult if they have questions, concerns or require support relating to relationships, identity, wellbeing or safeguarding.

In Compass School, staff with pastoral and safeguarding responsibilities receive appropriate training to support pupils sensitively, inclusively and in line with safeguarding expectations.

The school follows current DfE guidance and carefully considers relevant evidence-informed and age-appropriate resources when developing curriculum provision and staff training.

Parental Engagement

Compass School values positive partnership working with parents and carers in relation to RSHE.

Parents/carers are encouraged to discuss any questions, concerns or queries regarding Relationships Education, RSE or Health Education with the school.

Initial enquiries should be directed to Luisa Whittick

Where appropriate, appointments can be arranged to discuss curriculum content, safeguarding considerations or individual pupil needs.

If a parent/carer wishes to raise a formal complaint relating to RSHE provision, this should be done through the school's Complaints Policy.

External Visitors and Specialist Providers

Compass School may involve external agencies, specialist providers or visiting professionals to enhance aspects of the RSHE curriculum, particularly in relation to:

- online safety
- healthy relationships
- exploitation awareness
- wellbeing
- diversity and inclusion
- safeguarding education

The school follows DfE and UKCIS guidance regarding the use of external visitors and ensures:

- all visitors are appropriately vetted where required
- safeguarding expectations are clear
- sessions are age-appropriate
- content is balanced and suitable
- staff remain present during sessions
- visitors do not promote partisan or inappropriate views
- [GOV.UK – Using External Visitors to Support Online Safety Education](#)

The school maintains oversight of all external contributions to ensure consistency with safeguarding responsibilities, statutory guidance and the school's values and ethos.

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 2025.

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 \(hipsprocedures.org.uk\)](https://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

Compass School recognises that children who are absent from education, persistently absent, missing education or receiving reduced timetables may be at increased risk of harm, exploitation, abuse, neglect, poor mental health outcomes or disengagement from services.

Absence from school will always be considered from both an educational and safeguarding perspective.

Children may remain on roll but experience regular, sporadic or prolonged absence. The school recognises that patterns of absence may indicate underlying safeguarding concerns including, but not limited to:

- child criminal exploitation
- child sexual exploitation
- county lines involvement
- mental health difficulties
- emotionally based school avoidance
- bullying or peer-on-peer abuse
- domestic abuse within the family
- caring responsibilities
- neglect
- online exploitation
- contextual safeguarding risks
- radicalisation or exploitation by others

The school will identify and respond to emerging attendance concerns at the earliest opportunity and work proactively with children, families and partner agencies to reduce barriers to education and engagement.

- [GOV.UK – Working Together to Improve School Attendance](https://www.gov.uk/government/collections/working-together-to-improve-school-attendance)

In line with *Working Together to Improve School Attendance 2024*, senior leaders responsible for attendance (“Attendance Champions”) work collaboratively with safeguarding leaders, pastoral staff and external agencies to ensure attendance concerns are considered through a safeguarding lens as well as an academic one.

Attendance monitoring will include consideration of:

- patterns and trends in absence
- repeat absences
- punctuality concerns
- medical evidence where appropriate
- safeguarding vulnerabilities
- contextual and family factors
- engagement with support services

Compass School recognises that part-time timetables should only be used in exceptional circumstances, for the shortest possible period and in the best interests of the child.

Any reduced timetable arrangement will:

- be time limited
- be formally agreed with parents/carers
- include clear review arrangements

- include reintegration planning
- consider safeguarding risks and vulnerabilities
- be recorded appropriately
- be regularly reviewed by senior leaders

The school will consider whether additional alternative provision, therapeutic intervention or targeted support can be implemented to maintain meaningful educational engagement and reduce safeguarding vulnerability.

Decisions regarding reduced timetables or reduced onsite provision will be made on a case-by-case basis and discussed, where appropriate, with the School Attendance and Support Service (SASS) and other relevant professionals.

The school recognises that prolonged absence, reduced timetables and disengagement from education continue to feature within local and national safeguarding practice reviews and serious case reviews involving children and young people.

For this reason, Compass School maintains rigorous oversight of attendance, engagement and safeguarding arrangements for all pupils receiving alternative or reduced educational provision.

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://hipsprocedures.org.uk)

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://gov.uk)

[CERAF Guidance 2020-08.pdf \(hipsprocedures.org.uk\)](https://hipsprocedures.org.uk)

[3.1 Children who are Exploited | Hampshire, Isle of Wight, Portsmouth and Southampton \(hipsprocedures.org.uk\)](https://hipsprocedures.org.uk)
<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 DSLs 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)

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://www.hipsprocedures.org.uk)

[County Lines Toolkit for Professionals | The Children's Society \(childrenssociety.org.uk\)](https://www.childrenssociety.org.uk)

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 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 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)

Criminal exploitation of children and vulnerable adults: county lines - GOV.UK (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 \(anti-bullyingalliance.org.uk\)](#)

[Rape Crisis England & Wales](#)

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

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

[Undressed \(lgfl.net\)](#) 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 2025 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)" 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 \(southampton.gov.uk\)](#) 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 (

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 DSLO 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

Keeping Children Safe in Education 2025 includes guidance for schools and colleges regarding the management of low-level concerns relating to the conduct of staff, volunteers, contractors and other adults working with children.

At Compass School, we are committed to creating and maintaining a culture of openness, transparency and safeguarding vigilance in which all concerns about adults working in or on behalf of the school are identified, shared, recorded and managed appropriately.

The school aims to:

- identify concerning, problematic or inappropriate behaviour at an early stage
- minimise the risk of abuse or harm to children
- promote a strong safeguarding culture
- ensure all adults understand and maintain professional boundaries
- encourage professional curiosity and appropriate challenge
- support staff to act in accordance with the Staff Code of Conduct and the school's values and 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 \(childrensociety.org.uk\)](https://www.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](https://www.nspcc.org.uk)
- [Talk PANTS & Join Pantosaurus - The Underwear Rule | NSPCC](https://www.nspcc.org.uk) for parents
- [Sexual harassment - Victim Support](https://www.nspcc.org.uk)
- [Prejudice, Language and Behaviour Guide](https://www.nspcc.org.uk)parental leaflet
- [Parents – Safe4Me](https://www.safe4me.org.uk)
- [Information, Advice and Support to Keep Children Safe Online \(internetmatters.org\)](https://www.internetmatters.org) age specific advice for parents
- [Guidance, policy and research \(thinkuknow.co.uk\)](https://www.thinkuknow.co.uk)
- [https://loverespect.co.uk/](https://loverespect.co.uk) 14 years +

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

Child-on-Child Abuse

At Compass School, we are committed to creating and maintaining a safe, respectful and inclusive environment for all pupils, staff and visitors.

In line with *Keeping Children Safe in Education 2025* and *Working Together to Safeguard Children 2026*, the school recognises that children can abuse other children and that child-on-child abuse can occur both inside and outside of school, including online.

Child-on-child abuse is never considered:

- acceptable
- a normal part of growing up
- “banter”
- “Just having a laugh”
- an inevitable part of school life

All concerns will be taken seriously, investigated appropriately and responded to in a proportionate, child-centred and trauma-informed manner.

Child-on-child abuse can take many forms, including but not limited to:

- bullying, including:
 - online/cyberbullying
 - prejudice-based bullying
 - discriminatory bullying
 - relational aggression
 - one-off incidents and sustained behaviour
- abuse within intimate personal relationships between children and young people
- physical abuse, including:
 - hitting
 - kicking
 - shaking
 - biting
 - hair-pulling
 - threats or encouragement of violence online
- sexual violence, including:
 - rape
 - assault by penetration
 - sexual assault
 - harmful sexual behaviour
 - online facilitation of sexual abuse
- sexual harassment, including:
 - sexual comments
 - sexualised language
 - sexist remarks
 - sexual jokes
 - unwanted touching
 - online sexual harassment

(Further information is provided within Annex B of *Keeping Children Safe in Education 2025*.)

- causing someone to engage in sexual activity without consent, including:
 - coercion
 - pressure
 - manipulation
 - exploitation
 - forcing participation in sexual activity with others
- consensual and non-consensual sharing of nude and semi-nude images or videos, sometimes referred to as:
 - sexting
 - youth-produced sexual imagery
- up skirting, which involves taking images under a person’s clothing without their knowledge or consent
- initiation, hazing-type violence or harmful group rituals involving harassment, humiliation, abuse or degradation, including behaviour facilitated online

The school recognises that child-on-child abuse may:

- occur between any children regardless of age, gender or background
- involve groups as well as individuals
- occur online and offline simultaneously
- be linked to wider safeguarding concerns including exploitation, misogyny, harmful sexual behaviour, discrimination or extremist influences

Compass School adopts a zero-tolerance approach to abuse, harassment and violence between children.

The school recognises the importance of:

- early identification
- professional curiosity
- effective recording
- listening to the voice of the child
- contextual safeguarding approaches
- multi-agency working where appropriate

All staff are expected to:

- challenge inappropriate behaviour and language
- avoid minimising concerns
- report concerns immediately in line with safeguarding procedures
- maintain an attitude that “it could happen here”

The school will provide:

- support for victims
- appropriate intervention for children displaying harmful behaviour
- safeguarding oversight and risk assessment
- education around healthy relationships, consent, respect and online safety

Responses will always consider:

- the wishes and feelings of the child
- proportionality
- safeguarding risk
- SEND and communication needs
- trauma and vulnerability
- protected characteristics
- the safety and wellbeing of all pupils involved.

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.**

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 (DSL).

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 (DSLs) 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/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

[trols 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 2025.

- **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 (DSL)

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 DSL will determine how the school will approach any incident on a case-by-case basis ensuring a clear record is made by the person who it was first reported to.

Gaming

[Professionals Online Safety Helpline | Safer Internet Centre](#)

[http://www.childnet.com/search-results/?keywords=gaming – support documents](http://www.childnet.com/search-results/?keywords=gaming-support%20documents)

[Child net online advice for parents](#)

- 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](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's criteria in KCSIE 2025 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/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](mailto:eliza.johnson@southampton.gov.uk):
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 DfE.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@fcdof.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/zkyvysy/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 2025 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 \(publishing.service.gov.uk\)](https://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.

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 \(FI\) | 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 and 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 they 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.

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 2025 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 2025 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

- [GOV.UK– Staffing and Employment Advice for Schools](#) (updated October 2024)
- [Safer Recruitment Consortium](#) (including volunteer risk assessment templates)
- NSPCC Safer Recruitment Training

Compass School follows the safer recruitment procedures outlined in Part Three of *Keeping Children Safe in Education 2025* and the school's Recruitment Policy.

At least one member of every recruitment panel will have completed appropriate safer recruitment training. In Compass School, safer recruitment training is refreshed at least every two years.

The school uses safer recruitment training provided by the NSPCC, as recommended by Southampton City Council, to ensure training remains current and aligned with statutory guidance and best practice.

The school maintains a Single Central Record (SCR) in accordance with KCSIE 2025. All required pre-employment checks are completed, recorded and reviewed appropriately. Records include which checks have been undertaken, the date completed and the person responsible for completing the check.

The school undertakes all required safeguarding and vetting checks including, where appropriate:

- identity checks
- enhanced DBS checks
- barred list checks
- prohibition from teaching checks
- section 128 checks
- childcare disqualification checks
- verification of qualifications
- right to work checks
- overseas criminal record checks
- online searches in line with KCSIE 2025

Identity documentation is retained and processed in accordance with UK GDPR and the Data Protection Act 2018. Staff are informed about the information retained on their personnel file, the reasons for retention and the applicable retention periods.

Where a person undertakes supervised volunteer activity, the school will follow the guidance outlined in KCSIE 2025, including Annex E. The school recognises that a barred list check must not be carried out for individuals engaged solely in supervised activity that does not meet the definition of regulated activity.

For staff employed directly by the Local Authority or other external employers, the Management Committee will seek written assurance that all appropriate pre-employment checks have been completed. The school will also verify the individual's identity on arrival at the setting, including photographic identification where appropriate.

Applicants who have lived or worked outside the UK

Applicants who have lived or worked outside the UK will undergo the same safeguarding checks as all other staff. In addition, the school will complete any additional checks considered necessary in accordance with Part Three of KCSIE 2025, including:

- overseas criminal record checks where available
- certificate of good conduct where appropriate
- verification of professional standing
- additional risk assessment measures where information is limited or unavailable

Risk Assessments

Where information disclosed through DBS checks or other vetting processes requires further consideration, an individual risk assessment will be completed and securely retained on the personnel file. The risk assessment will include:

- details of the concern
- contextual information
- assessment of suitability
- names of staff and Management Committee members involved in decision making
- actions agreed
- review arrangements where appropriate

Risk assessments will also be completed for volunteers, contractors and other adults working within the school where appropriate. The Management Committee will maintain oversight of safer recruitment processes and risk assessment decisions relating to suitability and supervision arrangements.

Agency Staff, Contractors and Third-Party Providers

For agency staff, commissioned services, peripatetic staff, alternative provision staff, after-school providers and other adults working with children on behalf of external organisations, the school will obtain written assurance that all required safeguarding and recruitment checks have been completed. The school will verify the identity of individuals working onsite.

Where pupils attend offsite provision, including unregistered alternative provision where exceptionally used, Compass School will undertake appropriate safeguarding, health and safety and quality assurance checks. This includes scrutiny of:

- safeguarding arrangements
- staff vetting checks
- attendance monitoring
- suitability of provision
- curriculum appropriateness
- supervision arrangements

Responsibility for these checks sits with Maria Hughes (Business Manager) alongside safeguarding leaders and senior staff as appropriate.

Single Central Record (SCR)

The Single Central Record (SCR) at Compass School is maintained in accordance with *Keeping Children Safe in Education 2025* and reflects current statutory safeguarding requirements, including relevant Ofsted inspection expectations and the Education Inspection Framework.

The SCR contains a record of all required safeguarding and vetting checks for staff, governors, volunteers, agency staff, contractors and other adults working regularly within the school. The SCR records:

- the type of check completed
- the outcome of the check
- the date the check was completed
- the name or initials of the person completing the check

- the individual's role within the school
- whether the role constitutes regulated activity where applicable

The SCR is updated promptly where an individual's role, responsibilities or personal details change. Supporting documentation held within personnel files will reflect any changes, including:

- change of name documentation
- updated qualification evidence
- revised role descriptions
- evidence of additional safeguarding checks where required

The date on which changes take effect will also be recorded.

Supply Staff and Agency Workers

Information relating to supply staff and agency workers will be obtained from the supplying agency prior to the individual commencing work at the school. The school will ensure written confirmation is received that all required recruitment and safeguarding checks have been completed for the role undertaken.

The school will:

- verify the identity of all agency and supply staff on arrival
- securely store safeguarding assurance information
- record the date the information was received
- record who reviewed and verified the information
- ensure checks are appropriate to the role being undertaken

Monitoring and Quality Assurance

The SCR is subject to regular monitoring and quality assurance procedures.

At least termly, senior leaders and/or members of the Management Committee undertake monitoring of the SCR in line with local authority recommendations and safeguarding expectations. Records of monitoring activity, identified actions and completion of follow-up actions are maintained.

Monitoring activity will include scrutiny of:

- accuracy and completeness of records
- compliance with statutory guidance
- consistency of recording practices
- timely completion of required checks
- evidence of appropriate risk assessment processes

The school also maintains appropriate SCR records for adults who regularly work onsite and may have access to pupils, including:

- externally commissioned staff
- alternative provision staff
- peripatetic staff
- onsite nursery or preschool staff
- external catering or lunchtime staff
- therapeutic or support service providers

The school seeks assurance that all safeguarding and vetting requirements have been completed and records this appropriately within safeguarding systems.

Teacher Status Checks

This includes prohibition from teaching checks. These are carried out via the Teaching regulation agency portal [Teaching Regulation Agency - GOV.UK](#). 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

In maintained schools, Section 128 checks will be undertaken for all members of the Management Committee and the outcome and date of the check will be recorded on the Single Central Record (SCR).

In academies, free schools and independent schools, Section 128 checks will be completed for individuals undertaking management positions, including senior leadership roles and heads of department or equivalent positions, in accordance with KCSIE 2025.

Section 128 checks are undertaken via the Teaching Regulation Agency (TRA) portal alongside prohibition from teaching checks.

Where appropriate, Section 128 information may also be disclosed through an enhanced DBS certificate with barred list information where:

- the role is eligible for such checks; and
- the “Children’s Workforce Independent Schools” workforce category has been selected where applicable.

Compass School undertakes Section 128 checks:

- during recruitment for relevant roles
- where an existing employee moves into a relevant management role
- where concerns arise requiring review
- as part of periodic safeguarding compliance monitoring

The school recognises that Section 128 checks can only be requested where the role meets the relevant eligibility criteria.

Disqualification Under the Childcare Act 2006

- [GOV.UK – Disqualification Under the Childcare Act 2006](#)

The Childcare Act 2006 and associated regulations prevent individuals who are disqualified from working in relevant childcare provision.

This legislation applies to staff, including:

- employees
- agency staff
- volunteers
- casual workers
- trainees (salaried and unsalaried)

where they are involved in:

- early years childcare (from birth until 1 September following a child’s fifth birthday, including Reception)
- later years childcare provision for children under the age of 8 outside normal school hours
- management of such childcare provision

This includes staff working in:

- nursery and Reception classes
- breakfast clubs
- after-school provision
- holiday clubs
- lunchtime supervision for relevant age groups

The legislation does not generally apply to:

- education or supervised activity for children over Reception age during the normal school day
- co-curricular activities such as sports teams, school clubs or music activities where childcare is not being provided

Compass School requires all relevant staff to complete a childcare disqualification self-declaration as part of safer recruitment and ongoing safeguarding procedures.

Staff are expected to:

- declare any information that may affect their suitability to work within relevant childcare provision
- notify the Headteacher immediately of any change in circumstances that may result in disqualification

The school recognises that these responsibilities relate to the individual staff member's own circumstances in line with current guidance.

Where concerns arise regarding potential disqualification, the school will seek advice from HR providers, the Local Authority Designated Officer (LADO) and other relevant agencies where appropriate. Any response will be proportionate, lawful and focused on safeguarding children.

The childcare disqualification declaration process is separate from the school's wider responsibility to assess the suitability of all staff to work with children in accordance with Part Four of KCSIE 2025.

Staff Induction

All new staff, volunteers, agency staff and regular visitors will receive safeguarding and child protection induction appropriate to their role.

Induction will be provided by the Designated Safeguarding Lead (DSL) or a deputy DSL and will include:

- the Child Protection and Safeguarding Policy
- the Staff Behaviour Policy/Code of Conduct
- the school's safeguarding response to children who are absent from education
- the role of the DSL and deputy DSLs
- Part One (and Annex B where appropriate) of *Keeping Children Safe in Education 2025*
- Prevent Duty responsibilities
- online safety expectations
- filtering and monitoring systems
- the staff duty to report concerns, including low-level concerns
- safeguarding procedures including whistleblowing
- child-on-child abuse procedures
- the mandatory reporting duty relating to FGM where applicable

Where safeguarding training is delivered as part of whole-school annual training and coincides with a staff member's start date, this may form part of induction arrangements.

The school will maintain accurate records of:

- induction completed
- safeguarding training undertaken
- dates of training
- confirmation of staff understanding and compliance

Safeguarding induction is regarded as an ongoing process and staff will receive regular updates in line with statutory guidance, local safeguarding priorities and emerging safeguarding risks.

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

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 2025).

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 2025.
- 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 2025 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 DSLOs 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.

The Management Committee will receive regular updates relating to:

- safeguarding trends
- Prevent and online safety risks
- attendance vulnerabilities
- filtering and monitoring arrangements
- safeguarding training compliance
- local safeguarding priorities

Policies and safeguarding risk assessments will be reviewed annually and following significant legislative or safeguarding guidance changes

[Pupil concern flowchart for Onsite, offsite and remote learning sessions and to be used in conjunction with Southampton Pathways Document](#)

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 2 year 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 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 • 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 	<ul style="list-style-type: none"> • Previous action regarding poor attendance at school • Poor parental mental and emotional well-being • Substance misuse • Domestic Abuse/violence • Learning difficulties • Lack of positive parenting in childhood • Adverse childhood experiences • Being obese or underweight • Poor parental engagement in education • Family history of poor engagement of other siblings in education • Unable to provide/uninterested in development of child of any age • Disguised compliance/ non-compliance with agencies • Exploitation or criminality • Bereavement 	<ul style="list-style-type: none"> • Poverty • Unemployment • Lack of positive personal networks • Lack of sharing of information between agencies regarding concerns • Ineffective monitoring and review of reduced timetables or alternative provision • Lack of triangulation or challenge regarding information provided by parent where it raises query/ may not be substantiated • Lack of substantiated / reasonable information for absence • Inconsistent or unsustainable responses to agency support • Lack of health information to support a suitable Individual health care plan that supports engagement in education

<ul style="list-style-type: none"> • Child performing role of carer 	<ul style="list-style-type: none"> • 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"> • Lack of consideration of wider context e.g., of family history of poor engagement of siblings in education or previous actions not sustained • Lack of transfer of information
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Protective factors:

- Parental interest and action to support the educational development of their child, including providing a suitable education if EHE
- Full educational provision that meets needs or amendments that are effectively reviewed regularly
- Positive and effective engagement with agencies to support the child, parent/ family (health, social care, 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

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 2025 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 2025 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, governors, 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: Ruth Davies, Luisa Whittick, Lisa Lewry, Lacey Weeks, Gemma Allan

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 EntrySign.

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 EntrySign. 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 ensures that all staff understand their statutory responsibilities in fostering a strong safeguarding culture within the school. It outlines expectations for the delivery of the safeguarding curriculum, the importance of timely reporting of concerns, and Compass School's commitment to protecting and promoting the welfare of all pupils.

This document reflects the principles and requirements of:

- *Keeping Children Safe in Education 2025 (KCSIE)*
- *Working Together to Safeguard Children 2026*
- *Children's Wellbeing and Schools Act*
- Local safeguarding partnership guidance (Southampton)

Purpose and Scope

The Child Protection and Safeguarding Policy at Compass School provides the framework through which all safeguarding concerns are identified, recorded, and acted upon. It is integral to promoting the welfare of children and focuses on:

- Preventing abuse, neglect, and exploitation
- Protecting children from harm (including online and extra-familial harm)
- Supporting children's physical and mental health and development
- Ensuring safe, effective care and education environments
- Enabling all children to achieve the best possible outcomes

Safeguarding applies to all children, regardless of age, gender, ethnicity, ability, or background, and includes risks both within and beyond the home.

Definition of Safeguarding

In line with national statutory guidance, safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether inside or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring children grow up in safe and effective care environments
- Promoting upbringing within family networks where safe and appropriate
- Taking action to enable all children to have the best outcomes

Effective safeguarding requires all staff to understand contextual factors such as vulnerability, inequality, lived experience, and community influences

Whole-School Safeguarding Commitment

Compass School is committed to maintaining a vigilant safeguarding culture where:

- Safeguarding is everyone's responsibility
- Concerns are identified early and acted upon promptly
- Pupils feel safe, heard, and supported
- Staff work effectively with families and external agencies
- Systems are transparent, robust, and regularly reviewed

Safeguarding Team

All staff must be familiar with the safeguarding team:

- **DSL:** Debbie McKenzie – Headteacher
- **Deputy DSL:** Sally Howells – Assistant Head
- **DSLO Team:** Ruth Davies, Luisa Whittick, Lisa Lewry, Lacey Weeks, Gemma Allan, Dennise Renyard

The DSL and DDSL hold strategic and operational responsibility for safeguarding, including early help coordination, referrals, and multi-agency engagement.

Safeguarding Curriculum

The safeguarding curriculum is fully aligned with statutory expectations and reflects emerging risks and national priorities.

Core Curriculum Areas

- Recognising abuse and neglect (including child-on-child abuse)
- Healthy relationships, consent, and respect
- Online safety, including filtering, monitoring, and digital risks
- Mental health and emotional wellbeing
- Exploitation (criminal, sexual, county lines)
- Accessing support and reporting concerns

The curriculum is adaptive, reflecting emerging safeguarding themes such as:

- Online harms and misinformation
- Attendance vulnerability
- Extra-familial harm
- Child exploitation and serious violence

Staff Training and Professional Responsibilities

All staff receive regular, up-to-date safeguarding training in line with KCSIE 2025, including:

- Recognising indicators of abuse, neglect, and exploitation
- Responding appropriately to disclosures
- Understanding local safeguarding procedures
- Maintaining accurate, timely records
- Awareness of low-level concerns and professional boundaries

The Safeguarding team receive enhanced training, including inter-agency working, threshold decisions, and safeguarding leadership.

Key Safeguarding Priorities

1. Early Help and Prevention

Staff must identify emerging concerns and act early. Early help is a shared responsibility and should be initiated before issues escalate.

2. Attendance as a Safeguarding Priority

In line with the Children's Wellbeing and Schools Act:

- Persistent absence is treated as a safeguarding indicator
- Attendance data is actively monitored and acted upon
- Staff understand the link between absence and vulnerability

3. Multi-Agency Working

Safeguarding is strengthened through collaboration with:

- Local authority children's services
- Health professionals
- Police and community safety partners
- Voluntary sector organisations

4. Child-on-Child Abuse

All staff must recognise that abuse can occur between children and must:

- Take all concerns seriously
- Avoid dismissing behaviours as "banter"
- Follow clear reporting and recording procedures

5. Online Safety

Compass School ensures:

- Effective filtering and monitoring systems
- Education on safe online behaviour
- Staff awareness of digital safeguarding risks

6. Vulnerable Groups

Particular attention is given to children who:

- Have SEND
- Are looked after or previously looked after
- Are experiencing mental health challenges
- Are at risk of exploitation or harm outside the home

Safeguarding Culture and Practice

A Culture of Listening

Children must feel safe to share concerns. Staff must:

- Listen actively and without judgement
- Take all disclosures seriously
- Act consistently and in line with procedures

Low-Level Concerns

All concerns, no matter how small, must be:

- Recorded
- Shared appropriately
- Used to inform safeguarding culture and practice

Trauma-Informed Practice

Staff must recognise the impact of trauma and adapt responses to meet individual needs, ensuring children feel safe and supported.

Engagement and Inclusion

The safeguarding curriculum is inclusive and accessible, ensuring:

- Representation and cultural sensitivity
- Equality of access for all pupils
- Strong pupil voice and participation

Teaching approaches include discussion, scenario-based learning, and reflection to build understanding and resilience.

Impact of Safeguarding Practice

Effective safeguarding at Compass School leads to:

- Increased pupil confidence in reporting concerns
- Improved awareness of risks and protective behaviours
- Stronger relationships between pupils and staff
- Early identification and intervention
- Improved attendance and engagement
- Better overall wellbeing and outcomes

Accountability and Review

The Management Committee and school leadership:

- Monitor safeguarding effectiveness through data and feedback
- Review policies regularly in line with national updates
- Ensure compliance with statutory duties
- Provide challenge and oversight

Responsibilities of All Staff

All staff must:

- Read and understand safeguarding policies
- Attend regular training
- Remain vigilant to signs of harm
- Report concerns immediately to a DSLO
- Maintain a child-centred approach at all times

Safeguarding is at the heart of Compass School's ethos. Through strong leadership, effective training, a robust curriculum, and a culture of vigilance and care, we ensure that every child is protected, supported, and able to thrive.

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
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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

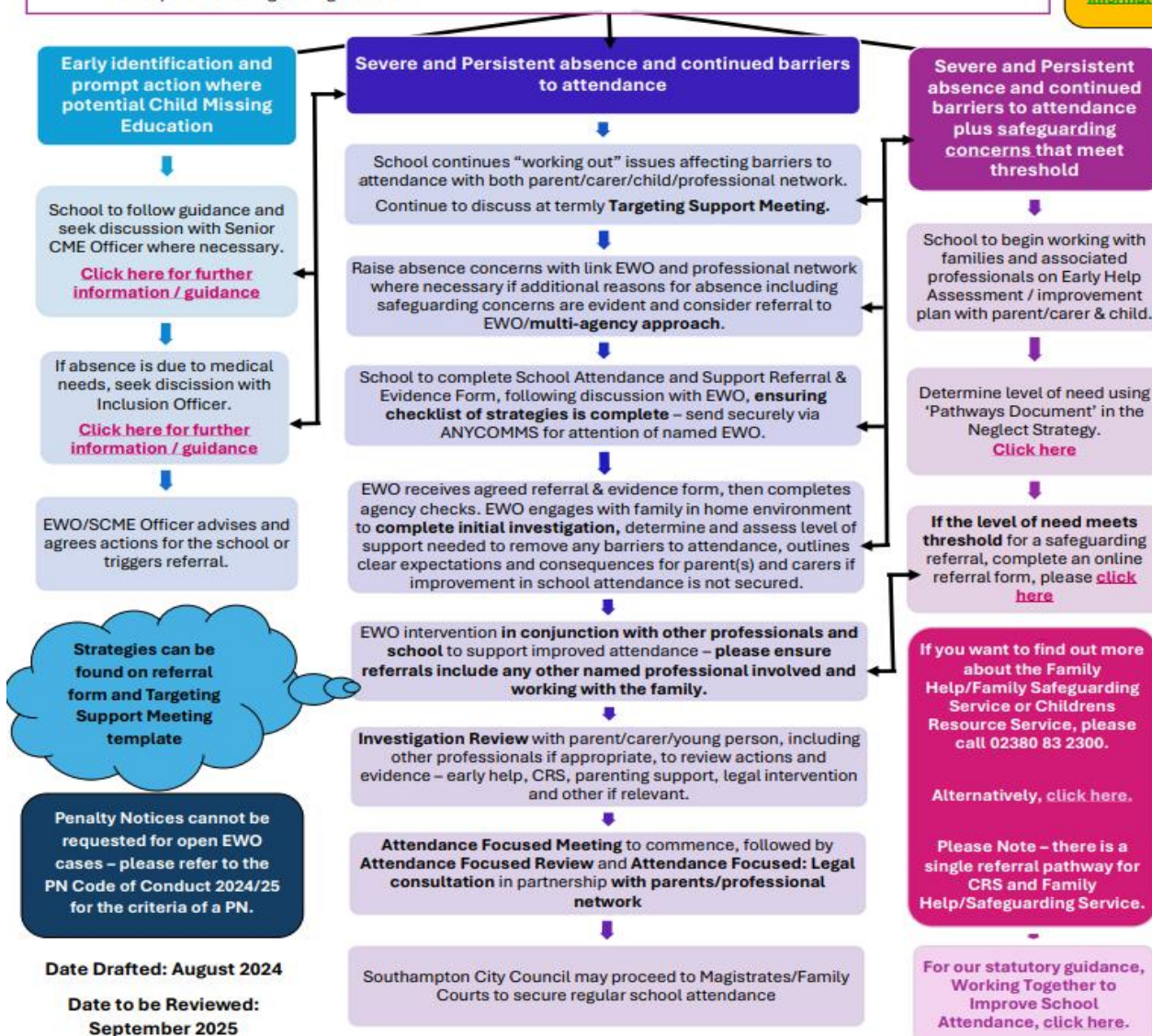


School Attendance Support Service: Working Together to Improve School Attendance

- Early identification and prompt action**
 - All schools identify and intervene at earliest opportunity where pupil's absence (authorised or unauthorised) is beginning to be a concern.
- Exhaust "in-school" immediate options and strategies (need to be recorded with minutes for evidence showing steps and actions to address pupil absence)**
 - Undertaken by internal resource, e.g., Attendance Lead/Officer or by EWO (if directly purchased via Service Level Agreement)
 - An early help assessment or plan can be completed at this stage (accessible on CRS website). Please contact the Family Hub to access further parenting support for parents/carers.**
- Consider pathway depending on level of pupil absence – Severe (50%) or Persistent (90%)**
 - There could be single, multiple, or contextual issues for absence, related to, but not limited to, early help, social care, health, medical, exploitation including via unpermitted employment, SEND, young carer, bullying, other potential safeguarding matters.

Consider Family Help / Family Hub support at all stages

[Click here for further information](#)



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