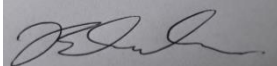


# Townhill Junior School



## Safeguarding & Child Protection Policy

Safeguarding & Child Protection Policy			
<b>Date last amended:</b>	20th April 2026	<b>Approved by:</b>	Townhill Junior School Full Governing Body
<b>Approval date:</b>	27 <sup>th</sup> April 2026	<b>Signed:</b>	 Jo Proctor Chair of Governors
<b>Review Date:</b>	April 2027		

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## **Key Contacts:**

(See also Appendix 14)

The Designated Safeguarding Lead for the school is Nick Humphries (Headteacher):

[head@townhilljuniorschool.co.uk](mailto:head@townhilljuniorschool.co.uk)

The Deputy Safeguarding Leads are:

Gemma Salmon [gsalmon@townhilljuniorschool.co.uk](mailto:gsalmon@townhilljuniorschool.co.uk) (Deputy Headteacher & SENCO)

Rebecca Austin [raustin@townhilljuniorschool.co.uk](mailto:raustin@townhilljuniorschool.co.uk) (Family Support Inclusion Officer)

The Health and Safety Officers are: Nick Humphries, Jo Williams (Staff Governor) and Geoff Bolton (Site Manager).

The governors who oversee safeguarding are: Carly Sweet: [csweet@townhilljuniorschool.co.uk](mailto:csweet@townhilljuniorschool.co.uk) and Penny Orme: [porme@townhilljuniorschool.co.uk](mailto:porme@townhilljuniorschool.co.uk)

The Chair of Governors is: Jo Proctor: [jproctor@townhilljuniorschool.co.uk](mailto:jproctor@townhilljuniorschool.co.uk)

The clerk to the Governors: Karen Harrison: [clerk@townhilljuniorschool.co.uk](mailto:clerk@townhilljuniorschool.co.uk)

## **Key documentation used to develop this guidance include:**

Keeping Children Safe in Education 2025

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working Together 2023

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/942454/Working\\_together\\_to\\_safeguard\\_children\\_inter\\_agency\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf) last updated 2023

Staffing and Employment advice for schools

[Staffing and employment: advice for schools - GOV.UK](#) last updated January 2021

Inspecting safeguarding in early years, education and skills September 2023

[Inspecting safeguarding in early years, education and skills settings - GOV.UK](#)

**Prevent Duty**

[PREVENT Duty guidance Prevent duty guidance - GOV.UK \(www.gov.uk\)](#)

Review of Sexual Abuse in Schools

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

[Sharing nudes and semi-nudes: advice for education settings working with children and young people \(updated March 2025\) - GOV.UK \(www.gov.uk\)](#)

What to do if you are Worried a Child is Being Abused - Advice for Practitioners, Departmental advice

Non-[Stat guidance template \(publishing.service.gov.uk\)](#)

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

The Hampshire, Isle of Wight, Portsmouth and Southampton (HIPS) safeguarding children partnership and the Southampton Safeguarding children partnership [HIPS safeguarding partnerships website – procedures can be found in the link below:](#)

[Welcome | Hampshire, Isle of Wight, Portsmouth and Southampton](#)

[Working together to improve school attendance 2025 - Working together to improve school attendance \(statutory guidance applies from 19 August 2025\)](#)

**Staffing and Employment advice for schools (last updated October 2021)**

[Staffing and employment: advice for schools - GOV.UK](#)

PREVENT Duty guidance [Prevent duty guidance: England and Wales \(2023\) - GOV.UK \(www.gov.uk\)](#)

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

In addition to the above, other documents are present throughout the guidance or linked for relevant reading when developing policy for specific aspects of safeguarding. Additional information should be sought from KCSiE 2025, above documentation, or statutory guidance published after this publication where needed.

Additional sections for relevant safeguarding issues specific to our school or organisation or our own procedures will need to be added by the school and its governing body or equivalent taking into account the guidance and statutory responsibilities set out in the above named documents and any additional documentation that is or becomes available during the year the policy is in place.

Addendum to the policy will be made, approved by governors and shared with staff, and pupils where appropriate, during any exceptional periods of readjustment for education settings for example, for unforeseen situations where processes may need to be different to remain in place, effective or for safety.

The following school policies are referred to and can be found at: <https://www.townhilljuniorschool.co.uk/policies/>

- TJS Staff Code of Conduct
- TJS Behaviour Policy
- TJS Children Missing in Education Policy

## **Purpose**

The purpose of this policy is to:

- Provide staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities.
- Ensure consistent good practice across the Townhill Junior School.
- Demonstrate our commitment to protecting children.
- Provide guidance to ensure that visitors / volunteers and hirers are clear of their responsibilities, what to report, how to report and non-use of school visits or premises for the promotion of extremism. In addition, what to do and who to contact if they are unsure if something is a safeguarding concern.

The information in this guidance has been produced from safeguarding issues, KCSiE 2025, Working Together 2023 and Ofsted Inspecting safeguarding in Early Years, education and skills settings (September 2019) guidance.

Links to national and local guidance are included, taken from KCSiE 2025, or other websites are correct as of the date of writing, and will be reviewed by the school on a regular basis.

All staff must be aware of the additional vulnerabilities that may exist for children who are looked after, those with SEN or a disability as well as those on a Child Protection or Child in Need plan.

Settings should ensure that DSLs contact other education settings where families are shared to request a “safeguarding discussion” with the DSL counterpart. So as to build awareness of the family and any concerns in order that children and young people’s well-being is protected and they are safeguarded. This can also be undertaken with GP’s. This is not a process where urgent referrals are required where a child is at immediate risk but when a DSL has concerns and needs to have clarity over those concerns and if they are for single children or across a family.

This policy includes all school activities both within the normal school day and extended services, both on site and for educational visits.

Safeguarding is everyone’s business. This means all adults, in positions of trust, need to be well-trained and aware of risks, signs and possible or actual harm, and know what to do if they are concerned or have an allegation made to them or overheard. They should also be trained on how to report adults behaving in a manner that does not meet the standards of the profession within their own settings and through whistleblowing processes. All adults working with children should be pro-active in raising or logging concerns and be curious. Training should not only include issues that adults in school have been aware of previously but also of wider safeguarding and local context that could raise

risks of harm- this includes how to manage online concerns that may begin outside of school, or patterns of absence that are present, change, prolonged or unusual for that child or family.

The expectations of this policy relates to the conduct of all adults working with young people on or off school site to ensure that the culture within our setting allows for children and young people to feel they have been heard and relevant actions taken when raising concerns including about adults in a position of trust or other children/young people in person or online.

## Scope

This policy relates to all staff, visitors, volunteers and governors of Townhill Junior School, and provides them with the framework they need in order to keep children safe and secure in Townhill Junior School. It will inform parents and guardians how we will safeguard their children whilst they are in our care.

## Terms used within the guidance

**Should** and **Must** are used throughout KCSiE 2025 – must is used when a person is legally required to do something, should is used where advice set out should be followed unless there is a good reason not to (KCSiE 2025)

**Safeguarding'** is defined in KCSiE 2025 as “ 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”. Our safeguarding practice applies to every child. In Working Together 2023 it is clearly stated that the statutory document should be followed unless there are exceptional reasons to not do so. Both statutory documents apply to young people up to the age of 18.

**Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors. Consideration must also be given to any other organisation that regularly uses the site when pupils are present but who are employed by others.

**Child** refers to all young people who have not yet reached their 18th birthday. Overall, this will apply to pupils of our school; however, the policy will extend to visiting children and students from other establishments.

**Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, guardians, step parents and foster carers.

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as

well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 50).

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. It may also be educational neglect that Southampton City Council recognises can be parental, pupil, professional or organisational.

**Exploitation:** All staff should be aware of the indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection KCSiE 2025 p11.

**Domestic Abuse:** Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. KCSiE p16

**The Trigger Trio:** The term 'Trigger Trio' has been used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to women and children has occurred. They are viewed as indicators of increased risk of harm to children and young people. In a review of Serious Cases Reviews undertaken by Ofsted in 2011, they found that in nearly 75% of these cases two or more of the issues were present.

**Honour Based Violence and Abuse:** So called Honour based violence or Honour based abuse is now referred to as Harmful Practice or Harmful Cultural Practices including issues such as FGM, forced marriage and more. Child Protection is used to describe where concerns or indicators require referral to Children's Services or police for Section 17 or 47 assessments to be considered to protect a child from harm. Or where a Child Protection plan or Child in Need plan is already in place.

**DSL** is the Designated Safeguarding Lead

**DDSL** is the Deputy Designated Safeguarding Lead

**CRS** is the Children's Resource Service

## **Policy Statement**

This policy should be read in conjunction with KCSiE 2025, Working Together 2023 and other policies including Health and Safety Policy and Behaviour Policy.

**Safeguarding** is 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". Our safeguarding practice applies to every child. In Working Together 2023 it is clearly stated that the statutory document should be followed unless there are exceptional reasons to not do so. Both statutory documents apply to young people up to the age of 18.

All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised and "where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other agencies". This applies to all young people up to the age of 18. This could mean requiring a "safeguarding discussion" between DSLs from different schools, where they share families. It is everyone's responsibility to ensure the welfare of children and young people, including knowing how to refer to Early Help services.

## **Equalities Statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.

We maintain an attitude of "it could happen here" where safeguarding is concerned.

As a school we will educate and encourage pupils to keep safe through:

- The content of the curriculum
- A school ethos which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.
- The TJS Learning Values – Positive, Resourceful, Resilient, Curious, Sociable and Reflective.

## School Aims

- To provide an environment in which all adults work together to develop a culture of vigilance and 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).
- To ensure that all children and young people in school will feel safe, secure, valued and respected, and feel confident to approach adults if they are in difficulties and that adults will, at all times, consider what is in the best interests of the child.
- To work within the restorative practice models of behaviour and communication processes, recognising that childhood trauma can manifest as disruptive or challenging behaviour
- To provide 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. Also, children are taught to recognise risks to protect themselves.
- To ensure that the school complies with the statutory guidance for relationships, sexual relations, health and well-being and that pupil voice is taken into account in planning for this.  
(<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>)
- 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.
- To develop structured procedures 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.
- To ensure that all concerns, however small are recorded so as to establish the wider picture for a child and ensure that sufficient oversight by the DSLs enables a context to be known and therefore support the identification of for example: neglect, risks or exploitation including patterns of behaviours.
- 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 a timely Early Help referral, contact and working with multi-agency partners and children’s social care team and other safeguarding partners.
- To provide attendance by a nominated member of staff or a report with up to date information at multi-agency meetings for all children at 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.
- To work proactively together with partners such as other education settings where there are siblings, or GP surgeries to ensure that where there are concerns they are shared through a “safeguarding discussion” and addressed swiftly, with a strong base of information ensuring that the best interests of a child/ the children are placed at the centre of referrals for example to Early Help / CRS / support providers.
- To refer to Early Help services so children and their wider families can be supported by professionals, intervening as early as possible before referral to children’s social care services is required.
- Ensure that all adults within our school who have access to children have been checked and this is recorded as to their suitability. That appropriate 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 governors in line with national guidance and school policy.

- 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.
- Ensure that appropriate safeguarding arrangements are in place for children learning remotely, on work placements or alternative provision offsite, or in flexi-school arrangements.
- 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.
- To provide a safe environment within which children can learn and flourish.

**The signs and symptoms of each abuse are detailed in Appendix 10: Definitions of Abuse.**

The protection of children is of the highest priority for our school. Children have a right to feel secure and cannot learn effectively unless they do so. All children regardless of age, gender, ethnicity, ability, sexuality, religion, culture, language and beliefs have a right to be protected from harm. All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance. We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will proactively engage in partnership working throughout the child protection process to safeguard children. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact Southampton's Children's Resource Service (in line with current safeguarding procedures) and Southampton Safeguarding Children's Partnership in line with Family Early Intervention Model and Threshold Document or the Police, without notifying parents **IF** this is in the child's best interests, where risks may be increased if consent is sought. In all cases consent must be sought unless it is not in the child's best interests to do so. Advice on consent can be obtained from CRS. These decisions will be clearly recorded with their reason on CPOMs.

Safeguarding processes are intended to put in place measures that minimise harm to children. There may be situations where new national guidance, local incidents, gaps or deficiencies in the policies and processes we have in place will be highlighted. In these situations urgent review will be carried out by the DSL and governors 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.

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

Some areas, such as Health and Safety, are a specialist area of safeguarding and a separate lead for this area is in place in the school. There is a named governor with responsibility for health and safety. -

**Health and Safety Governors at Townhill Junior School are:** Carly Sweet and Penny Orme

**The Staff Health and Safety Leads are:** Nick Humphries (Deputy Head) and Geoff Bolton (Site Manager)

**Linked policies include:-** Health and Safety Policy

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. The staff will listen to the pupil, take their worries seriously and share the information with the Designated Safeguarding Leads.

In addition, we provide 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.

The PSHE programme at our school takes into account 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 pupil voice is used to inform and check on the relevance of what is taught, providing feedback to parents and governors, regarding changes to cohort provision, as well as for assurance they feel confident that any concerns they raise will be taken seriously.

The statutory Relationships, Sex and relationships and health education guidance is fully implemented at our school.

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

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

Nick Humphries (Headteacher) and Gemma Salmon (Deputy Headteacher).

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

## **Management, Leadership and Governance**

We recognise that staff anxiety around child protection can undermine good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process.

In this school any individual can contact the designated safeguarding lead (DSL) if they have concerns about a young person. The DSL is Nick Humphries and the Deputy DSLs are Gemma Salmon and Rebecca Austin. The Chair of Governors will receive reports of allegations against the Headteacher and act on the behalf of the Governing Body.

Whilst the school will openly work with parents / carers as far as possible, the school reserves the right to contact CRS or other appropriate agencies including the police, without notifying parents / carers if this is in the child's best interests.

### **Training**

- All staff in our school undertake safeguarding and child protection training at induction, including whistleblowing procedures. They are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. Training is provided every year for all staff, with separate training for all new staff on appointment. All staff sign up to the policy annually to acknowledge they have attended/read and understood the training.
- Staff will also receive regular safeguarding and child protection updates (for example through e-mails and staff meetings) as required.
- The DSL will attend annual training with regular updates to enable them to fulfil their role. (*Based on KCSiE 2025 Guidance*). The DSL will be responsible for documenting updates to the other DDSL's.
- Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training session. This policy will be updated during the year to reflect any changes brought about by new guidance.

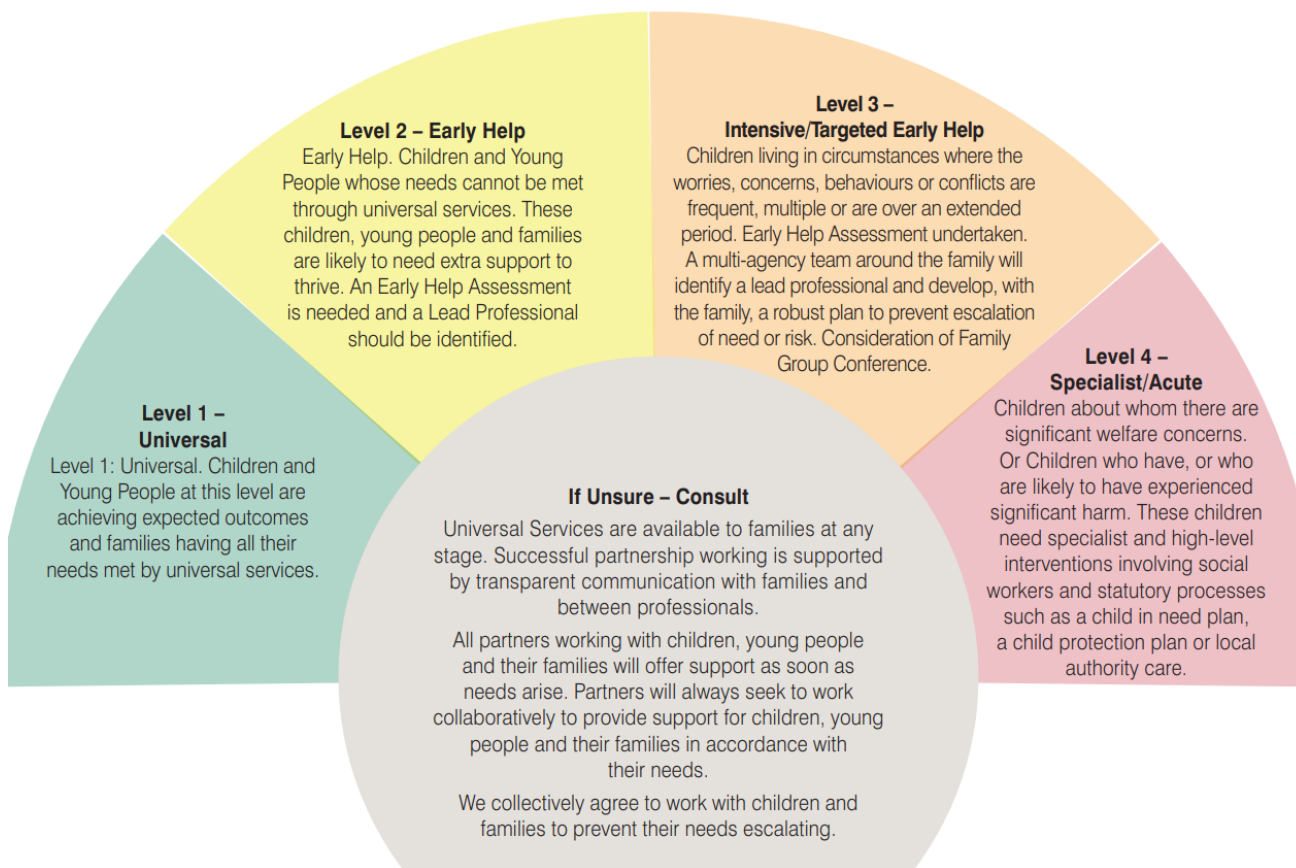
### **Referral**

- Following any concerns raised by staff, the DSL (or deputy) will assess the information and consider if significant harm has happened or if 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. If the DSL (or deputy) is not available or there are immediate concerns, the staff member will refer directly to CRS, contact details of which will be found in the Office and in the Appendix of this policy.

- Generally the DSL (or deputy) will inform the parents prior to making a referral, however there are situations where this may not be possible or appropriate.

**N.B.** The exception to this process includes cases of known Female Genital Mutilation where there is a mandatory requirement for the teacher to report directly to the police.



## **Confidentiality**

We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the ‘working together’ guidance. Information will only be shared with agencies who we have a statutory duty to share with and individuals within the school who ‘need to know’.

The school also notes that:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share ‘special category personal data’, the DPA 2018 contains ‘safeguarding of children and individuals at risk’ as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child’s best interests

- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' can be found in Appendix 6 for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)

### **Staff Responsibilities**

All staff will read and understand part 1 and Annex A of Keeping Children Safe in Education 2025. All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:

- Be aware of our systems which support safeguarding, including the Safeguarding Policy, the staff Code of Conduct, the School Behaviour Policy and the Attendance Policy.
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried about any problems.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the relevant person as soon as practical that day.
- If the disclosure is an allegation against a member of staff they will follow the allegations' procedures as outlined below.
- Follow the procedures set out by the LSCB and take account of guidance issued by the DfE.
- Support pupils in line with their child protection plan.
- Ensure they know who the designated safeguarding lead (DSL) and Deputy DSL are and know how to contact them.
- Treat information with confidentiality but never promising to "keep a secret".
- Be aware of the Early Help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment. Keeping Children Safe in Education (KCSIE) 2025 strengthens the focus on Early Help as a mandatory, proactive, "whole-school" responsibility designed to support children and families as soon as problems emerge.
- Be aware of the process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- Liaise with other agencies that support pupils and provide Early Help.

### **Headteacher Responsibilities:**

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction.
- Communicating this policy to parents/carers when their child joins the school and via the school website.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Contribute to inter-agency working in line with guidance (Working Together 2018). Provide a co-ordinated offer of Early Help when additional needs of children are identified.
- Working with children's social care, support their assessment and planning processes including the school's attendance at conference and core group meetings.
- Carry out tasks delegated by the governing body such as training of staff; safer recruitment; maintaining a single central register.
- Treat any information shared by staff or pupils with respect and follow procedures.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from department for education (DfE), Local safeguarding children board (LSCB) and Southampton City Council (SCC).

- Act as the 'case manager' in the event of an allegation or concerns against staff, ensuring they are dealt with in accordance with guidance from department for education (DfE), Local safeguarding children board (LSCB) and Southampton City Council (SCC).

### **Governing Body Responsibilities**

- The Governing Body will approve this policy at each review, ensure it complies with the law and hold the Headteacher to account for its implementation.
- The Governing Body will appoint a Lead Governor for Safeguarding to chair the Safeguarding Committee and monitor the effectiveness of this policy. This is always a different person from the DSL.
- Ensure the school has effective safeguarding policies & procedures including a Child Protection Policy, Safeguarding Policy and a Staff Code of Conduct.
- Recruitment, selection and induction follows safer recruitment practice.
- A member of the senior staff team is designated as Designated Safeguarding Lead (DSL) and have this recorded in their job description.
- Staff have been trained appropriately and this is updated in line with guidance.
- Any safeguarding deficiencies or weaknesses are remedied without delay.
- The Chair of Governors will be the nominated Governor for any allegations against the Headteacher.

Governors are aware of the duties set out in KCSiE 2025 for governing body responsibilities for safeguarding. A record of all governors, in addition to those who have named responsibility, having read and understood at least part one KCSiE 2025, including the governor responsibilities is held with governing body records. The expectation is that governors read the whole document.

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

### **DSL Responsibilities** *(to be read in conjunction with DSL role description in KCSiE 2025)*

In this school the **DSL is Nick Humphries**.

The **Deputy DSLs are** Gemma Salmon and Rebecca Austin.

The DSL will:

- Assist the Governing Body in fulfilling their responsibilities under section 175 or 157 of the Education Act 2002.
- Attend initial training for the role and refresh this every year, by attending the initial refresher training and then demonstrating evidence of continuing professional development thereafter with regular updates.
- Ensure every member of staff knows who the DSL is, is aware of the DSL role and has their contact details.
- Ensure all staff understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL.
- Ensure that whole school training occurs annually so that staff, Governors and volunteers can fulfil their responsibilities.
- Ensure any members of staff joining the school outside of this training schedule receive induction prior to commencement of their duties
- Keep written records of child protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk
- Ensure that copies of safeguarding records are transferred accordingly (separate from pupil files) when a child transfers school
- Ensure that where a pupil transfers school and is on a child protection plan or is a child looked after, the information is passed to the new school immediately and that the child's social worker is informed
- Link with the LSCB and SCC to make sure staff are aware of training opportunities and the latest local policies on safeguarding

- Develop, implement and review procedures in our school that enable the identification and reporting of all cases, or suspected cases, of abuse.

It is the responsibility of the Designated Safeguarding Leads to maintain an overview of new developments, and they will attend the Local Authority Network Meetings in order to do this updating staff and policy as necessary. In line with KCSiE 2025 staff training must be carried out annually with updates as required, records of training and updates, will be kept identifying that staff have attended, read and understood the information shared.

Oversight of records of concerns made by staff will be maintained by the Headteacher. Staff will be held to account for the record, timeliness and appropriateness of actions.

We recognise that all staff and Governors have a full and active part to play in ensuring there is a culture of safeguarding that is effective in protecting our pupils from harm, and that the child's welfare is our paramount concern. We recognise that staff anxiety around child protection can undermine good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process.

In this school any individual can contact the Designated Safeguarding Lead (DSL) 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 attend Network Meetings arranged by Southampton City Council on a regular to update them on current local safeguarding partner priorities/ issues nationally/ within the Local Authority so as to provide updates as needed to staff and leaders.

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

Governors are aware of the duties set out in KCSiE 2025 for governing body responsibilities for safeguarding. A record of all governors, in addition to those who have named responsibility, having read and understood KCSiE 2025 including the governor responsibilities is held with governing body records.

Additionally DSLs must be aware of all pupils who have a Social Worker. They must help promote educational outcomes by sharing the appropriate level of information about welfare, safeguarding and child protection issues with teachers and school leadership staff, including governors.

### **Key personnel and how to contact them:**

Below are a list of key personnel. Their areas of responsibility for school staff are listed in Appendix 13.

- The Designated Safeguarding Lead for the school is:  
Nick Humphries, Headteacher: [head@townhilljuniorschool.co.uk](mailto:head@townhilljuniorschool.co.uk)
- The Deputy Safeguarding Leads are:  
Gemma Salmon, Deputy Head & SENCO: [gsalmon@townhilljuniorschool.co.uk](mailto:gsalmon@townhilljuniorschool.co.uk)  
Rebecca Austin, FISO: [raustiin@townhilljuniorschool.co.uk](mailto:raustiin@townhilljuniorschool.co.uk)
- The Designated Teacher for Looked After Children is: Nick Humphries, Headteacher:  
[head@townhilljuniorschool.co.uk](mailto:head@townhilljuniorschool.co.uk)

- The Person to contact for Prevent is: Nick Humphries, Headteacher: [head@townhilljuniorschool.co.uk](mailto:head@townhilljuniorschool.co.uk)
- The Chair of Governors is: Jo Proctor: [jproctor@townhilljuniorschool.co.uk](mailto:jproctor@townhilljuniorschool.co.uk)
- The Vice-Chairs are: Claire Hooper: [chooper@townhilljuniorschool.co.uk](mailto:chooper@townhilljuniorschool.co.uk) and Carly Sweet: [csweet@townhilljuniorschool.co.uk](mailto:csweet@townhilljuniorschool.co.uk)
- The governor nominated to manage allegations against the head teacher is: Jo Proctor: [jproctor@townhilljuniorschool.co.uk](mailto:jproctor@townhilljuniorschool.co.uk)
- The Safeguarding Governors are: Carly Sweet: [csweet@townhilljuniorschool.co.uk](mailto:csweet@townhilljuniorschool.co.uk) and Penny Orme: [porme@townhilljuniorschool.co.uk](mailto:porme@townhilljuniorschool.co.uk)
- Southampton Virtual School Head teacher is Maria Anderson: [maria.anderson@southampton.gov.uk](mailto:maria.anderson@southampton.gov.uk); Tel: 02380 833060
- The Local Authority Designated Officer is Jemma Swann: [lado@southampton.gov.uk](mailto:lado@southampton.gov.uk); Tel: 02380 915535
- Southampton City Council's Strategic Lead Officer for Safeguarding in Education is: Robert Henderson, Director for Children and Families: [Robert.Henderson@southampton.gov.uk](mailto:Robert.Henderson@southampton.gov.uk)
- Safeguarding lead for education settings within Southampton Local Authority school improvement is: Alison Philpott [Alison.philpott@southampton.gov.uk](mailto:Alison.philpott@southampton.gov.uk); Tel: 07500 050277
- Child performance and child employment LA lead is Danielle Rutherford: [Danielle.rutherford@southampton.gov.uk](mailto:Danielle.rutherford@southampton.gov.uk)

## **Multi-Agency Working**

Set out in KCSIE 2025 (para 74-88) is the following information that all staff in education settings should adhere to:

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

New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

It is especially important that schools understand their role in the three safeguarding partner arrangements. The Governing Body, The Local Authority and the school Senior Leadership Team, especially the Designated Safeguarding Leads, should make themselves aware of and follow their local arrangements.

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 those in multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in safeguarding arrangements. This work is ongoing. <https://southamptonscp.org.uk/wp-content/uploads/2019/06/Safeguarding-Partnership-Arrangements.pdf>. 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.

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.

Governing bodies and proprietors 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.

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 of Early Help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools and colleges 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.

## **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 DSL contacting the new school prior to transfer to mitigate any risk that could arise if they were not to communicate this to the receiving setting.

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

## **Information Sharing**

Keeping Children Safe in Education 2025 (para 82-88) sets out the following with regard to information sharing:

Information sharing is vital in identifying and tackling all forms of abuse and neglect. As part of meeting a child's needs, it is important for governing bodies and the Local Authority to recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the school and with the three safeguarding partners, other organisations, agencies and practitioners as required. School staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

It is important that governing bodies and the Local Authority 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 the Local Authority 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. This includes:

- Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.

- Understanding that ‘safeguarding of children and individuals at risk’ is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- For schools, not providing 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 harms test is met, they must withhold providing the data in compliance with schools’ obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.

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 in chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing.

Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721581/Information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)

The seven golden rules for sharing information within this document will be especially useful. (See Appendix 6)

The Information Commissioner’s Office (ICO), which includes ICO GDPR FAQs and guidance from the department.

Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR.

Where children leave the school, the designated safeguarding lead should ensure their child protection file is transferred to the new school as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN 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.

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 in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives or to ensure the welfare of the child.

## **Staff Induction**

The DSL or their deputy will provide all new staff with training to enable them to both fulfil their role and also to understand the child protection policy, the safeguarding policy, duties under Prevent and also duty to report FGM, the staff behaviour policy/code of conduct, part one of Keeping Children Safe in Education, September 2025.

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

## **Induction of volunteers**

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

## **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 <https://townhilljuniorschool.secure-primariesite.net/policies/> and forms a part of induction process for all staff, including expectations for volunteers. Staff are reminded of this annually and staff indicate they understand their responsibilities and acknowledge any updates to this when they occur.

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

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 governors or equivalent person.

This code of conduct also sets out 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 for Safeguarding**

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 DSL's every two years in addition to having an annual update and regular updates in between training through for example, DSL networks, reading related articles or research and keeping a record of the ways that they have kept up to date.

Any update in national or local guidance will be shared with all staff during Staff PDMs and then captured in the next whole school training. A record will be kept and policy updated. The effectiveness of any updates will be monitored by the DSL/s.

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

## **Staff Responsibilities**

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

## Confidentiality

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

## Reporting and recording

- Staff will notify DSLs of any child on a Child Protection Plan (CP)/ Child in Need (CiN) plan where there is an unexplained absence, who in turn will inform the DSL, and allocated Social Worker or Child Protection Chair.
- Staff will report to DSL any additional concerns, disclosures or observations after the initial referral, not assuming that a referral in itself will protect children.
- Further information and procedures can be found in Southampton City Council Child Protection Policy.
- Where a child is not open to CP or CiN reports of concerns will be made using CPOMs but staff, through training, understand that they must report without delay disclosures or information identifying harm to the DSL using the schools process.
- Records will be made ensuring that key information outlined in our Overview of CP Procedures is included.

## Overview of Child Protection Procedures

The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their role and responsibility.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a child is being abused.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

### **If a member of staff suspects abuse or they have a disclosure of abuse made to them they must:**

- Make an initial record of the information.
- Report it to the DSL (or deputy) immediately.
- The DSL (or deputy) will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if DSL (or deputy) are not immediately available.
- Make an accurate record as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
  - Dates and times of their observations.
  - Dates and times of any discussions they were involved in.
  - Any injuries.
  - Explanations given by the child/adult.
  - What action was taken.
  - Any actual words or phrases used by the child.
- The records must be signed and dated by the author.

### **If a child makes a disclosure to a member of staff**

The member of staff should:

- Listen to and believe them. Allow them time to talk freely and not ask leading questions
- Stay calm and not show that they are shocked or upset
- Explain what will happen next and that they will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put their own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly and tell the DSL as soon as possible that you have done so
- If a member of staff has concerns that the disclosure has not been acted upon appropriately they should inform the Safeguarding Governor of the school and/or may ultimately contact the Children's Services Department.

### **Help and support**

- Procedures for pupils (and visitors who have concerns) to know how and where to seek support in school can be found on the school website.
- As a school we encourage staff to act upon patterns of behaviour, especially that which may be different from previous or patterns or unusual absence for all pupils, especially the most vulnerable by discussing their observations with staff e.g. Attendance Officer or DSL if an unexplained absence is of a vulnerable pupil especially where they may indicate exploitation factors are present.
- DSLs can obtain help and advice from CRS, Early Help or social care colleagues as well as through the monthly DSL drop-in and direct contact with their SCC SIO.
- Where a parent or carer has indicated they wish to Electively Home Educate (EHE) their child the local procedures should be followed. Inclusion services - Young Southampton – contain downloadable documents include EHE guidance for schools. 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 to CRS. Other professionals who may be able to support include: link EWO, Link EP, Early Help, SCC inclusion managers, EHE visitors and SIO team.
- 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.

### **What staff should do if they are concerned about a child?**

Ensure all staff and children know who the DSL is, or the deputy DSL is and how to contact them.

Note factually who and what you are concerned about, why and any actions you have taken which include consulting the DSL – record in CPOMs, 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 in Appendix 14.

It is important to write down concerns and any verbal conversations so that these can be shared on CPOMs.

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

All staff receive training and updates annually regarding our 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, and expectations when working with our children, how to report any concerns and who to.

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.

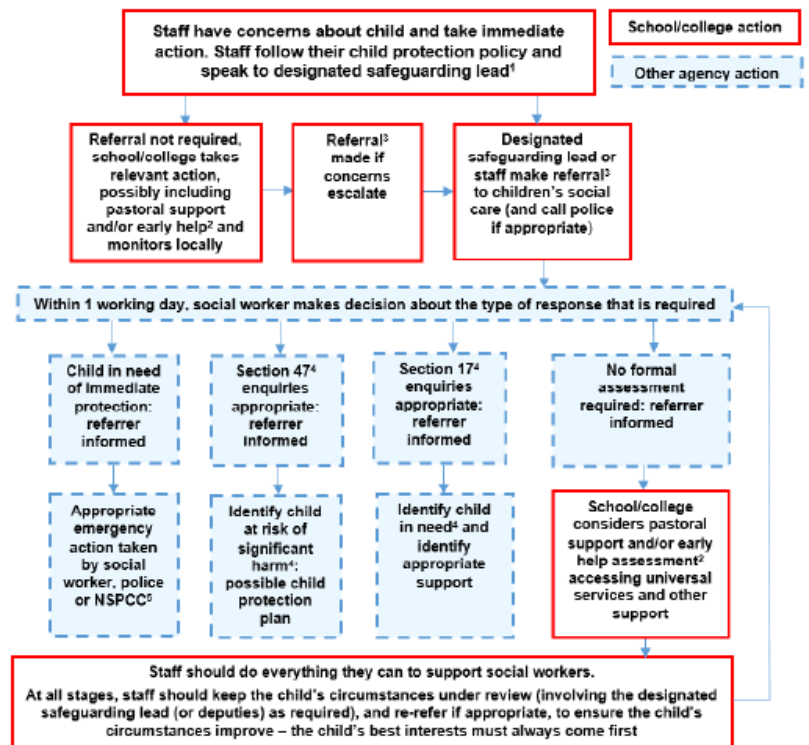
No member of staff should ever tell a child they will not tell anyone about a report of any form of abuse and or neglect and staff should take any information seriously and no victim should ever be made to feel ashamed for making a report.

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.

Page 17 of KCSiE 2025 sets out the actions to be taken by the DSL, or a member of staff if a DSL is not available, as follows:

**Actions where there are concerns about a child**



**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 our own systems. This includes information where a child 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 a disclosure / 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.

Any child who reports any form of harm, including of sexual harassment by a peer will be taken seriously and the same procedure will be followed.

Staff in our school, through training are aware that if a child makes a disclosure about harm that this must be reported without any delay to the DSL.

Referrals, especially 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. In our school this responsibility is met by Nick Humphries (Headteacher).

We recommend that when recording information in records that the member of staff ensures a factual record is made without emotive language or opinion, the DSL records reasons for decisions made and who made them e.g. why not referred to CRS, or 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 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. The contact details for CRS can be found in Appendix 12.

Records should clearly record time and date, and who has made the record. It should record specific words/ information used by the child, and any reasons for actions/ 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 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 on CPOMs.

### **Reporting**

- Staff will notify DSL 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 report to DSL any additional concerns, allegations or observations after the initial referral, not assuming that a referral in itself will protect children.

- In our setting, at any time, reporting is completed using CPOMs, but this should be addressed verbally if urgent.
- Reporting will be without delay  
If a DSL is unavailable this means by making an advice call to CRS/ reporting to police if a crime has been committed.  
The professional number is: **02380 832300**

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 DSL directly without delay.
- Staff will make a brief, accurate and verbatim record of the concerns including the child's own words (if a disclosure / allegation) or the evidence that has led to the concerns.
- This report is given to the DSL, and recorded first-hand by the teacher / adult on CPOMs. 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 within 48 hours.
- 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 policy.

### **Referral**

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

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.

### **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 can make effective 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)
- <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](#)

## **The Child's "Voice"**

Where there is a safeguarding concern, governing bodies, proprietors and school leaders should ensure the child's wishes and feelings, their voice, is taken into account when determining what action to take and what services to provide. Systems should be in place for children confidently express their views and give feedback. 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.

## **Notifying parents/carers**

Where appropriate, we will discuss any concerns about a child with the child's parent/carer. The DSL (or deputy) will normally do this in the event of a suspicion or disclosure. Other staff may talk to parents/carers about any such concerns at the direction of the DSL (or deputy)

If we believe that notifying the parents/carers would increase the risk to the child, we will discuss this with the CRS before doing so.

## **How to escalate professional disagreement**

[Escalation Policy for the Resolution of Professional Disagreement | Hampshire, Isle of Wight, Portsmouth and Southampton](#)

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

If any professional in our school remains dissatisfied with another professional/agencies response to the raising of a concern then the relevant manager should be contacted the LSCB procedures for escalation should be followed. Advice may be sought from SCC officers.

SCC provide a regular monthly drop- in to discuss any procedural issues (first Tuesday of each month for safeguarding professionals to raise concerns about process or discuss any issues prior to the need to escalate and to ensure that the systems for the protection of children is effective).

## Dissent at Referral

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 via the LSCB Conflict Resolution/Escalation Policy.

## How to manage professional challenge and resolution of professional disagreement

### [7.3 Working Together to Resolve Professional Differences \(escalation and resolution\) | Hampshire, Isle of Wight, Portsmouth and Southampton](#)

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

**Southampton City Council's Designated Officer is:** Jemma Swann **Phone:** 023 8091 5535

**E-mail:** [LADO@southampton.gov.uk](mailto:LADO@southampton.gov.uk)

Townhill Junior School has clear procedures for dealing with allegations against staff. Which are clear that all allegations should be reported straight away, normally to the Head Teacher unless the allegation involves the Head Teacher. The procedures also identify the governors, 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 should 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 (KCSiE 2025).

Whistleblowing policy – all staff are made aware of the Whistleblowing policy and how to use it.

<https://www.townhilljuniorschool.co.uk/policies>

This procedure must 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; or
- behaved towards a child or children in a way that indicates he or she could pose a risk of harm to children

In dealing with allegations or concerns against an adult in the school, staff must:

- Report any concerns about the conduct of any member of staff or Governor to the Headteacher as soon as possible. If an allegation is made against the Headteacher, the concerns need to be raised with the Chair of Governors & LADO as soon as possible.
- Once an allegation has been received by the Headteacher or Chari of Governors they will contact the LADO on 02380 915535 / [LADO@southampton.gov.uk](mailto:LADO@southampton.gov.uk) as soon as possible and before carrying out any investigation into the allegation unless there is good reason not to.
- Inform the parents of the allegation unless there is a good reason not to.

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' (2025) and the LSCB procedures.

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, 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.

#### 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 relevant if the need to refer to the DBS. This is a legal duty and failure to refer when the criteria are met is a criminal offence- See para 329 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 on GOV.UK.

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

## Whistleblowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's 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 senior leadership team in the first instance. For our school this procedure can be found on the school website and on the school network.

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. 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](mailto:help@nspcc.org.uk)

## **Safeguarding issues**

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 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 recognise that any child could be subjected to any form of abuse or exploitation themselves directly, or as witness. These experiences are adverse and can impact upon children greatly – both short and long term and in to 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. 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 about their concern the ethos that is expected is that that no concern is too small to report and record. 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.

## **Exploitation**

This can take many forms. 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: 3.1 Children who are Exploited | Hampshire, Isle of Wight, Portsmouth and Southampton ([hipsprocedures.org.uk](https://hipsprocedures.org.uk)). KCSiE 2025 shares the need for stronger emphasis on identifying and responding to child exploitation, including links to modern slavery, in conjunction with new legal reforms.

It is important to note that the experiences, and indicators of exploitation for boys and girls of CCE and CSE can be very different.

Key contacts for advice or query regarding exploitation are the SCC MET hub.

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. Further information can be found in Para 36-38 and 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 our 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/other system.

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

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

## **Missing, Exploited and Trafficked Children (MET)**

MET HIPS procedures can be found at:

[https://hipsprocedures.org.uk/assets/clients/7/4lscb\\_met\\_protocol.pdf](https://hipsprocedures.org.uk/assets/clients/7/4lscb_met_protocol.pdf)

They should be followed and logged by the DSL.

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

We recognise 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, 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 (from September 2019) will retain a sub-group to oversee these safeguarding issues. At Townhill Junior School we will ensure our DSLs keep up to date with these issues through attendance at local DSL networks and awareness of published guidance or recommendations from partners, practice reviews or government documents.

## **Child Sexual Exploitation (CSE)**

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

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

[CERAF Guidance 2020-08.pdf \(hipsprocedures.org.uk\)](#)

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

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

[http://www.barnardos.org.uk/what\\_we\\_do/our\\_projects/sexual\\_exploitation.htm](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;
- 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, accessed at:

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

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 CRS and MET hub and the DSL will share this information as appropriate with children's social care. A CPI form will also be considered.

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

[Child Exploitation – Southampton Safeguarding Children Partnership \(southamptonscp.org.uk\)](https://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 101 or 999 depending on circumstance and the information.

## **Child Criminal Exploitation (CCE): including County Lines**

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

- 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 or sexual 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) needs completing alongside child protection procedures.

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

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

- affect any child or young person (male or female) under the age of 18 years;
- affect any vulnerable adult over the age of 18 years;
- still be exploitation even if the activity appears consensual;

- involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Any person in our school who has concerns that a child is being criminally exploited should report their concern to the DSL without delay. The DSL will contact the Children’s Resource Service for advice / to make a referral. It may be that the DSL decides to refer to the police and make a CERAf referral. It may be that the DSL 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.

As a school, we will use the CPI ([Community Partnership Information Sharing Form – Safe4Me](#)) form to share relevant intelligence information with Police that will assist in building a bigger picture of potential exploitation issues in the community. Once a CPI form is submitted (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 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.

## **Child Employment or Performance**

The Local Authority should be alerted to any child who is known to be working in paid or unpaid employment. The referral form for illegal 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 /Designated Safeguarding Lead Trainer - Danielle Rutherford ([child.employment@southampton.gov.uk](mailto: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 DSLs.

The same officer (Danielle Rutherford [child.employment@southampton.gov.uk](mailto: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 Nick Humphries (DSL) will liaise with the organiser and LA officer regarding child performance and absence required to take part.

## **Trafficked Children**

Practice to safeguard children who may have been trafficked can be found below:

<https://www.gov.uk/government/publications/safeguarding-unaccompanied-asylum-seeking-and-refugee-children>

[HIPS Child Exploitation Strategy.pdf \(hipsprocedures.org.uk\)](https://hipsprocedures.org.uk/HIPS%20Child%20Exploitation%20Strategy.pdf)

[https://www.barnardos.org.uk/what we do/our work/trafficked children.htm](https://www.barnardos.org.uk/what-we-do/our-work/trafficked-children.htm)

<https://www.safe4me.co.uk>

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

- Movement (including within the UK);

- For the purpose of exploitation
- Any child transported for exploitative reasons is considered to be a trafficking victim.

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

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

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

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

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

Children 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 DSL, who will contact the Children's Resource Service 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.

## Child on Child Abuse

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

Mate crime or Child on Child Abuse 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.

Child on Child abuse can take many forms. All staff are clear about how they are expected to challenge any forms of Child on Child abuse and report it on CPOMs.

Where allegations made Child on Child 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.

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. 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.

We ensure that all staff, children and visitors recognise that Child on Child abuse can be, but may not be limited to (KCSiE 2025 para 49):

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse; For further information about sexual violence see Annex B. For further information about sexual harassment see Annex B KCSiE 2025
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos<sup>13</sup> (also known as sexting or youth produced sexual imagery)
- Up skirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

It may also be behaviour that exploits or is linked to another person’s vulnerabilities which may be linked to a Special Educational Need or including simply wanting to “fit in” with peers.

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

This type of behaviour is NOT acceptable in our setting and all adults, and young people are expected to positively challenge any such incident, report it and follow up with the Designated Safeguarding Lead/s if needed.

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

The DSL will ensure they appropriately assess all instances of child-on-child abuse, including in cases of image-based abuse, to help determine whether the alleged perpetrator(s) is under the age of 18 or is an adult posing as a child. The DSL will immediately refer the case if it is found that a so-called child-on-child abuse incident involves an adult, e.g. where an adult poses as a child online to groom a child or young person.

All staff will be clear as to the school’s policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

The school’s procedures for managing allegations of child-on-child abuse are outlined in the Child-on-child Abuse Policy. Staff and will follow these procedures, as well as the procedures outlined in the school’s Anti-bullying Policy and Suspension and Exclusion Policy, where relevant.

## **Gangs and Youth Violence**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418131/Preventing\\_youth\\_violence\\_and\\_gang\\_involvement\\_v3\\_March2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf)

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

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

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;
- work with local partners to prevent anti-social behaviour or crime, including the Violence Reduction Unit – VRU partnership action group
- 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;
- ensure that adults in our school behave and respond appropriately and proportionately to set an example and challenge where needed.

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](#)

## **Children who are absent from education**

Para 178/9 KCSIE p47-48

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

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

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

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

## **Children Missing Education (CME)**

Local guidance, which is updated every summer, can be found at time of policy review on young Southampton (link below) 2019 CME guidance and procedures [Inclusion services - Young Southampton](#)  
“Children Missing Education, statutory guidance for local authorities” September 2016  
<https://www.southampton.gov.uk/schools-learning/support-education/children-missing-education.aspx>  
<https://www.gov.uk/government/publications/school-attendance>  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/395138/Children\\_missing\\_education\\_Statutory\\_guidance\\_for\\_local\\_authorities.pdf](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.

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 simply is absent from school when on roll and attendance should be expected, and absence processes followed for these pupils.

We recognise that it is important that agencies work cooperatively 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.

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

When a child does not start or attend when expected the process in our school is to Contact the Local Authority and our EWO.

The Local Authority officers for contacting to provide information and advice are:

Tina Selby: [tina.selby@southampton.gov.uk](mailto:tina.selby@southampton.gov.uk) & Eliza Theobald-Morgan: [eliza.theobald-morgan@southampton.gov.uk](mailto:eliza.theobald-morgan@southampton.gov.uk)

**The Head of Service overseeing Education Welfare is:** Kerica Hunt: [kerica.hunt@townhilljuniorschool.co.uk](mailto:kerica.hunt@townhilljuniorschool.co.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.

## **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 \(hipsprocedures.org.uk\)](#)

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/](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 Townhill Junior 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 CRS / allocated Social Workers to enable any measures to be considered with safeguarding partners or diversionary work put into place.

### **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’.

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

Push factors include:

- Conflict with parents/carers
- Feeling powerless
- Being bullied/abused / 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

The school will inform all parents of children who are absent (unless the parent has informed us) as soon as possible. At our school our register closes at 8:55am and 1:10pm to register attendance. If when contacted the parent is also unaware of the location of their child, and the definition of missing is met, we will 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 the MET team or referral to 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 MET team in completing a return interview with a young person where required.

## **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 the use of the referral for Penalty notice process to aim to secure regular attendance at school. 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.

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

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

DSLs and staff should continue to consider:

#### **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 sexually exploited during this time?
- Are they late because of a caring responsibility?

- 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 make contact with 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 exploitation?
- Have we had any concerns about physical or sexual abuse?
- Has the school reported to the LA 15 days medical absences?
- Are there concerns about non-permitted child employment or performance?

### **Children with Alternative provision arrangements attendance**

Schools may from time to time need to arrange temporary or ongoing alternative provision for pupils. At our school we ensure that safeguarding arrangements are in place at the provider and for communication with our DSLs, recognising that these are likely to be bespoke per provision and pupil.

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 risk assessment should be agreed with parent/carer and reviewed regularly.

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. 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. 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.

### **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](mailto: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 the DSL.

The same officer via [child.employment@southampton.gov.uk](mailto: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 the DSL 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.

## **Harmful Sexual Behaviours**

[Responding to sexual and sexist bullying](#)

[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 abuse and violence, including child on child, and violence against women and girls**

Our school follows the statutory guidance set out in Part 5 of KCSiE 2025 and as outlined in the hyperlinked document below:

[Sexual violence and sexual harassment between children in schools and colleges - GOV.UK](#)

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. Our response will always be child-centred. This will be through the examples staff set as role models to our pupils as well as through PSHE and application of the behaviour policy and code of conduct.

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 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 a staff and 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;<sup>27</sup>
- Protocol 1, Article 2: protecting the right to an effective education.
- The process in our school for managing any incident or allegation with regards to sexual abuse is to listen to and record all incidents that would constitute harassment or sexual abuse on CPOMs using the categories identified on the Sexual Harassment Continuum.

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 such as homophobic, racial, disability or faith prejudices. It is recognised that pupils will need guidance to support and challenge this themselves life outside of school also and our school teaches pupils how to respond, act, and 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 taking into account 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 “Up-skirting” 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, such as everyday sexist stereotypes and everyday sexist language. This is why a whole school 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 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 disclosures the person disclosing must be able to disclose the information in a supportive environment with clear record of factual information made as soon after the disclosure as possible. The same procedures should be followed as set out in the child protection – reporting concerns or disclosures.

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. A risk assessment must be made following the disclosure by the DSL on a case-by-case basis this may need to be amended once other agencies become involved.

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

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 the Whistleblowing Policy.

### **Sexual Harassment and Sexual Violence (in addition to between children outlined earlier)**

- Sexual harassment refers to ‘unwanted conduct of a sexual nature’ this can often occur online and offline. It can be between peers but also between children and adults. Reports of sexual violence and sexual harassment can be extremely complex to manage. It is essential 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 that incidents were not often challenged when observed by adults or peers, they were accepted as normal or unreported due to this, or were not fully investigated when reported. The widespread prevalence has shown this is an issue that must be addressed for all pupils. In our school we have taken note of the recommendations the report has made and will be addressing these by ensuring:
  - All adults are expected to: listen to and record all incidents that would constitute harassment or sexual abuse on CPOMs using the categories identified on the Sexual Harassment Continuum.
  - All pupils are expected to: tell an adult, particularly those identified on safeguarding posters throughout the school.
  - Townhill Junior School will carefully consider all observations and reports of sexual violence and/or sexual harassment or associated behaviours eg, 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 school 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. At our school the process involves recording these concerns on CPOMs so patterns and repeated behaviour can be identified. 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, this should be referred to the police. They will advise who to share the information with and confirm to refer to CRS.
  - Townhill Junior 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.
  - At our school leaders will report the numbers of incidents of sexual harassment or violence to governors regularly so that there is scrutiny and challenge regarding this issue, and the governing body are aware of how leaders are managing this aspect of safeguarding.
  - HM Government have published a specific Violence against Women and Girls strategy, with Education a key part to prevent and reduce this: “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 (publishing.service.gov.uk). This strategy is used to inform some of the PSHE programme at our school. It is included within the curriculum and also 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.

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

Townhill Junior School will do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. It is also important that other children, adult students and school staff are supported and protected as appropriate.

Townhill Junior School will carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) will advise the head teacher following careful consideration what appropriate action will be put in place to support the victim, perpetrator and any others involved.

## Harmful Practices

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

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

Any concerns held must be reported to the DSL without delay. The DSL will contact the Children's Resource Service for advice and follow up with a written referral and may contact the police. If the abuse includes reported FGM, regulated professionals must be mindful of their statutory duty to report themselves, as well as follow usual safeguarding practices and inform DSL. The duty applies when a professional is informed or observes 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 DSL 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](http://www.nationalfgmcentre.org.uk) – resources and guidance [NHS information and guidance](https://www.nhs.uk/healthcareprofessionals/informationandguidance) <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.** The majority of cases of FGM are thought to take place between the ages of 5 and 8, or before puberty and therefore girls within that age bracket are at a higher risk, but this is not always the case.

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

FGM is illegal in the UK. UK nationals and habitual residents are protected under the law when in the UK and when abroad. On the 31 October 2015, it became **mandatory for teachers and other regulated professionals** to report known or disclosed cases of FGM directly to the police. In these situations, the DSL and/or head must be informed that the member of teaching staff has called the police to report information that they believe indicates that FGM has happened. Advice can be sought from the DSL if required. If the information is gained by a non-regulated professional they must report to the DSL without delay for advice on actions, if a child is at immediate risk call 999, and then 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 DSL who will report it in line with any other child protection concern. If the female is 18 or over teachers should follow local safeguarding procedures and contact the DSL, who in turn will contact CRS/police / adult social care. UK nationals and habitual residents are protected under the law when in the UK and when abroad.

**If a member of staff discover that FGM has taken place or a pupil is at risk of FGM**

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs". FGM

is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

**Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

**Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out or discovers that a pupil **age 18 or over** appears to have been a victim of FGM must speak to the DSL and follow our local safeguarding procedures.

**Following a report of concerns from a member of staff, the DSL (or deputy) must:**

- Decide whether or not there are sufficient grounds for suspecting significant harm in which case a referral must be made to Children's Social Care.
- Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to Children's Social Care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views must also be taken into account.
- If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm they must contact CRS and make a clear statement of:
  - the known facts;
  - any suspicions or allegations;
  - whether or not there has been any contact with the child's family.

Use Appendix 10 for further guidance.

- If the DSL (or deputy) feels unsure about whether a referral is necessary they can phone the CRS to discuss concerns.
- If there is not a risk of significant harm, then the DSL (or deputy) will either actively monitor the situation or consider the Early Help process.
- The DSL (or deputy) must log any referrals in writing to CRS including the actions that have been taken.
- If a child is in immediate danger and urgent protective action is required, the police must be called. The DSL (or deputy) must also notify Children's Social Care of the occurrence and what action has been taken.
- Where there are doubts or reservations about involving the child's family, the DSL (or deputy) must clarify with Children's Social Care or the police whether, the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
- When a pupil is in need of *urgent* medical attention and there is suspicion of abuse the DSL (or deputy) should seek medical advice and take the child to the Accident and Emergency Unit at the nearest hospital, having first notified Children's Social Care. The DSL must seek advice about what action Children's Social Care will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.
- If there is not a risk of significant harm, then the DSL (or deputy) will either actively monitor the situation or consider the Early Help process. If Early Help is appropriate pastoral staff, at the direction of the DSL (or deputy) will be required to support other agencies and professionals in a n Early Help assessment, in some cases acting as the lead practitioner.

## **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 then is wrapped or has a band over the breast area to ensure that the tissues repair in such a way that it flattens the tissue and breast area. It can result in a range of outcomes including severe burns, infections, cancer risks as well as psychological and emotional turmoil.

Girls are encouraged by family to be brave and not cry. They are placed under a significant emotional toll and expectations placed upon them by the family members who are likely to be carrying out this act. Family members are likely to report trying to protect the girl from becoming a woman too early, to rescue them from being attractive to males for example.

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

Reports of concerns should be made through the usual process in school and the DSL will determine how and when to report to 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](#)

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 DSL 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 a number of common and important characteristics, including:

- an extended absence from school, 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" – 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>

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.

[\(young southampton prejudicial language and behaviours – PLAB- toolkit link – leaflet for parents \)](#)

### **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 DSL will follow the normal referral route in to 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 draft statutory guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/domestic-abuse-act-draft-statutory-guidance)

[Tackling violence against women and girls strategy - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/tackling-violence-against-women-and-girls-strategy)

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

As a school we will engage with the draft guidance and continue to work with multi-agency partners where domestic abuse is suspected or known to work in the best interests of children affected 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.

At our school we acknowledge the proportions of women and girls affected by violence 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.

<https://www.gov.uk/guidance/domestic-violence-and-abuse#domestic-abuse-and-young-people> – last update June 2021

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.

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

Townhill Junior 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 DSL 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. 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 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.

We will ensure that 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.

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

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

- NSPCC- UK domestic-abuse signs symptoms effects <https://www.nspcc.org.uk/preventing-abuse/childabuse-and-neglect/domestic-abuse/signs-symptoms-effects/>
- Refuge what is domestic violence/effects of domestic violence on children <http://www.refuge.org.uk/>
- Safelives: young people and domestic abuse <http://www.safelives.org.uk/knowledgehub/spotlights/spotlight-3-young-people-and-domestic-abuse>

## **Bullying**

**Research on preventing bullying DfE 2018**

**<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>**

**Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK ([www.gov.uk](http://www.gov.uk))**

The school works to a separate anti-bullying policy that can be found at

**<https://www.townhilljuniorschool.co.uk/policies/>**

This is linked with our behaviour policy and our PSHE programme which includes the statutory Relationships, Sex and Relationships and Health Education.

## **Prejudice based abuse / Hate crime**

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

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.

Our school will use the Pan-Hampshire prejudicial language and behaviour toolkit 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.

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. The protected characteristics are:

- Disability
- Race – ethnicity, nationality or national origin, skin
- Religion – faith, religion or belief, including non-faith
- Gender identity
- Sexual orientation
- Age

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

Although this sort of crime is collectively known as 'Hate Crime' the offender 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 in the course of discussions within lessons
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

As a 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](#) 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](#)

[CEOP education Professionals](#) <https://www.internetmatters.org/>

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

[www.safe4me.co.uk](http://www.safe4me.co.uk)

[About the resources - Beware of Lurking Trolls](#)

[Child net online advice for parents](#)

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies should ensure appropriate filters and appropriate monitoring systems are in place. Additional information to support governing bodies keep their children safe online (including when they are online at home) is provided in Annex C of KCSiE 2025. Schools also need to address misinformation, disinformation, and conspiracy theories as potential risks to children.

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
- sexting
- 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 para 124.

- **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: child to child 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 both teachers, pupils and their parents through:

- Acceptable use agreements for children, teachers, parents/carers and governors
- Clearly communicated policy around the use of mobile technologies in school and for school activities
- Training and updates for staff around 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 are 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 toolkit ( <https://360safe.org.uk> ) to assess its provision and effectiveness. Pupil, parent and staff surveys also inform leaders and governors 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 our home learning policy we will follow the most up to date DfE guidance regarding remote learning. [Safeguarding and remote education during coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/safeguarding-and-remote-education-during-coronavirus-covid-19); [Actions for schools during the coronavirus outbreak - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak). We will also ensure that appropriate process is set out to protect pupils whilst on line and also provide clear protocols for staff to follow that also protect teachers from allegations.

## **Social Media**

[Resources – Safe4Me](#)

<https://360safe.org.uk/> - [online safety self review for schools](#)

[Child net online advice for parents](#)

In addition to the above online safety guidance 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 2025 - 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 also 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

## **Cyberbullying**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](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](#)

Central to the School's anti-bullying policy is the principle that *'bullying is always unacceptable'* and that *'all pupils have a right not to be bullied'*. 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.

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 / Partial 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](#)

'Sexting' often refers to the sharing of naked or 'nude or semi nude' pictures or video through mobile phones and the internet. It also includes underwear shots, sexual poses and explicit text messaging.

While sexting often takes place in a consensual relationship between two young people, the use of sexted images in revenge following a relationship breakdown is becoming more commonplace. Sexting can also be used as a form of sexual exploitation and take place between strangers. 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.

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

Staff will also be made aware that the laws imposed on the sharing of nudes and semi-nudes applies to digitally manipulated and AI-generated imagery.

Where a member of staff becomes aware of an incidence of sharing nudes and/or semi-nudes, they will refer this to the DSL as soon as possible. The DSL will work to support the affected pupils and inform them of the reporting routes to remove a nude or semi-nude that has been shared online or to prevent an image from being shared online.

The school's full response to incidents of consensual and non-consensual sharing of indecent images and videos can be found in the Youth-produced Sexual Imagery Policy, including the appropriate reporting routes for both staff and pupils.

Further Guidance on Youth Produced Sexual Imagery (YPSI) can be found in the Youth Produced Sexual Imagery (YPSI) Policy.

## **Up-skirting**

[Child net online advice for parents](#)

At Townhill Junior School we recognise that "Up-skirting" is a criminal offence and any incidents will be recorded and reported to the DSL and the police, and may be also reported to children's services.

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)  
[http://www.childnet.com/search-results/?keywords=gaming – support](http://www.childnet.com/search-results/?keywords=gaming-support)  
[documents Child net online advice for parents](https://www.ygam.org/)  
<https://www.ygam.org/>

Online gaming is an activity that the majority of children and many adults get involved in. The school will raise awareness:

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

## **Online reputation**

[Young people - http://www.childnet.com/resources/online-reputation-checklist](http://www.childnet.com/resources/online-reputation-checklist) [Professional reputation | Safer Internet Centre](http://www.kidsmart.org.uk/digitalfootprints/)  
<http://www.kidsmart.org.uk/digitalfootprints/> [Child net online advice for parents – hot topics](https://www.ygam.org/)

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 future professional reputation. The majority of organisations and work establishments now check digital footprint before considering applications for positions or places on courses.

We will aim to educate our pupils through our careers education provision as well as our PSHE curriculum.

Our staff will be made aware of their own responsibilities around reputation and the possible consequences if this affects the school's reputation, as well as the suitability to work with children criteria in KCSiE 2025 for managing allegations against staff (managing allegations processes, including LADO consultation).

## **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](https://www.ygam.org/)

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.

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

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

That parents should:

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

The school will raise awareness by:

- Running sessions for parents and signposting helpful information – safe4me website
- Include awareness around grooming as part of their curriculum
- Identifying with both parents and children how they can be safeguarded against grooming
- Establishing this learning as a part of the planned new relationships education, from September 2021.

## **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.

## **Perplexing Presentation (previously known as Fabricated or induced illness)**

[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)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/277314/Safeguarding\\_Children\\_in\\_whom\\_illness\\_is\\_fabricated\\_or\\_induced.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf)

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.

We will liaise with EWO and health partners where parents are not following advice given regarding testing and isolating – especially where it is leading to non-attendance at school. We will consider a referral to 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 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 eg physical or emotional abuse, neglect, impairment of health or development.

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

## **Mental Health**

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

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

[Mental wellbeing | Overview | PHE School Zone resources for teaching](https://www.time-to-change.org.uk/about-us)

[https://www.time-to-change.org.uk/about-us - link with information that may be helpful](https://www.time-to-change.org.uk/about-us)

[http://www.youngminds.org.uk/ - link with information that may be helpful](http://www.youngminds.org.uk/)

[Guidance for promoting children's emotional, mental health and wellbeing](https://www.kooth.com/)

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

In addition to the Southampton Mental Health in Schools team resources may be found at See, Hear, Respond Support Hub: [Family hubs and family centres | Barnardo's](#) . 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

Townhill Junior 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/announcement> . Other ways a child or family can be supported are through the Early Help hub, 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

Class teachers see their pupil's 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.

School staff are not expected or trained to diagnose mental health conditions but should report their concerns.

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 CPOMS 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 house or changing schools or during transition from primary to secondary school, or secondary school to sixth form; and
- **traumatic events** such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.
- **COVID** separation from others, unexpected change, changed endings and pandemic related issues for individuals and their families

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

When concerns are identified, 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/qkyht/children-in-specific-circumstances/looked-after-children-and-otherchildren-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.

If a child has a Social Worker staff should recognise that this may be an indicator that the child may be at more risk than others.

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:** Nick Humphries (Headteacher)

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

**Contact details:** [maria.anderson@southampton.gov.uk](mailto:maria.anderson@southampton.gov.uk)

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

## **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:

contact is [helen.brown@southampton.gov.uk](mailto: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 is included in the revised transfer of records template form (October 2021).

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

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1021914/KCSIE\\_2025\\_September\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2025_September_guidance.pdf)

## **Private Fostering**

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

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

The law requires that the carer/s and parents must notify the children's services department of any private fostering arrangement. If the school becomes aware that a 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/carers this may increase the risk of harm to a child. Advice can be gained from CRS if required.

## **Children and the court system**

The YOS team in Southampton can be contacted where needed through Anna Harbridge [anna.harbridge@southampton.gov.uk](mailto:anna.harbridge@southampton.gov.uk), Southampton Youth Offending Service Manager Integrated and Restorative Service, Church View, 28-29 St Mary Street, Southampton.

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 (Youth Offending Service) 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:

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There is an age appropriate guide to support children 5-11-years old ([Young witness booklet for 5 to 11 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. 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](#).

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 Townhill Junior 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** - (National Information Centre for Children of Offenders)

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 Townhill Junior 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 professional 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. An Early Help referral 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/ Early Help team 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. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

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

During office hours you can contact on: telephone number 023 8083 2327 or email: [homelessness.advice@southampton.gov.uk](mailto: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

## **Health and Safety**

<https://www.gov.uk/government/publications/health-and-safety-advice-for-schools> (Last update April 2022) to be read in conjunction with COVID guidance.

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. 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 and can be found here: <https://www.townhilljuniorschool.co.uk/policies/>.

COVID has meant that procedures for the following health and safety processes have changed. This is reviewed regularly by leaders and governors in light of our own risk assessment or government guidance and shared with staff and the school community.

## **First Aid**

[www.gov.uk/government/publications/first-aid-in-schools](http://www.gov.uk/government/publications/first-aid-in-schools)

There is a separate First Aid policy which can be found at <https://www.townhilljuniorschool.co.uk/policies/> This includes information about trained staff, retraining dates, storage of use of first aid kits, recording incidents where first aid or injury has occurred, and responsibilities on offsite activities. A record of trained first aiders will be easily accessible for all staff in case of need.

An addendum for first aid during any changed staffing periods as a result of Covid will be completed and reviewed. All staff will be made aware of any changes and who are first aiders on site daily.

Pupils with Individual Health Care Plans/ medical conditions will be communicated with staff and plans reviewed in a timely manner with professionals where possible.

## **Pupils with medical conditions (in school) including emergency evacuation**

[www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3](http://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 to support the child and be aware of medical needs and risks to the child. This information will be held in personnel files.

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)**

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

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 Education Welfare Service will be contacted to discuss how to best support with the pupil's education.

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 that arrangements to safeguard the child on their roll are sufficient.

## **Intimate care**

The Intimate Care Policy and Guidelines Regarding Children have been developed to safeguard children and staff.

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

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

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

Intimate care can include:

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

## **Site Security**

<https://www.gov.uk/government/publications/school-and-college-security/site-security-guidance>

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 have to adhere to the rules which govern it. These are:

- All gates are locked except at the start and end of the school day
- Doors are kept closed to prevent intrusion
- Visitors and volunteers enter at the reception and must sign in.
- 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 have to sign out and in.
- Arrangements for before and after school meetings and activities are clear and followed at all times.
- 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.
- Emergency procedures are practiced and known by all staff, including those temporarily in positions of responsibility.
- Staff know the expectations for challenging unrecognised adults or young people on site

## **Physical Intervention (use of reasonable force)**

[DfE Use of reasonable force, non-statutory guidance](#) (July 2013), KCSiE 2025, para 166-168

As a school we have a separate policy outlining how we will use physical intervention. This can be found on the school system under Policies.

All staff have been made aware of their responsibilities with regard to the use of physical intervention and reasonable force – at our school this is completed by Nick Humphries (Headteacher) and Jo Williams (ELSA).

## **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. School needs to ensure 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 will only be taken on school owned equipment and stored on the school network. No images of pupils will be taken or stored on privately owned equipment by staff members.

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 sharing practice or achievement. We will seek to ensure parent/ carers understand this and agree to this use.

## **Transporting pupils**

[Home-to-school travel and transport - GOV.UK](http://www.southampton.gov.uk/schools-learning/in-school/school-travel-support/) <http://www.southampton.gov.uk/schools-learning/in-school/school-travel-support/>

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 give consideration to the transport needs of our pupils in an emergency situation and out of hours. This includes 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 test and trace information or COVID-19 symptoms as soon as possible that affects their ability to carry out their transporting/ volunteering safely.

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

On occasion parents and volunteers may support with the task of transporting children to visits and off-site activities arranged by the school. (This is in addition to any informal arrangements made directly between parents for after school clubs etc.). In managing these arrangements the school will put in place measures to ensure the safety and welfare of young people carried in parents' and volunteers' cars. This is based on guidance from the local authority and follows similar procedures for school staff using their cars on school business.

Where parents'/volunteers/staff cars are used on school activities the school will notify parents/ volunteers/ staff of their responsibilities for the safety of pupils, ensure sight and record of suitable business insurance cover (for staff) and insurance cover for parents and evidence recorded to ensure their vehicle is roadworthy. A record will be kept in school of insurance, evidence of roadworthiness, use of child seat needs and understanding of responsibilities.

### **Off site visits / provision including overnight stay**

<https://evolve.edufocus.co.uk/>

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 (Nick Humphries, Deputy Head) 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. 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 the school year will be risk assessed regarding the activities to be undertaken, transport arrangements as well as COVID risks. A risk assessment will be completed by the activity leader, this may be through a pre-trip visit if appropriate. It will be shared with the nominated EVC/ senior leader. 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) 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, with a responsible staff member named to monitor the child/ adult. The governing body will monitor this process throughout the year.

## **Safety in an emergency situation – 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 will 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 so as 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 provided to Hampshire Constabulary to ensure an efficient emergency response should one be required. The process for sharing this will be developed and communicated through SCC safeguarding updates.

## **Behaviour, safety and discipline, including preventing extremism**

The school has a behaviour policy in place that meets the relevant requirements

<https://www.townhilljuniorschool.co.uk/policies/> and takes account of DfE publications such as, <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools> (February 2025)

Our policy has been reviewed given greater staff awareness of the impact of ACE's and encourages trauma informed responses. This policy is in line with current DfE advice for governors. This policy forms part of all staff induction, and all staff will have been/ are due to receive CPD regarding trauma informed practices and the impact of Adverse Childhood Experiences on children and young people and how this can impact on presenting behaviours.

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

Our behaviour policy sets out the expectations for meeting requirements of identified needs for children who may have or have identified SEND. The policy explicitly includes the need for adaptation, or changed responses relating to likelihood or harm or identified needs and outlines any individual planning for a child.

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

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

The PAN-Hampshire toolkit for managing prejudicial language and behaviours was launched in October 2019 and is available on-line at the link below. It includes information for parents, surveys for KS1, 2, 3 and 4 pupils and a reporting/ recording tool. PLAB documents can be found within the inclusion services section of the Appendices.

COVID period has meant that we recognise that there will be many children and adults who have experienced a range of trauma during this time. Upon return to school we acknowledge that children and adults may likely require support and may not respond positively to instructions and strategies as previously. They may have unidentified triggers. In order to reduce the likelihood of traumas experienced (may be COVID linked or not) we ensure that all staff will take the opportunity to work positively with all, with a principle of moving

forward, reviewing any specific behaviour planning to take account of change not presenting a blame or negative approach to engagement during Covid closure. Training to support staff with positive engaging discussions will be provided, enabling children and young people to swiftly re-establish relationships with a trusted adult and positive learning behaviours as a result.

Social and emotional responses that may be different than expected or hoped for are likely to be communicating something for the child. Staff are expected to respond with this in mind, in line with any individual plans or known information. All staff are trained in how to de-escalate dysregulated behaviour that may present itself at the earliest opportunity, but also listen to and observe the young person so that key information can be recorded and build or review any necessary plan from. This may include known SEN needs, or trauma responses for individuals and may reduce the need for more serious sanctions to be required.

Expectations for staff behaviours both whilst on site, in times of responsibility and where behaviours outside of school may cause harm to children, reputational damage to the school or transferable risk to children and young people have been made clear to all staff on induction, or where there has been update. We have a staff code of conduct <https://www.townhilljuniorschool.co.uk/policies/> that is a part of all staff induction. This sets out expectations for staff in relation to managing the behaviour, safety and discipline of pupils, including challenging inappropriate attitudes to gender, sexuality or race and other protected characteristics as well as their own behaviours, including those behaviours on-line to minimise the risk of reputational damage to the school or transferable risk to children and young people as a result of staffs own behaviours. Staff are clear about actions the school or LA may need to take if an allegation is made about a member of staff, or behaviours reported that indicate professional responsibilities of staff have been less than expected as a qualified teacher, or an employee working in the school, where there may be risk of harm to a child, reputational damage or transferable risk.

## Preventing Radicalisation and Extremism

National and local review of processes will lead to this section being updated via an addendum within the policy year. This will be communicated via Head teacher and DSL contact information in safeguarding updates and a Prevent briefing.

New definition of extremism 2025 [New definition of extremism \(2025\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/new-definition-of-extremism-2025): “Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK’s system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2)”(Definition of extremism 2025).

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

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

**Extremism-** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

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

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

#### **Prevent duty guidance:**

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

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

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

The person to contact in our school regarding Prevent is: Nick Humphries (Headteacher).

All staff have undertaken – during induction or employment – Home Office Prevent awareness training. During each academic year all staff will complete the current Home Office Prevent awareness training.

<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html> Training is completed so that all can identify the signs of children being radicalised and updates are provided to staff through annual safeguarding training or information shared. This is recorded as a part of the schools monitoring of the reading and understanding of policies and attendance at training.

The National Prevent training is updated and now a face to face plan for onboarding local trainers and developing a delivery plan for this new training will be undertaken through the Prevent Board.

All staff will also have local contextual information for training and awareness shared for example, regarding ideologies included in SCC safeguarding updates to supplement home office awareness training.

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

Any child who is considered vulnerable to radicalisation will have an in-school plan of support and education which may be in conjunction with partners, there will be some young people who may be more vulnerable than others. Where evidence-based concerns indicate they may be being radicalised or self-initiating their own learning that may lead to action they will be referred by the DSL via direct national referral using the template and flowchart and links above and shown in Appendix 3.

Concerns will then be considered by CTLP and shared with SCC Children’s Resource Service (CRS). This may lead to contact with the school by the police for discussion regarding actions. It may be decided to refer to into Channel panel process. A “Channel panel” is convened every month and the school will be invited to attend and support this process (See Appendix 3). Referral form is to be sent direct to Prevent – as directed in the flowchart. The receiving police email is secure.

#### **Curricular provision and ethos**

Concerns will then be shared with CRS. This may lead to contact with the school by the police for discussion regarding actions. It may be decided to refer to into Channel panel process. A “channel panel” will be convened and the school will be invited to attend and support this process. Referral form is to be sent direct to Prevent – as directed in the flowchart. The receiving police email is secure.

We also seek and retain signed and dated assurances that any hirer has appropriate awareness of safeguarding issues/ policies and procedures in line with their hire purpose. Additionally, that they are aware

of their responsibilities that in hiring our facilities they will not be used for promotion of extremism in any form.

## **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](#)

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

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

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

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

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.

**Our online safety policy** includes 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). Filtering and monitoring systems are reviewed with staff so that they understand their role in managing these tools, reflecting DfE guidance.

"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 DSL from another school.

## **Relationships, Sex and Relationships and Health Education**

During the Summer Term 2021, we fully updated our curriculum and policy for Relationships Education, Relationships and Sex Education and Health Education in line our phase of schooling, as well as the [statutory guidance](#) that became mandatory from September 2021. It is reviewed and updated annually.

We developed our policy in line with the statutory guidance and local advice from Southampton SACRE.

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

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

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

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

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

## **How to notify the Local Authority of removal from roll**

The local authority has recently re-issued detailed operational guidance to schools on steps that must be taken prior to removal from roll to ensure that removal from roll is lawful and that steps have been taken that will highlight any safeguarding concerns. Copies are available from the Children Missing Education Officer, and on <https://www.youngsouthampton.org/working-with-children/schools-guidance/schoolshr/policies/>

We recognise that the Local Authority may contact the school or parent to ensure that the off-rolling of the pupil is lawful and in the best interests of the child, and that the school has not acted unlawfully in the off-rolling.

## **Transfer of child protection records or welfare concerns**

<https://www.youngsouthampton.org/images/retention-of-records-update-of-policy-october-2021.pdf>

It is stated in KCSiE 2025 that it is our, 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 DSLs and both schools should keep a record that this has occurred.

KCSIE 2025 para 105-109 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 as a result of this. This discussion is not be held in lieu of the transfer of the record. We will follow up with any setting where we do not receive records that we have been made aware of in a timely manner.

We follow SCC policy for the retention and transfer of child protection and child welfare records, September 2021 and always do this with parental consent unless to do so would increase the risk to the child. These decisions to share with/ without consent are recorded 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 (Child Transfer Form)**

SCC have defined Educational neglect and recognise that this can be parental, child, professional or organisational. (See Appendix 4). 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 SCC Transfer of child protection, child welfare and education learning records policy September 2021'.

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 CTF. The CTF will be transferred as per statutory requirements and any additional supporting information transferred under the transfer of records policy accordingly.

### **Staff recruitment and pre-employment vetting**

Our school has robust recruitment and volunteer checking processes in place to ensure that no one who is unsuitable can work with the children and young people in our setting. This enables the governing body and if applicable proprietors to act in a reasonably in making decisions about prospective employees and volunteers using evidence and checks carried out. These checks will include at least some of the following checks as set out in this guidance.

### **Safer Recruitment**

<https://www.gov.uk/government/publications/staffing-and-employment-advice-for-schools> (updated Oc 2025)

Safer recruitment consortium addendum: <https://www.saferrecruitmentconsortium.org/>

The school follows the safer recruitment processes outlined in Part three of KCSiE 2025 that links to the school's Recruitment Policy [link to schools own policy]. On all recruitment panels there is at least one member who has undertaken safer recruitment training which is updated regularly. In our school regularly means every 2 years for safer recruitment training.

In our school the staff who are safer recruitment trained are:

Nick Humphries: Headteacher

Gemma Salmon: Deputy Headteacher  
Lorraine Coffin: Business Manager  
Penny Orme: Governor  
Carly Sweet: Governor

The process checks the identity, criminal record (enhanced DBS), mental and physical ability to carry out the role, right to work in the U.K., professional qualification and seeks confirmation of the applicant's experience and history through references, checks appropriate to role – paragraphs 137-152 KCSiE 2025 (Eg. if in regulated activity checks will be different than those in unregulated activity in line with KCSiE 2025). It must include qualifications, Enhanced DBS checks, barred list checks and prohibition checks for teachers. Where appropriate checks will be made under the disqualification from childcare act (disqualification rules changed from August 31 2018) and a section 128 check will be carried out for all governors in maintained schools, and heads of subject and above in academy and free schools.

Where a person's role is to be in regulated activity the information on page 35 of KCSiE 2025 will be used. Where a person is not in regulated activity – such as a contractor we will follow checks and steps in paragraphs 196-199. Where a person is a supervised volunteer in a school or college the guidance in KCSiE Annex F and paragraphs 183-188 will be followed, it is noted that if supervised, our school accepts it cannot request a barred list check for anyone in supervised activity.

Any member of staff appointed to carry out teaching work will require a prohibition check and those in management roles will require additional checks linked to role and school status. If the person has lived or worked outside of the UK further checks should be carried out if deemed appropriate and checks to ensure that a candidate to carry out any teaching work is not subject to a prohibition or other order as described in KCSiE 2025. This sets out information regarding events outside of the UK in respect of checks for people who have worked overseas but have since within three months of the current application met criteria.

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

A risk assessment will be completed and stored securely with personnel file for any member of staff who has information included within the DBS or any other checking process. A risk assessment will also be carried out for all volunteers carrying out duties / activities within school or organised by the school. This will include completion and outcomes of relevant checks and assess suitability for the role. Governors will maintain oversight of risk assessments. KCSiE 2025 sets out usage of the DBS update service that our school will follow if it applies to individual applying to our school.

The harm test, as referenced in KCSiE Part 4 Guidance must always be considered when recruiting.

The carrying out of separate barred list checks must only be carried out in the circumstances set out in paragraphs 228 and 229 KCSiE 2025.

Following updated guidance in KCSiE 2025, online checks for an applicant's presence on Social Media will be carried out based on guidance from the Local Authority.

### **Single Central Record (SCR)**

[Inspecting safeguarding in early years, education and skills settings - GOV.UK](#) (updated August 2021)

The Single Central Record is fully compliant with current guidance - KCSiE 2025, and in line with Ofsted's handbooks and the Education Inspection Framework.

It is expected that the SCR includes a record of all checks undertaken and the outcome, the date they were completed and who carried out the checks. It also includes the identification of the person's role to ensure regulated or unregulated activity is accurately recorded.

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

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

At least termly monitoring, as recommended by the LA, of the SCR is undertaken by senior leaders or governors and a record of this monitoring and any actions required is held in the Governor's minutes.

Where any adults have regular access to our building, and therefore our children, the information that we would require if they were a member of staff is held by the school on the single central register and is checked regularly in line with our own staff.

### **Regulated or unregulated activity**

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

Where it is determined that a person is engaging in their role in regulated activity an enhanced DBS certificate with children's (and if relevant adults) barred list check will be carried out, in addition to any other checks relevant to role. Guidance in KCSiE 2025 annex is used in our school. Where it is determined that someone is not engaging in regulated activity an enhanced DBS certificate which does not include any barred list check will be appropriate, as outlined in KCSiE 2025.

### **Teacher Status Checks**

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

Nationally, there are a number of individuals who are subject to disciplinary sanctions imposed by the GTCE prior to its abolition in 2012 - there is a pre-appointment check for all staff to whom this could apply at our school.

### **Section 128 checks**

For all governors in a maintained school setting a Section 128 check will be carried out, with the date of check and outcome recorded on the single central register. In academies/free schools a Section 128 check will be carried out and outcome recorded on the single central register for all those in management positions (Senior Leadership Team or above). This is carried out via the DfE secure portal as for prohibition from teaching.

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

## **Disqualification under the Childcare Act**

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

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

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

- They are employed and undertake any supervised activity (such as breakfast clubs, lunchtime supervision and after school care provided by the school) both during and outside of school hours for children in the early years age range; and
- They work in childcare provided by the school outside of school hours for children who are above reception age but who have not attained the age of 8. This includes before school settings, such as breakfast clubs, after school provision and holiday clubs. It does NOT include education or supervised activity for children above reception age during school hours including extended school hours for co-curricular learning activities, such as the school's choir or sports teams.

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

As a school we require all staff who may be impacted by this piece of legislation to complete a self-declaration form and to inform the head teacher immediately if they become aware of any changes to their circumstances that would require us to be aware that they may become or have become disqualified. Staff are clear the disqualification responsibilities to report relate to just themselves.

If a member of staff is impacted we will seek advice from the LADO or HR provider as to how to manage the situation proportionately and appropriately under current guidance ensuring our ability to safeguard all children is not reduced.

NOTE: This self-declaration is separate to the requirement for schools to consider suitability to work with children – KCSiE: part 4: para 211 4<sup>th</sup> bullet point.

## **Appendix 1a: Transporting of Pupils by Parents**

### **Draft letter:**

Dear Parent / Volunteer

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

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

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

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

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

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

Signed

Head Teacher

## Appendix 1b: Declaration Form – Transporting Pupils and Volunteers

### DECLARATION FORM TRANSPORTING PUPILS AND VOLUNTEERS

#### Safeguarding statement

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

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

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

#### All drivers must:

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

#### Insurance:

- Maintain valid insurance, as a minimum, for third party liability
- Check with their insurance company and inform them that the driver occasionally conveys children on school activities. (This is unlikely to affect the cost of your insurance premium.) **Safety:**
- Be familiar with, and drive in accordance with, the Highway Code at all times
- Drive safely and observe the speed limit
- Before driving not to consume alcohol or drugs which may impair driving
- Ensure that all passengers wear seat belts as appropriate
- Use child proof locks on rear doors where necessary
- Child seats such as booster seats are to be used at all times according to the height and age of each child in the vehicle

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

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

Signature:

Date:

Name (Please print)

Number of seats in vehicle:

## Appendix 2: Safeguarding Concerns: Threshold Guidance

This link is to the Pathways document which includes the threshold guidance for consideration when needing to seek support or make a referral.

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



### Appendix 3: PREVENT

The school uses 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 or CRS prior to referral if needed.

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

#### Completing a National Referral Form

By sending this [National Referral Form](#) you consent for it to arrive with both your dedicated Local Authority safeguarding team & Prevent policing team for a joint assessment (if required).

Wherever possible the Prevent policing team aim to give referrers feedback on their referral, please be aware, however, that this is not always possible due to data-protection & other case sensitivities.

Once you have completed this form, please email it to:  
[preventreferralssouthampton@hampshire.police.uk](mailto:preventreferralssouthampton@hampshire.police.uk).

If you are unsure about how to complete the form you can contact the Prevent Gateway Team: [Prevent Gateway Team](#) or call 01865 555618.

## Appendix 4: Southampton City Council Practitioner Guidance Document– Educational Neglect

There is no statutory definition of educational neglect. A task and finish group has been established as a result of recommendations from a Serious Case Review (unpublished at time of document issue) and includes School Improvement Team, Education Welfare Service, Head of the Virtual School, Educational Psychology Service, Admissions Team, Manager for Inclusion, Legal Services, Early Years Advisory Teachers.

The Local Safeguarding Children’s Board has had overview of the work.

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

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

**“Neglect is the most common form of child abuse. In Southampton we recognise neglect as the ongoing failure to meet a child’s basic needs in order for them to thrive. Neglect means that a child may be left hungry or dirty without adequate clothing, shelter, supervision or medical care. A child may be put in danger or not protected from harm. Neglect also includes psychological and emotional harm; a child needs care and attention and opportunities to relax, play and learn”.** <http://southamptonlscb.co.uk/wp-content/uploads/2019/05/NeglectStrategy-2019-1.pdf>

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

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

### Parental:

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

### Young person(s):

Consideration of educational neglect could be applied when 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):

- 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 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 transfer of records or known information that supports a child's 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 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.

## In Southampton

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

40% of children on a Child Protection Plan have neglect as a key feature.

Additionally, many of these pupils have been or are persistent absentees, and known to have a reduced/or had experienced a reduced timetable.

### Advice for practitioners

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

It may be helpful to use the neglect strategy and practitioners' guide <http://southamptonlscb.co.uk/neglect/> when considering educational neglect.

1. Key questions: are the child's educational development needs being met or are there aspects of the provision that are impacting negatively on the educational development of the child?  
The 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.
2. Set appropriate, achievable steps within a clear timeframe in addressing the health, well-being and educational needs being discussed. Parents usually want the best for their child and so ensure they are supported to achieve this at the earliest possible opportunity with engagement through individual organisation teams and Early Help support. Where parents are not supporting the educational development of their child this should be clearly recorded and the necessary steps taken to minimise the impact of this.

3. 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.
4. It is expected and reasonable to challenge behaviour with regard to a child’s educational needs 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.
5. 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.
6. 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.
7. 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?
8. 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.
9. Ensure that where any change or reduction in an offer of full-time education is made that parents understand and are in agreement 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:

<b>Child Risk factors</b>	<b>Parental risk factors</b>	<b>Wider agency &amp; professionals risk factors</b>
<ul style="list-style-type: none"> <li>• Adverse childhood experiences (neglect/abuse)</li> <li>• Disability</li> <li>• Substance misuse</li> <li>• Learning difficulties</li> <li>• Family unit breakdown</li> <li>• Bereavement</li> <li>• Views not taken into account in decision making about education</li> <li>• Chronic ill-health</li> <li>• Poor mental health</li> <li>• Child subjected to exploitation (sexual or criminal)</li> <li>• Living in poverty</li> <li>• Going missing</li> <li>• Reduced or inappropriate educational or timetable provision</li> <li>• Child performing role of carer</li> </ul>	<ul style="list-style-type: none"> <li>• Previous action regarding poor attendance at school</li> <li>• Poor parental mental and emotional well-being</li> <li>• Substance misuse</li> <li>• Domestic Abuse/violence</li> <li>• Learning difficulties</li> <li>• Lack of positive parenting in childhood</li> <li>• Adverse childhood experiences</li> <li>• Being obese or underweight</li> <li>• Poor parental engagement in education</li> <li>• Unable to provide/uninterested in development of child of any age</li> <li>• Disguised compliance/ non-compliance with agencies</li> <li>• Exploitation or criminality</li> <li>• Bereavement</li> <li>• Family breakdown</li> <li>• Ill health</li> <li>• Not following health advice that enables engagement in education</li> </ul>	<ul style="list-style-type: none"> <li>• Poverty</li> <li>• Unemployment</li> <li>• Lack of positive personal networks</li> <li>• Lack of sharing of information between agencies regarding concerns</li> <li>• Ineffective monitoring and review of reduced timetables or alternative provision</li> <li>• Lack of triangulation or challenge regarding information provided by parent where it raises query/ may not be substantiated</li> <li>• Lack of substantiated / reasonable information for absence</li> <li>• Inconsistent or unsustainable responses to agency support</li> <li>• Lack of health information to support a suitable Individual health care plan that supports engagement in education</li> </ul>
<p><b>Protective factors:</b></p> <ul style="list-style-type: none"> <li>• Parental interest and action to support the educational development of their child</li> <li>• Full educational provision that meets needs or amendments that are effectively reviewed regularly</li> <li>• Positive and effective engagement with agencies to support the child, parent/ family (health, social care, Early Help, education)</li> <li>• Sustained improvements in attendance managed independently by pupil or parent</li> <li>• Effective agency communication and sharing of information to safeguard a child including for their attendance at school or educational provision</li> </ul>		

## Bullying and prejudice-based incident report form

Report form completed by:

Date of report:

Time of incident:

Type of report/incident:

Bullying

Prejudice-based incident

Both

Concern raised by:

Victim

Perpetrator

Third party – staff

Child/young person

Parent/carer

Other

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

Bus

Corridor

Park

Taxi

Classroom

Playground

Toilets/Cloakroom

Locker/changing room

Online/social media

On the way to / from school

Other (please describe below)

Other:

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

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

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

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

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

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

**Gender of perpetrator:**

**Bullying/incident was to do with:**

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

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

Disability/special educational needs/medical condition/mental health

Ethnicity/race

Gender identity

Religion/belief

Sex

Sexual orientation

Pregnancy

Expressing/supporting extremist views

Other (please state):


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

Appearance

Home circumstances/socio-economic factors

Other (please describe):


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

Cyberbullying

Damage to property

Indirect/social

Physical Abuse (against staff)

Physical Abuse (against pupil/student)

Possession/distribution of offensive materials

Sexual abuse/harassment (against staff)


Sexual abuse/harassment (against pupil/student)

Verbal Abuse (against staff)

Verbal Abuse (against pupil/student)

Other (please describe):

**Frequency and duration of behaviour:**

**Risk Assessment screening questions**

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

Does the victim need additional support?

Is this a repeat victim?

Is this a repeat perpetrator?

Are any of the individuals at risk of radicalisation?

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

**If appropriate to your setting:**

Restorative approaches used?

Yes/No

**Date recorded on school electronic behaviour record:**

**Disability/special educational needs/medical condition/mental health**

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

**Ethnicity/race (racism)**

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

**Gender identity (transphobia)**

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

**Religion/belief**

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

**Sex; sexist bullying (misogyny/misandry)**

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

**Sexual orientation**

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

**Appearance**

Hair colour, body shape, clothing etc.

**Home circumstances**

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

**PLAB Appendix 2 – extended definitions of types of bullying**

**Homophobic bullying**

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

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

## **Bi-phobic bullying**

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

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

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

## **Racist bullying**

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

## **Bullying based on religion or belief**

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

## **Transphobic Bullying**

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

Transphobic bullying is commonly underpinned by sexist attitudes and can affect any child or young person.

## **PLAB Appendix 3 – behaviour involved in the bullying/incident**

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

**Damage to property:** damage, interference, withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment/resources, graffiti.

**Indirect/social:** intentionally socially excluding or isolating an individual or group from activities/community both on and offline eg gossiping, spreading rumours, intimidating looks, gestures and behaviours.

**Physical abuse:** any form of violence or physical force eg pushing, kicking, hitting, pinching, tripping, spitting etc.

**Possession/distribution of offensive materials:** disseminating inappropriate materials.

**Sexual abuse/harassment:** suggestive sexual comments, innuendo or behaviour including offensive comments about sexual reputation; or using sexual language that is designed to embarrass, humiliate, intimidate or subordinate.

**Verbal abuse:** using language in a derogatory or offensive manner, such as banter, name-calling, sarcasm, personal threats, nasty comments or ‘jokes’ or persistent teasing and taunting.

**PLAB Appendix 4 – ethnicity descriptions and codes**

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

**PLAB Useful Links:**

- <https://www.stonewall.org.uk/> <https://www.hants.gov.uk/educationandlearning/hias/curriculum-support/resource-centres/rade-centre> <http://www.educateandcelebrate.org/>
- <https://www.theredcard.org/> <https://www.mermaidsuk.org.uk/> <https://www.stophateuk.org/>

<http://report-it.org.uk/home> <https://tellmamauk.org/> <https://cst.org.uk/antisemitism/hate-crimes>  
<http://www.galop.org.uk/> <https://www.hampshire.police.uk> <https://www.hampshire-pcc.gov.uk>  
<https://www.hants.gov.uk/educationandlearning/hias/curriculum-support/resource-centres/re-centre>

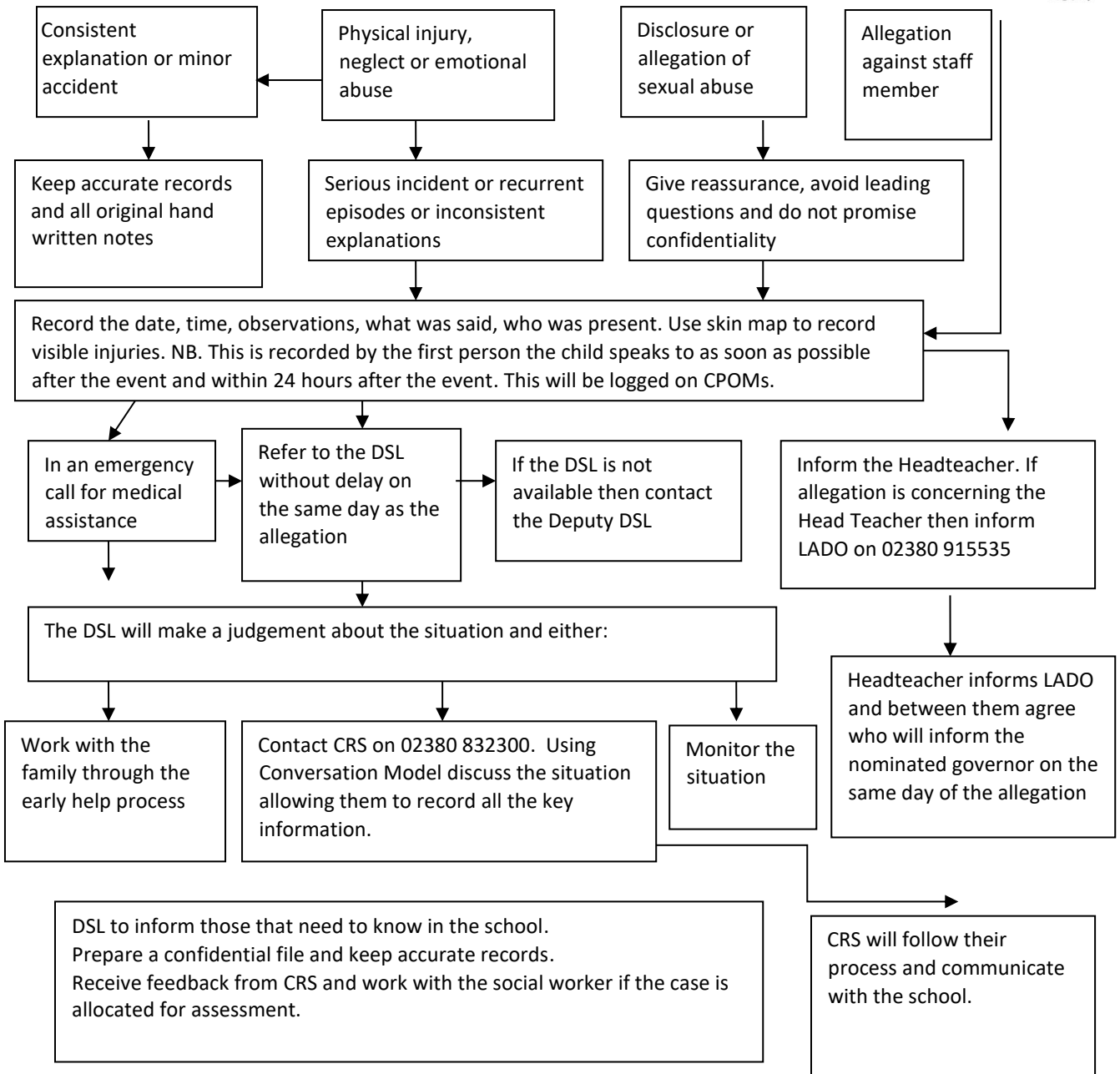
## Appendix 6: Seven Golden Rules for Sharing Information (Safeguarding)

### The Seven Golden Rules for Sharing Information

1. **Remember** that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living people is shared appropriately.
2. **Be open and honest** with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. **Seek advice** if you are in any doubt, without disclosing the identity of the person where possible.
4. **Share** with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
5. **Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
6. **Necessary, proportionate, relevant, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. **Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.



**Townhill Junior School  
Flowchart for Child Protection Procedures**



**Appendix 8: Recording Form**

**Recording Form: Reporting a Concern**



Child's Name:	Class:
Date:	Time:
Name and Role of Person Raising Concern:	

Details of concern (where? When? Who? Behaviours? Use of child's words)

Situation:
------------

Actions Taken			
Date	Person Taking Action	Action Taken	Outcome of Action

Name: \_\_\_\_\_ Designation: \_\_\_\_\_

Signed: \_\_\_\_\_

Copied to: \_\_\_\_\_



### For supply staff and those on short contracts in Townhill Junior School

While working in Townhill Junior School, you have a duty of care towards the children here. This means that at all times you must act in a way that is consistent with their safety and welfare.

In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school Designated Safeguarding Lead (DSL) (or deputy). The DSL is Nick Humphries who can be found at the Headteacher's office.

This is not an exhaustive list but you may have become concerned as a result of:

- Observing a physical injury, which you think may have been non-accidental.
- Observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for.
- Observing behavior that leads you to be concerned about a child or young person.
- A child or young person telling you that they have been subjected to some form of abuse.

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL (or deputy). This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you must follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive.
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish.
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect.
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the DSL or DSO, who should contact Children's Social Care if appropriate.

The school has a policy on safeguarding children and young people which you can find, together with the local procedures to be followed by all staff on the school network.

**Remember, if you have a concern, discuss it with the DSL (or deputy).**

## **Appendix 10: Definitions of Abuse**

### **What is child abuse?**

The following definitions are taken from Keeping Children Safe in Education (2025). In addition to these definitions, it should be understood that children can also be abused by honour based violence, forced marriage or female genital mutilation

### **What is abuse and neglect?**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults, or another child or children.

### **Physical abuse**

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

### **Emotional abuse**

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

### **Sexual abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

## **Indicators of abuse**

### **Neglect**

#### **The nature of neglect**

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

#### **Neglect can include parents or carers failing to:**

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

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

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

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

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*what to do if you are worried a child is being abused* 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

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

### **Indicators of neglect**

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

#### **Physical indicators of neglect**

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight

- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

### **Behavioural indicators of neglect**

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

### **Emotional abuse**

#### **The nature of emotional abuse**

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

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

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

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

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

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

#### **Indicators of emotional abuse**

##### **Developmental issues**

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

##### **Behaviour**

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders

- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

### **Social issues**

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

### **Emotional responses**

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

### **Physical abuse**

#### **The nature of physical abuse**

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

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

#### **Indicators of physical abuse / factors that should increase concern**

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

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

- The explanation given does not match the injury.
- The explanation uses words or phrases that do not match the vocabulary of the child (adult’s words).

- No explanation is forthcoming.
- The child (or the parent/carer) is secretive or evasive.
- The injury is accompanied by allegations of abuse or assault

**You should be concerned if the child or young person:**

- Is reluctant to have parents/carers contacted.
- Runs away or shows fear of going home.
- Is aggressive towards themselves or others.
- Flinches when approached or touched.
- Is reluctant to undress to change clothing for sport.
- Wears long sleeves during hot weather.
- Is unnaturally compliant in the presence of parents/carers.
- Has a fear of medical help or attention.
- Admits to a punishment that appears excessive.

**Sexual abuse**

**The nature of sexual abuse**

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

**Characteristics of child sexual abuse:**

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

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

**Indicators of sexual abuse**

**Physical observations**

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

**Behavioural observations**

- Sexual knowledge inappropriate for age.
- Sexualised behaviour or affection inappropriate for age.
- Sexually provocative behaviour/promiscuity. Hinting at sexual activity Inexplicable decline in school performance.
- Depression or other sudden apparent changes in personality as becoming insecure or clinging.
- Lack of concentration, restlessness, aimlessness.
- Socially isolated or withdrawn.
- Overly-compliant behaviour.
- Acting out, aggressive behaviour.

- Poor trust or fear concerning significant adults.
- Regressive behaviour, onset of wetting, by day or night; nightmares.
- Onset of insecure, clinging behaviour.
- Arriving early at school, leaving late, running away from home.
- Suicide attempts, self-mutilation, self-disgust.
- Suddenly drawing sexually explicit pictures.
- Eating disorders or sudden loss of appetite or compulsive eating.
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys.
- Become worried about clothing being removed.
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

**Appendix 11:**

**Brook sexual behaviours traffic light tool**

**Behaviours: age 5 to 9 and 9 to 13**

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

<p><b>What is a green behaviour?</b> Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices.</p>	<p><b>What is an amber behaviour?</b> Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p>	<p><b>What is a red behaviour?</b> Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.</p>
<p><b>What can you do?</b> Green behaviours provide opportunities to give positive feedback and additional information.</p>	<p><b>What can you do?</b> Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p>	<p><b>What can you do?</b> Red behaviours indicate a need for immediate intervention and action.</p>
<p><b>Green behaviours 5-9</b> feeling and touching own genitals curiosity about other children's genitals curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships sense of privacy about bodies telling stories or asking questions using swear and slang words for parts of the body</p>	<p><b>Amber behaviours 5-9</b> questions about sexual activity which persist or are repeated frequently, despite an answer having been given sexual bullying face to face or through texts or online messaging engaging in mutual masturbation persistent sexual images and ideas in talk, play and art use of adult slang language to discuss sex</p>	<p><b>Red behaviours 5-9</b> frequent masturbation in front of others sexual behaviour engaging significantly younger or less able children forcing other children to take part in sexual activities simulation of oral or penetrative sex sourcing pornographic material online</p>
<p><b>Green behaviours 9-13</b> solitary masturbation use of sexual language including swear and slang words having girl/boyfriends who are of the same, opposite or any gender interest in popular culture, e.g. fashion, music, media, online games, chatting online need for privacy consensual kissing, hugging, holding hands with peers</p>	<p><b>Amber behaviours 9-13</b> uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing verbal, physical or cyber/virtual sexual bullying involving sexual aggression LGBT (lesbian, gay, bisexual, transgender) targeted bullying exhibitionism, e.g. flashing or mooning giving out contact details online viewing pornographic material worrying about being pregnant or having STIs</p>	<p><b>Red behaviours 9-13</b> exposing genitals or masturbating in public distributing naked or sexually provocative images of self or others sexually explicit talk with younger children sexual harassment arranging to meet with an online acquaintance in secret genital injury to self or others forcing other children of same age, younger or less able to take part in sexual activities sexual activity e.g. oral sex or intercourse presence of sexually transmitted infection (STI) evidence of pregnancy</p>

## Appendix 12:

## CRS BRAG ratings definition (Children's Resource Service)

**RED:** There is a potential child protection issue (i.e. serious injury to the child). Requires immediate action and information from CRS navigators is expected within 2 hours.

**AMBER:** There are significant concerns but immediate action is not required (e.g. ongoing domestic violence issues in the household). Requires information from CRS navigators within 6 hours.

**GREEN:** There are no concerns regarding a child's wellbeing but these do not meet statutory requirements (e.g. poor school attendance). Requires information from selected CRS navigators within 24 hours.

**BLUE:** There is no safeguarding concern and the issue can be dealt with by a Universal service. NO CRS response required. Advice or referral to a Universal service may be provided.

Professional Number: **02380 832300**  
Public Use: **02380 833336**  
Email: [CRS@southampton.gov.uk](mailto:CRS@southampton.gov.uk)

Address:  
**Southampton City Council**  
**Southampton CRS**  
**Civic Centre**  
**Southampton**  
**SO14 7LY**

Out of Hours: **02380 233344**  
Complaints Number: **02380 833154**  
email: [complaints@southampton.gov.uk](mailto:complaints@southampton.gov.uk)

4LSCB Child Death overview panel (CDOP): **01962 876356**

Local Authority Designated Officer (LADO) for allegations: **Jemma Swann** **02380 915535**  
Mobile **07500952037**



**Townhill Junior School**

**Welfare Provision – Criteria for Allocation of Support:**

The following information is used as a guide to allocate the most appropriate level of support to a vulnerable young pupil.

<b>Title</b>	<b>Person</b>	<b>Criteria</b>
Headteacher	Nick Humphries (Headteacher)	All aspects of concern
Deputy Headteacher SENCO & Inclusion Lead	Gemma Salmon (Deputy Head & SENCO)	All aspects of inclusion concern
Family Inclusion Support Officer	Rebecca Austin (FISO)	All aspects of family concern Students with poor attendance (PA)
ELSA	Jo Williams Charlotte Leach	Emotional Support
School Nursing Service	Ellie Parker-Wisdom	Medical Concern
Registered Mental Health Nurse (RMN)	Karen Glasspool (BPS)	Mental Health Concerns Assist with CAMHS referral (Will not work with students who are currently open to CAMHS).
Yellow Door	Yellow Door	Pupils who have been victims or witness to Domestic Violence.
Barnardos	Barnardos	Pupils going missing, Risk of homelessness.

## Appendix 14: Key Contacts in School

Key Personnel	Name (s)	Telephone No./ contact
Designated Safeguarding Lead	Nick Humphries, Headteacher	<a href="mailto:head@townhilljuniorschool.co.uk">head@townhilljuniorschool.co.uk</a>
Deputy Designated Safeguarding lead(s)	Gemma Salmon, Deputy Head & SENCO Rebecca Austin, FISO	<a href="mailto:gsalmon@townhilljuniorschool.co.uk">gsalmon@townhilljuniorschool.co.uk</a> <a href="mailto:raustiin@townhilljuniorschool.co.uk">raustiin@townhilljuniorschool.co.uk</a>
Senior attendance champion/ lead on the school's leadership team	Nick Humphries, Headteacher Rebecca Austin, FISO	<a href="mailto:head@townhilljuniorschool.co.uk">head@townhilljuniorschool.co.uk</a> <a href="mailto:raustiin@townhilljuniorschool.co.uk">raustiin@townhilljuniorschool.co.uk</a>
School's named "Prevent" lead	Nick Humphries, Headteacher	<a href="mailto:head@townhilljuniorschool.co.uk">head@townhilljuniorschool.co.uk</a>
Governor specifically nominated for safeguarding (all governors responsibility)	Penny Orme Carly Sweet	<a href="mailto:porme@townhilljuniorschool.co.uk">porme@townhilljuniorschool.co.uk</a> <a href="mailto:csweet@townhilljuniorschool.co.uk">csweet@townhilljuniorschool.co.uk</a>
Nominated governor for allegations against Head teacher	Jo Proctor, Chair of Governors	<a href="mailto:jproctor@townhilljuniorschool.co.uk">jproctor@townhilljuniorschool.co.uk</a>
Site manager	Geoff Bolton	<a href="mailto:sitemanager@townhilljuniorschool.co.uk">sitemanager@townhilljuniorschool.co.uk</a>

### Local Safeguarding partners key contacts:

Children's Resource Service (CRS) contact number, advice line number and referral link	CRS and Early Help	Telephone number for professionals: 023 8083 2300  Online referral form CRS and Early Help: <a href="https://www.southampton.gov.uk">The Children's Resource Service (southampton.gov.uk)</a>
Out of hours social care		Professionals out of hours (weekends, bank holidays and out of office hours): <b>02380 23 3344</b>
Police  National Prevent referral form	Local teams neighbourhood and PCSOs	101 or in emergencies 999 CPI form <a href="#">Information Sharing – Safe4Me</a>  <a href="#">National Prevent referral form</a>
Local authority designated officer (LADOs)	Jemma Swann (Mon-Thursday) Jo Williams (Fridays)	<a href="mailto:lado@southampton.gov.uk">lado@southampton.gov.uk</a> 02380 915535/ 07500952037
School nurse	Ellie Parker-Wisdom	<a href="mailto:Ellie.Parker-Wisdom@solent.nhs.uk">Ellie.Parker-Wisdom@solent.nhs.uk</a>
LA Child employment and performance officers	Grace Morris / Julie Stubbington	<a href="mailto:child.employment@southampton.gov.uk">child.employment@southampton.gov.uk</a>
LA Senior Children Missing Education Officer	Kelly Ward	<a href="mailto:kelly.ward@southampton.gov.uk">kelly.ward@southampton.gov.uk</a>
Children Not in School Manager	Eliza Johnson	<a href="mailto:eliza.johnson@southampton.gov.uk">eliza.johnson@southampton.gov.uk</a>
LA School Attendance and Support Service officer (Education Welfare Officer) (allocated to school)	School Attendance and Support Service (SASS) Head of Service: Kerica Hunt	<a href="mailto:kerica.hunt@southampton.gov.uk">kerica.hunt@southampton.gov.uk</a>
Lead for safeguarding in education settings	Alison Philpott	<a href="mailto:alison.philpott@southampton.gov.uk">alison.philpott@southampton.gov.uk</a>
Southampton safeguarding Children partnership	Safeguarding partnership team Manager: Rebecca Holdsworth	<a href="mailto:Safeguarding.partnershipsteam@southampton.gov.uk">Safeguarding.partnershipsteam@southampton.gov.uk</a>
DSL reps SSCP Education sub-group 2025-26	Jolene Halsey Sally Howells Michelle Stocker Vicki Young  Naomi Hanspal Alana Lunn (Mat leave) Ruth Davies Grace Kent (Shadowing) Chloe Fox (Shadowing)	Newlands Primary (maintained Primary) Compass School (PRU) Cantell School (maintained secondary) Bevois Town Primary (Maintained Primary and HT) Mount Pleasant Junior (maintained Junior) Yarrow Heights (Independent and Special) Hamwic Academy Trust (Academy) Great Oaks (Special and Academy) Upper Shirley High (academy)