Safeguarding and Child Protection Policy

Reviewed on	2025/26, Term1	Review frequency	Annual
Next review due	2026/27, Term 1	Template Yes / No	Y
Owner	DoES	Approved by	Board of Trustees

1. History of Policy Changes

Date	Page	Change	Origin of Change
Sep 25	All	References to Governing Body changed to Local Governing Committee (LGC)	Annual review
		References to Headteacher changed to School Leader	
		Due to the adoption of Browne Jacobson's template, this review is 'wholesale' and the document should be reviewed in its entirety, before approval.	

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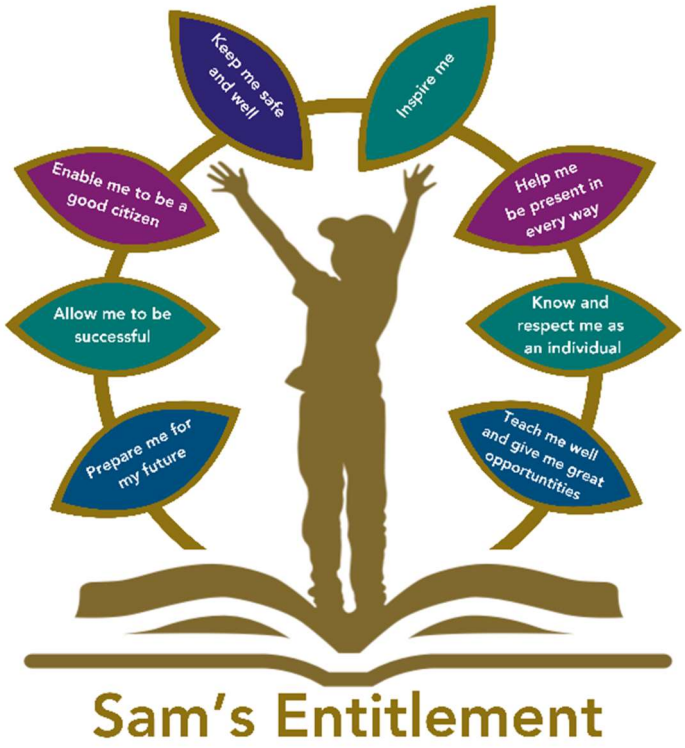
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3. Introduction

"Hamwic Education Trust (HET) believe that all pupils should receive a high quality, enriching, learning experience in a safe and inclusive environment, which promotes excellence through a broad curriculum that prepares them for their future and opens doors to a diverse array of opportunities as well as that all pupils and adults within HET flourish as individuals and together."

This policy sets out that Hollybrook Infant and Junior School fully recognises their moral and statutory responsibility to safeguard and promote the welfare of all children.

Everyone working in our school has a responsibility to promote the welfare of all children and young people and to keep them safe. We are committed to practice in a way that protects them.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, resilient, valued, and respected and are encouraged to talk, believing they will be listened to. We will ensure children know there are adults at the school whom they can approach if they are worried.

Our Strong Safeguarding Culture

Why it is important

Safeguarding is everyone's responsibility, and it is the duty of Hollybrook Infant and Junior School to safeguard and promote the welfare of children. 'Children' includes everyone under the age of 18. This is our core safeguarding principle.

In adhering to this principle, we focus on providing a safe and welcoming environment for all of our children regardless of age, ability, culture, race, language, religion, gender identity or sexual identity. All of our children have equal rights to support and protection.

One of the cornerstones of our safeguarding culture is this Policy and the procedures contained within it. This Policy applies to all staff, volunteers, and Governors, all of whom are trained upon its contents and on their safeguarding duties. We update this Policy at least annually to reflect changes to law and guidance and best practice.

This Policy should be read alongside our other policies, which are set out in this Policy.

What it means for our pupils

We work with our local safeguarding partners to promote the welfare of children and to protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans, which provide additional support to the child. It also includes contributing to broader, multi-agency strategic discussions about safeguarding children.

All of our staff have an equal responsibility to act on any suspicion or disclosure that may indicate that a child is at risk of harm. Any pupils or staff involved in child protection or safeguarding issues will receive appropriate support.

Our strong safeguarding culture ensures that we treat all pupils with respect and involve them in decisions that affect them. We encourage positive, respectful and safe behaviour among pupils, and we set a good example by conducting ourselves appropriately.

Identifying safeguarding and child protection concerns often begins with recognising changes in pupils' attendance and/or behaviour and knowing that these changes may be signs of abuse, neglect, or exploitation. Challenging behaviour may also be an indicator of abuse.

All of our staff will reassure children that their concerns and disclosures will be taken seriously, and that they will be supported and kept safe.

4. Scope

This policy is for all employees working within a HET school or establishment (which for ease of reference are referred to throughout this document as 'schools') or the HET Managed Service (MS) Team.

This policy also applies to;

- All **pupils** and **students**
- All **staff** (teaching and non teaching)
- **Volunteers**
- **Contractors**
- **Visitors** to the school site
- **Governors** Trustees

5. Definitions (delete as appropriate)

- **'HR**' in this policy, means Hamwic Education Trust HR.
- **'Local Governing Committee'** in this policy, where reference is made to the Local Governing Committee (LGC), this means the LGC of the school). Where a LGC is not present in a school, or numbers are low, Governors from other schools/partnerships may be used.
- **Safeguarding**, as defined in KCSIE 2025, is "providing help and support to meet the needs of children as soon as problems emerge, protecting children from maltreatment, whether that is within or outside the home, including online, preventing the impairment of children's mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care, taking action to enable all children to have the best outcomes." (Part One paragraph 3).
- **Child protection** is an aspect of safeguarding but is focused on how we respond to children who have been significantly harmed or at risk of significant harm.
- The term **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.
- **Child** refers to all young people who have not yet reached their 18th birthday. On the whole, 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, stepparents, guardians, foster carers and kinship carers.
- **Victim** refers to the person who is adversely affected by a stressful or distressing situation or harmful or humiliating act. (It is important that we recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way.)
- **Alleged perpetrator(s)** and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.
- **DSL** refers to Designated Safeguarding Lead.
- **DDSL** refers to Deputy Designated Safeguarding Lead.
- **School**, when we refer to school if the setting includes a nursery this is included in the definition.

6. Responsibilities

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

The Designated Safeguarding Lead (DSL) is;	Laura Jackson
Contact – telephone	02380 771528
Contact – email	laura.jackson@hollybrookschools.co.uk
The Deputy DSL(s) are;	Marcella Dobson and Stephanie Crispin
Contact – telephone	02380 771528
Contact – email	marcella.dobson@hollybrookschools.co.uk stephanie.crispin@hollybrookschools.co.uk
The Safeguarding Governor is;	Rhys Fehners
Contact – telephone	
Contact – email	
The School Leader is;	Marcella Dobson

07955270289	07955270289
Contact – email	safeguarding@hollybrookschools.co.uk
The Trust Safeguarding and Attendance Officer is;	Ruth Davies
Contact – telephone	07395 792802
Contact – email	Ruth.davies@hamwic.org

7. Policy

Leadership and Management

In this school any individual can contact the DSL if they have concerns about a pupil. The DSL is a member of the school's Senior Leadership Team (SLT). These safeguarding roles are explicit in assigned job descriptions. A full description of the DSL role can be found in Annex C of KCSIE 2025.

The Designated Safeguarding Lead takes **lead responsibility** for safeguarding and child protection (including online safety) in the school. The DSL duties include:

- Ensuring child protection policies are known, understood, and used appropriately by staff.
- Working to ensure that HET's child protection policies are contextualised for the school and that the school's procedures are reviewed regularly.
- Acting as a source of support, advice, and expertise for all staff on child protection and safeguarding matters.
- Liaising with the School Leader (if not the School Leader) regarding ongoing enquiries under Section 47 of the Children Act 1989 and police investigations and be aware of the requirement for children to have an appropriate adult in relevant circumstances.
- Acting as a point of contact with the three safeguarding partners.
- Making and managing referrals to children's social care, the police, or other agencies.
- Keeping detailed, accurate, secure written records of concerns, discussions, and decisions made, including the rationale for those decisions (including where referrals were or were not made).
- Taking part in strategy discussions and inter-agency meetings.
- Liaising with the 'Case Manager' and the Designated Officer(s) at the Local Authority if allegations are made against staff.
- Making staff aware of training courses and the latest local safeguarding arrangements available through the local safeguarding partner arrangements.
- Transferring the child protection file to a child's new school.
- [[**EYFS ONLY**] Work with the School Leader to ensure that the relevant staffing ratios are met, where applicable].
- [[**EYFS ONLY**] Work with the School Leader to ensure that each EYFS child is assigned a key person].

The Deputy Designated Safeguarding Lead(s) (DDSL)

Deputy DSL (DDSL) are trained to the same level as the DSL and support(s) the DSL with safeguarding matters on a day-to-day basis. The ultimate lead responsibility for child protection remains with the DSL.

Governance

The role of the Safeguarding Governor is to provide support and challenge to the DSL and the leadership of the school on how they manage safeguarding, so that the safety and wellbeing of the children can continuously improve. The role includes:

- Understanding the requirements of Academy Governance Guide and Keeping Children Safe in Education 2025 (in KCSIE 2025).

- Supporting and challenging the DSL on the standards of safeguarding at the school.
- Confirming that consistent and compliant safeguarding practice takes place across the school.
- Reporting to the Board of Trustees about the standard of safeguarding in the school

The DSL and the Safeguarding Governor meet on a regular basis to discuss safeguarding issues and to agree steps to continuously improve safeguarding practices in the school.

Governors will refer to the HET Safeguarding Review document as a template to support their own monitoring. The Chair of the Local Governing Committee (LGC) receives reports of allegations against the School Leader and acts on the behalf of the LGC. Governors are aware of the duties set out in KCSIE 2025 for LGC responsibilities for safeguarding. A record of all Governors who have read and understood relevant sections of KCSIE 2025 is held on the GovernorHub portal. All Governors are required to read KCSIE 2025 in full and this is evidenced/recorded on their training record in GovernorHub.

Principles of safeguarding

Environment

- To provide a safe environment within which children can learn and flourish.
- To provide an environment in which all adults recognise that safeguarding and ensuring children and young people's welfare is everyone's responsibility.
- To ensure that all children and young people 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 consider that children may not feel ready or know how to tell someone they are being abused, exploited, or neglected, and/or they might not recognise their experiences as harmful.
- To recognise that children may feel embarrassed, humiliated, or threatened due to their vulnerability, disability, sexual orientation and/or language barriers. None of this should stop staff from having a 'professional curiosity' and speaking to the designated safeguarding lead.
- To raise the awareness of all leaders, teaching and non-teaching staff, volunteers, and visitors of the need to safeguard children within and outside of the home, including online.
- To raise awareness of leaders, teaching and non-teaching staff responsibilities in identifying and reporting possible cases of abuse neglect or exploitation.

Safeguarding procedures

- 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 Designated Safeguarding Lead (DSL) enables a context to be known and therefore support the identification of for example, risks of exploitation.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure the school, contributes to assessments of need and support plans for those children through timely 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 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.

- To refer to Early Help services so that children, and their wider families can be supported by professionals, intervening as early as possible before referral to children's social care services at Southampton Children's Resource Service, is required.
- Ensure that all adults within our school who have access to children have been checked and this is recorded.

External factors

- Appropriate supervision is given to visitors and adults on-site. Key information or training for visiting staff and adults will be provided to those who may lead for example, sports clubs / out of hours activities at or for the school.
- 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 and that these hirers comply with safeguarding requirements of the school.
- Ensure that appropriate safeguarding arrangements are in place for children on work placements.
- Ensure that appropriate safeguarding arrangements are in place for children with flexi-school arrangements.
- Ensure that appropriate safeguarding arrangements are in place for children in alternative provision considering where a pupil is placed with an alternative provision provider, we continue to be responsible for the safeguarding of that pupil and must ensure we are satisfied that the placement meets the pupil's needs.
- Transfer of child protection, welfare concerns and learning records that provide support for pupil development when pupils move on from their current setting will be carried out in accordance with local procedures.

Curriculum

- To ensure that the school complies with the statutory guidance July 2025 for Relationships Education, Relationships and Sex Education (RSE) and Health Education. Please see link: Relationships Education, Relationships and Sex Education and Health Education guidance
- 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 safe and where to get help from if they, or others need it.
- The protection of children is of the highest priority for our school. Children have the 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 the Multi-Agency Safeguarding Hub called Children's Resource Service (CRS) in line with current safeguarding procedures, without notifying parents if this is in the child's best interests. In all cases, consent must be sought unless it is not in the child's best interests to do so. These decisions will be clearly recorded with their reason and will be held with the child's record of concerns or child protection file with a level of protection determined by the Designated Safeguarding Lead (DSL).

Safeguarding Legislation and Guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Keeping Children Safe in Education 2025: Keeping children safe in education - GOV.UK
- Working Together to Safeguard Children: Working together to safeguard children 2023: statutory guidance (publishing.service.gov.uk)

- What to do if you're worried a child is being abused: What to do if you are worried a child is being abused - Advice for Practitioners (March 2015)
- Prevent duty guidance: Guidance for specified authorities in England and Wales (2023)Prevent duty guidance: Guidance for specified authorities in England and Wales
- The Teacher Standards 2012 Teachers' Standards guidance
- The Safeguarding Vulnerable Groups Act 2006 Safeguarding Vulnerable Groups Act 2006
- Section 157 of the Education Act 2002 Education Act 2002
- The Education (Independent School Standards) Regulations 2014 The Education (Independent School Standards) Regulations 2014
- The Domestic Abuse Act 2021 Domestic Abuse Act 2021
- PACE Code C 2019 PACE Code C 2019 (accessible) - GOV.UK
- Statutory Framework for the Early Years Foundation Stage (EYFS) EYFS statutory framework for group and school-based providers
- Working together to improve school attendance Working together to improve school attendance (applies from 19 August 2024)
- RSHE education guidance Relationships Education, Relationships and Sex Education and Health Education guidance

Where national guidance changes within the approved policy year or learning from practice reviews becomes available addendum to policies and process may be made to the Board of Trustees.

Providing a Safe and Supportive Environment

Staff, Governor and Trustee Training

Our staff receive appropriate safeguarding and child protection training (including online safety and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring), which is regularly updated. In addition, all staff receive safeguarding and child protection updates on a regular basis to ensure they are up to date and empowered to provide exceptional safeguarding to our pupils.

New staff and volunteers receive a briefing during their induction which covers this Child Protection and Safeguarding policy and our Staff Code of Conduct, as well as information on how to report and record concerns and information about our DSL and Deputy DSLs.

Our Trustees and Governors receive Annual Mandatory Safeguarding Training (including online safety and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction and yearly thereafter, which equips them with the knowledge to provide strategic challenges to test and assure themselves that there is an effective whole trust approach to safeguarding. Our Safeguarding Trustee and LGC Safeguarding Governors receive additional training to empower them to support and challenge the DSL and support the delivery of high-quality safeguarding across the trust.

Safer Recruitment

LGC and Senior Leadership Teams are responsible for ensuring recruitment procedures help to deter, reject, or identify people who might harm children. The applicant's identity, qualifications, and work history are checked and verified in accordance with in KCSIE 2025 and the local safeguarding partner arrangements.

All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification from childcare guidance and their obligations to disclose to us relevant information that could lead to disqualification.

Volunteers are appropriately checked and supervised when in school. The identity of all contractors working on site is checked and DBS checks requested where required by in KCSIE 2025. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

When using supply staff, written confirmation is obtained from supply agencies or third-party organisations that the staff they provide have been appropriately checked and are suitable to work with children. Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children.

HET maintains the Single Central Record of recruitment checks undertaken in each of its academies. Recruitment policy and procedures can be accessed here Recruitment Policy May 24-27.docx.

Staff Code of Conduct

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

Site security

Visitors are asked to sign in at the school reception and are given a badge, which confirms they have permission to be on site. If visitors have undergone the appropriate checks, they can be provided with unescorted access to the school site. Visitors who have not undergone the required checks will be escorted at all times and wear a red lanyard.

Safeguarding for pupils who may be particularly vulnerable

The school is committed to creating an ethos in school where children feel safe and are able to talk freely about their concerns, believing that they will be listened to and valued. All pupils in school are aware of a number of staff they can talk to if they are worried about any problems. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that there is a senior member of staff with responsibility for safeguarding and know who this is. Pupils are informed who they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

Some children are at greater risk of abuse, neglect, and exploitation. This increased risk can be caused by many factors including social exclusion, isolation, discrimination, and prejudice. To ensure that all of our pupils receive equal protection, special consideration is given to children who:

- Are vulnerable because of their race, ethnicity, religion, special educational needs, disability, gender identity or sexuality.
- Are vulnerable to being bullied or engaging in bullying.
- Are at risk of sexual exploitation, forced marriage, female genital mutilation, or being drawn into extremism.
- Live in chaotic or unsupportive home situations.
- Live transient lifestyles or live away from home or in temporary accommodation.
- Are affected by parental substance abuse, domestic abuse or parental mental health needs.
- Do not have English as a first language.
- Experience or have experienced bereavement or mental health difficulties.
- Are in care or privately fostered or have returned home to their family from care.
- Have experienced multiple suspensions and are at risk of, or have been, permanently excluded.

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse, neglect, and exploitation in this group of children, which can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Being more prone to peer group isolation that other children.
- The potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

Staff are trained to be aware of and identify these additional barriers to ensure this group of children are appropriately safeguarded.

Children who are absent from education

Children being absent from education for prolonged periods, on an increasing basis and/or repeat occasions, and children with unexplainable and/or persistent absences from education, can be an indicator of abuse, neglect, and exploitation, including sexual abuse or exploitation, child criminal exploitation, mental health problems, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Staff are alert to these risks. Attendance is closely monitored, as are absence, and exclusions and the DSL will take appropriate and proactive action, including notifying the Local Authority, particularly where children go missing on repeated occasions, on an increasing basis, and/or are missing for periods during the school day.

Absence from school at any point may be considered, in individual contexts, as both a potential safeguarding issue as well as an educational outcomes issue. It is recognised that educational neglect is a factor that adversely affects a child into adulthood. The school has clear procedures to monitor, support and challenge attendance of all pupils. Staff are aware of these procedures and that attendance is an aspect of safeguarding. All absence or non-attendance will be considered in context with other known factors or concerns and relevant partners or agencies contacted as per safeguarding duties.

Staff in school will aim to work with parents/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 review each on a case-by-case basis, to consider any additional actions. The school may also take steps that could result in legal action for attendance, or a referral to children's social care, or both but will do so on a case-by-case basis.

The school will inform the LA if a parent/carer has notified the school in writing of their decision to electively home educate their child and will co-ordinate a meeting with the parent/carers where possible; if the child is unfit to attend on health grounds; is in custody for four months and when a child is issued a suspension or permanent exclusion. Required LA documentation will be completed and submitted to the relevant LA colleague/team.

Children Missing from Education (CME)

Absence from school is a safeguarding issue. A child going missing from education is a potential indicator of abuse or neglect including sexual exploitation, FGM, child exploitation, child criminal exploitation or risk of radicalisation.

We recognise our statutory duty 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 school when they reach compulsory school age and therefore never entering the system
- Failing to transition between schools, at phase transfer or if a family moves from one LA to another
- A delay in applying for a new school place
- Refusing an alternative offer of a school place, when the preferred school is full
- Leaving school, with no forwarding education provision or destination

The school recognises the importance of agencies working cooperatively, and information is shared in a timely manner. If anyone at our school becomes aware of a child missing education, a referral is made to the LA 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 the information.

The LA CME Officer for our school is: Kelly Ward

Children Accessing Alternative provision

Where a pupil is placed with an alternative provision provider, we continue to be responsible for the safeguarding of that pupil and will ensure we are satisfied that the placement meets the pupil's needs.

Children with mental health needs

Schools have an important role to play in supporting the mental health and wellbeing of their pupils.

All staff are aware that mental health problems can be an indicator that a child has suffered, or is at risk of suffering abuse, neglect, or exploitation. Staff are also aware that where children have suffered adverse childhood experiences, those experiences can impact on their mental health, behaviour, and education.

Where children have suffered abuse, neglect, exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Our staff are aware of how these children's experiences, can impact on their mental health, behaviour, attendance, and education.

Where staff are concerned that a child's mental health is also a safeguarding concern, they will discuss it with the DSL or a deputy DSL who will alert other relevant agencies as necessary.

Children who are lesbian, gay, bi or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. Unfortunately, children who are LGBT, or are simply perceived to be LGBT, can be targeted by other children. The risk to these children can be compounded where children who are LGBT lack a trusted adult with whom they can be open.

Our staff endeavour to reduce the barriers and provide a safe space for those children to speak out or share their concerns with them.

The 2024 Cass review of gender identity services for children and young people identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition, and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs.

When supporting a gender questioning child, as recommended by statutory guidance, we take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying.

Multi-agency working

Schools do not operate in isolation but are part of a wider safeguarding system for children. KCSIE 2025 and Working Together to Safeguard Children 2023 sets out the pivotal role schools have in multi-agency safeguarding arrangements. The school aims to help protect the children in its care by working consistently and appropriately with a range of agencies.

Notifying parents: The school will normally seek to discuss any concerns about a pupil with their parents. If the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are notified.

Referral to children's social care: The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Reporting directly to child protection agencies: Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care or the police if they are convinced that a direct report is required or if the DSL, the deputies, the head teacher or the chair of governors are not available, and a referral is required immediately. Our school works as a named agency with the Southampton Safeguarding Children Partnership.

Our safeguarding children partnership has 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 within the local authority). The partners have a shared and equal duty to work together with appropriate relevant agencies to safeguard and promote the welfare of local children including identifying and responding to their needs. When named as a relevant agency, schools, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements. Our school will adhere to local published threshold guidance and procedures.

Safeguarding Issues and Procedures

Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

We will consider the various factors that have an interplay with the life of any child about whom we have concerns within the school and the level of influence that these factors have on their ability to be protected and remain free from harm particularly when it comes to child exploitation or criminal activity.

We recognise that safeguarding incidents and/or behaviours can be associated with factors outside of the school environment and/or can occur between children outside of the school. This is contextual safeguarding.

Radicalisation, Extremism and the Prevent Agenda

Extremism is defined as vocal or active opposition to our fundamental values, including democracy, The rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation refers to the process of a person legitimising support for, or use of terrorist violence.

Children are vulnerable to extremist ideology and radicalisation. Whilst Islamic fundamentalism is the most widely publicised, extremism and radicalisation can occur in other cultures, religions, and beliefs, including the far right and white supremacy. Our staff are trained to identify those at risk of being radicalised or drawn into extremism.

The school is aware of its statutory duty to prevent radicalisation and extremism under the Prevent Duty which became law in 2015. The Prevent Duty requires that all staff are aware of the signs that a child may be susceptible to radicalisation. The risks will need to be considered for any kinds of extremism. Extremism is the vocal or active opposition to our fundamental British Values of liberty, mutual respect, tolerance of different faiths and beliefs, rule of law and democracy. Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to: negate or destroy the fundamental rights and freedoms of others; or undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or intentionally create a permissive environment for others to achieve the results in the above.

All staff, Governors and Trustees must undertake annual Home Office Prevent awareness training or equivalent and will be alert to signs of radicalisation. The school will discuss any concerns with the family unless this is likely to put the child at risk.

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.

Any child who is considered susceptible to radicalisation (and where there are evidence-based concerns which indicate they may be being groomed or radicalised), will be referred by the DSL, who will follow the agreed referral to local safeguarding partnerships, liaising and sharing information with the police and Channel, as required. If the police and colleagues consider the information to be indicating a level of risk, the Channel Panel will be convened, and the school will be invited to attend and support this process. Consent will be sought.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
Child Criminal Exploitation (CCE)

CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing, being forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or carry a knife for a sense of protection.
Children involved in criminal exploitation often commit crimes themselves. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys, and both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

CCE indicators

CCE indicators can include children who:

1. Appear with unexplained gifts or new possessions.
2. Associate with other young people involved in exploitation.
3. Suffer from changes in emotional well-being.
4. Misuse drugs or alcohol.
5. Go missing for periods of time or regularly return home late.
6. Regularly or increasingly miss school or education or do not take part in education.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse, which may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, e.g. through others sharing videos or images of them on social media.
CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited, e.g. they believe they are in a genuine romantic relationship.

Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

C**SE indicators**

The above indicators can also be indicators of CSE, as can children who:

- Have older boyfriends.
- Suffer sexually transmitted infections or become pregnant.

We include the risks of criminal and sexual exploitation in our RSE and health education curriculum.
It is often the case that the child does not recognise the coercive nature of the exploitative relationship and does not recognise themselves as a victim.

Victims of criminal and sexual exploitation can be boys or girls, and it can have an adverse impact on a child's physical and emotional health.

All staff are aware of the indicators that children are at risk of or are experiencing CCE or CSE. All concerns are reported immediately to the DSL. Staff must always act on any concerns that a child is suffering from or is at risk of criminal or sexual exploitation.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs around the country using dedicated mobile phone lines. Children and vulnerable adults are exploited to move, store, and sell drugs and money, with offenders often using coercion, intimidation, violence and weapons to ensure the compliance of victims.

County lines exploitation can occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child. This power imbalance can be due to the same range of factors set out at paragraph 10.1 of this policy.

Children can be targeted and recruited into county lines in a number of locations, including schools and colleges. Indicators of county lines include those indicators set out at 10.3 of this policy, with the main indicator being missing episodes from home and/or school.

Additional specific indicators that may be present where a child is criminally exploited include children who:

- Go missing and are subsequently found in areas away from home.
- Have been the victim or perpetrator of serious violence (e.g. knife crime).
- Are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs.
- Are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.
- Are found in accommodation with which they have no connection or in a hotel room where there is drug activity.
- Owe a 'debt bond' to their exploiters.
- Have their bank accounts used to facilitate drug dealing.

All staff are aware of indicators that children are at risk from or are experiencing criminal exploitation. The main indicator is increased absence, during which time the child may have been trafficked for the purpose of transporting drugs or money.

Serious violence

All staff are made aware of indicators that children are at risk from or are involved with serious violent crime. These include increased absence, a change in friendships or relationships with older individual or groups, a significant decline in performance, signs of mental health difficulties, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts could also indicate that children have been approached by or are involved with individuals associated with criminal gang.

All staff are made be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced maltreatment and having been involved in offending, such as theft or robbery.

E-Safety and online safety risks

Children may expose themselves to danger, whether knowingly or unknowingly, when using the Internet and other technologies. Additionally, some children and young people may find themselves involved in activities which are inappropriate, or possibly illegal, through social networking sites etc., including cyber-bullying. Some of the risks presented with online activity include:

- Unwanted contact
- Grooming
- Online bullying

- Sexting
- Leaving digital footprint
- Accessing misinformation, disinformation and conspiracy theories.
- Accessing inappropriate material deliberately or by accident
- Accessing inappropriate material beyond a child's capacity to comprehend

Online safety risks can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate, or harmful content such as pornography, fake news, misogyny, self-harm, suicide, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **Contact:** being subjected to harmful online interaction with other users such as peer-to-peer pressure, and adults posing as children or young adults to groom or exploit children.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm such as making, sending, and receiving explicit images, sharing other explicit images and online bullying.
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing, or financial scams.

In order to safeguard all our children, the school will, therefore, seek to provide information and awareness to both pupils and parents through: [schools to add/delete this list as appropriate]

- Acceptable use agreements for children, parents/carers and governors
- Curriculum activities involving raising awareness around online dangers and strategies to keeping themselves safe online. Children are taught, across the curriculum, that if they do something wrong, it is better to tell someone before it gets any worse.
- Parents evenings / sessions – parents are included as much as possible as children often have access to a wide range of technologies at home.
- High profile events / campaigns e.g., Safer Internet Day
- Building awareness around information that is held on relevant web sites, apps or publications.
- Ensuring the safeguards in place for the school electronic systems are effective and monitored for any threats to safety. The school have appropriate virus software and filters on all computers.

Sharing nudes and semi-nudes

Sharing photos, videos and live streams online is part of daily life for many children and young people, enabling them to share their experiences, connect with friends and record their lives. Sharing nudes and semi-nudes means the sending or posting online of nude or semi-nude images, videos, or live streams by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums, or carried out offline between devices via services like Apple's AirDrop.

The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include 'dick pics' or 'pics'. Other terms used in education include 'sexting', youth produced sexual imagery' and 'youth involved sexual imagery'.

The motivations for taking and sharing nudes and semi-nudes are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- Children and young people find nudes and semi-nudes online and share them, claiming to be from a peer.
- Children and young people digitally manipulate an image of a young person into an existing nude online.

- Images created or shared are used to abuse peers, e.g. by selling images online or obtaining images to share more widely without consent to publicly shame.

All incidents involving nude or semi-nude images will be managed as follows:

- The incident will be referred to the DSL immediately and the DSL will discuss it with the appropriate staff. If necessary, the DSL may also interview the children involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put a child at risk of harm.
- At any point in the process, if there is a concern that a young person has been harmed or is at risk of harm, we will refer the matter to the police and/or children's social care.

The UK Council for Internet Safety updated its advice for managing incidences of sharing nudes and semi-nudes in February 2024- UKCIS advice 2024. The school will have regard to this advice when managing these issues.

Remote Learning

School will be in regular contact with parents and carers during any periods of remote learning. The school will inform parents and carers of their filtering and monitoring systems and why these are in place. Parents and carers will be made aware of what their children are being asked to do online, including the sites they will ask to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

Governors and HET colleagues will refer to additional guidance for keeping children safe online, including when they are online at home. The school will follow the most up to date DfE guidance regarding remote learning as signposted in KCSIE 2025.

Social Media

In addition to the above online safety guidance above, we recognise there are some specific risks with the use of social media platforms increasingly by younger children. Pupils of a young age are now aware of a wide range of social media platforms. They may access them via friends or family member's phones. Many have an age restriction, mainly due to how the platform can be used. Trends may be seen with platforms, especially those aimed at young people where they think their message or photo disappears once read, or children do not 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.

Child on Child abuse including sexual violence and *harassment*

Child-on-child abuse – children harming other children - is unacceptable and will be taken seriously; it will not be tolerated or passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. It is more likely that boys will be perpetrators of child-on-child abuse and girls' victims, but allegations will be dealt with in the same manner, regardless of whether they are made by boys or girls.

All staff should be clear about the school's policy and procedures for addressing child-on-child abuse and maintain an attitude of 'it could happen here'.

Child-on-child abuse can take many forms, including:

- **Physical abuse** such as shaking, hitting, biting, kicking or hair pulling.
- **Bullying**, including cyberbullying, prejudice-based and discriminatory bullying.

- **Sexual violence and harassment** such as rape and sexual assault or sexual comments and inappropriate sexual language, remarks or jokes.
- **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.
- **Up skirting**, which involves taking a picture under a person's clothing without their knowledge for the purposes of sexual gratification or to cause humiliation, distress or alarm.
- **Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery**) including pressuring others to share sexual content.
- **Abuse in intimate personal relationships between peers (also known as teenage relationship abuse**) - such as a pattern of actual or threatened acts of physical, sexual or emotional abuse.
- **Initiation/hazing** – used to induct newcomers into a sports team or school groups by subjecting them to potentially humiliating or abusing trials with the aim of creating a bond.

Different gender issues can be prevalent when dealing with child-on-child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing-type violence.
All staff recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place but is not being reported.

Minimising risk

We take the following steps to minimise or prevent the risk of child-on-child abuse:

- Promoting an open and honest environment where children feel safe and confident to share their concerns and worries.
- Using assemblies to outline acceptable and unacceptable behaviour.
- Using RSE and PSHE to educate and reinforce our messages through stories, role play, current affairs, and other suitable activities.
- Ensuring that the school is well supervised, especially in areas where children might be vulnerable.

Investigating allegations

All allegations of child-on-child abuse should be passed to the DSL immediately, who will investigate and manage the allegation as follows:

- **Gather information -** children and staff will be spoken with immediately to gather relevant information.
- **Decide on action** - if it is believed that any child is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police. In other cases, we may follow our behaviour policy alongside this Child Protection and Safeguarding Policy.
- **Inform parents** - we will usually discuss concerns with the parents. However, our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to a child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.
- **Recorded** – all concerns, discussions, and decisions made, and the reasons for those decisions will be recorded in writing, kept confidential, and stored securely on the school's child protection and safeguarding systems, and/or in the child's separate child protection file. The record will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, and a note of the action taken, decisions reached, and the outcome.

Where allegations of a sexual nature are made, the school will follow the statutory guidance set out in Part 5 of Keeping Children Safe in Education 2025.

Children can report allegations or concerns of child-on-child abuse to any staff member and that staff member will pass on the allegation to the DSL in accordance with this policy. To ensure children can report their concerns easily, the school has the following system in place for children to confidently report abuse: Strong relationships between staff and pupils; the classes have bubble time for children to let a member of staff know that they need to talk. There are grey letter boxes where children can post their concerns so that a member of SLT speaks to them. We have wellbeing journals where children can share if they have any worries.

Supporting those involved, our staff reassure all victims that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Our staff will never give a victim the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor will victims be made to feel ashamed for making a report.
Abuse that occurs online or outside of school will not be downplayed and will be treated equally seriously. We recognise that sexual violence and sexual harassment occurring online can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation.

The support required for the pupil who has been harmed will depend on their particular circumstances and the nature of the abuse. The support we provide could include ELSA sessions with a trauma informed practitioner, counselling and mentoring or some restorative justice work.

Support may also be required for the pupil that caused harm. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. The consequences for the harm caused or intended will be addressed.

Responding to reports of sexual violence and sexual harassment

All staff in our school are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. The school recognise that more vulnerable groups are girls, SEND and CLA. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment as well as their emotional wellbeing. It is important that all victims are reassured they are taken seriously, that they should not feel ashamed and offered appropriate support. The child's wishes and feelings will be taken into account when determining what action to take and what services to provide.

Staff recognise that allegations of sexual violence or sexual harassment are likely to be complex and will require difficult professional decisions to be made, often quickly and under pressure. The DSL must be notified without delay and decisions made on a case-by-case basis, with the DSL taking a leading role using their professional judgement, supported by other agencies. As with other disclosures the person disclosing must be able to disclose the information in a supportive environment with a clear record of factual information made as soon after the disclosure as possible.
The DSL will refer to the Brook's Sexual Behaviours Traffic Light Toolkit for guidance.

The DSL will follow Part 5 of KCSIE 2025 on how to record and respond to a report and complete an immediate risk and needs assessment on a case-by-case basis. The risk assessment will consider:

- The victim, especially their protection and support;
- Whether there may have been other victims;
- The alleged perpetrator, their support needs and any sanctions;
- All other children at the school;
- The victim and the alleged perpetrator sharing classes and space at school.

Where there has been other professional intervention and/or specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting pupils.

The DSL will consider:

- The wishes of the victim;
- The nature of the incident including whether a crime has been committed and the harm caused;
- Ages of the children involved;
- Developmental stages of the children;
- Any power imbalance between the children;
- Any previous incidents;
- Ongoing risks;
- Other related issues or wider context.

The DSL will manage the report with the following options:

- Manage internally
- Refer to Early Help
- Refer to the Local Multi-Agency Safeguarding Hub
- Report to the police (generally in parallel with a referral to the Local Multi-Agency Safeguarding Hub

If the alleged abuse involves an online element staff including the DSL will be mindful of the Searching, screening and confiscation: advice for schools DfE guidance (2018) and the UK Council for Child Internet Safety (UKCCIS)guidance (2022). If a child is at risk of harm, is in immediate danger, or has been harmed, the DSL will report to children's social care through contact with MASH, 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.

Ongoing response:

- The DSL will manage each report on a case-by-case basis, consider the proportionality of the response, and will keep the risk assessment under review.
- Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.
- The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on school premises.
- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of rules and lead to the view that allowing the perpetrator to remain in the same school would seriously harm the education or welfare of the victim (and potentially other pupils).
- The school will enforce sanctions against the alleged perpetrator in line with the school behaviour policy. Where a criminal investigation into sexual assault leads to a conviction or caution, the school will, if it has not already, consider any suitable sanctions in the light of their behaviour policy, including consideration of a permanent exclusion. Where the perpetrator is going to remain at the school, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.
- The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

- The victim, alleged perpetrator and other witnesses (pupils and adults) will receive appropriate support and safeguards on a case-by-case basis. When it is clear that ongoing support will be required, the school will ask the victim if they would find it helpful to have a designated trusted adult to talk about their needs. The choice of any such adult will be the victims, and the school will respect and support this choice.

Bullying

All incidents of bullying (including those involving physical abuse), including cyber-bullying, racist, homophobic and gender related bullying, will be dealt with in accordance with our Anti-Bullying policy. This is linked with our Behaviour Policy and our PSHE curriculum which includes the statutory Relationships, Sex and Relationships and Health Education outlined in Relationships Education, Relationships and Sex Education and Health Education guidance.

Hollybrook Infant and Junior School are committed to treating all bullying seriously. Racial and homophobic incidents are recorded separately to general behavioural issues and appropriate consequences; re-education and support is put in place.

Harmful sexual behaviour

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). The term has been widely adopted in child protection and is used in this advice. HSB can occur online and/or face-to-face and can also occur simultaneously.

When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.
Confidential specialist support and advice on HSB is available from the specialist sexual violence sector and sources are listed in Part 5 and Annex B of KCSIE 2025 including a link to the Lucy Faithfull Foundation's 'Shore Space'. which offers a confidential chat service supporting young people concerned about their own or someone else's sexual thoughts and behaviours.

Prejudice-based abuse / Hate crime

This is a criminal offence which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person's real or perceived disability; race; religion; gender identity; sexual orientation; and/or age. Although this sort of crime is collectively known as 'hate crime' the offender does not have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'.
As a school we will train staff to ensure staff recognise what constitutes hate crime, or early indicative behaviour and take action to challenge it effectively. We will support victims of prejudice-based incidents and hate crimes. We recognise that anyone can be a perpetrator, and this can take place within groups who have a protected characteristic as well as those who do not.

Our school will use the Pan-Hampshire Prejudicial Language and Behaviour Toolkit (documents available from here).

Honour-based abuse

So-called 'honour-based' abuse (HBA) encompasses actions taken to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. Our staff are aware of this dynamic and additional risk factors, and we take them into consideration when deciding what safeguarding action to take.

If staff are concerned that a child may be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead.

Female genital mutilation

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal and a form of child abuse with long-lasting harmful consequences.

FGM is carried out on females of any age, from babies to teenagers to women. Our staff are trained to be aware of risk indicators, including concerns expressed by girls about going on a long holiday during the summer break. If staff are concerned that a child may be at risk of FGM or who has suffered FGM, they should speak to the designated safeguarding lead. Teachers are also under legal duty to report to the police where they discover that FGM has been carried out on a child under 18. In such circumstances, teachers will personally report the matter to the police as well as informing the designated safeguarding lead.

Forced marriage

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Coercion may include physical, psychological, financial, sexual and emotional pressure or abuse.

Forced marriage is illegal. It is also illegal to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Our staff are trained to be aware of risk indicators, which may include being taken abroad and not being allowed to return to the UK.

Forced marriage is not the same as arranged marriage, which is common in many cultures.
If staff are concerned that a child may be at risk of forced marriage, they should speak to the designated safeguarding lead.

Domestic abuse

The Domestic Abuse Act 2021 introduces a legal definition of domestic abuse and recognises the impact of domestic abuse on children if they see, hear, or experience the effects of abuse.
Domestic abuse is any incident or pattern of incidents of controlling, coercive, 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. It includes people who have been or are married, are or have been civil partners, have agreed to marry one another or each have or have had a parental relationship in relation to the same child. It can include psychological, physical, sexual, financial, and emotional abuse.

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. This means children can also be victims of domestic abuse.

Children can witness and be adversely affected by domestic violence in their home life. Experiencing domestic abuse and exposure to it can have a serious emotional and psychological impact on children, and in some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Where police have been called to a domestic violence incident where children are in the household and experienced that incident, the police will inform the DSL. This ensures that the school has up-to-date safeguarding information about the child.

All staff are aware of the impact domestic violence can have on a child. If any of our staff are concerned that a child has witnessed domestic abuse, they will report their concerns immediately to the DSL.

Homelessness

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) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.
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. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

Family members in prison

We recognise that having a family member in prison can have a significant emotional, social, and educational impact on a child. These pupils may experience stigma, isolation, anxiety, and disruption to their home life, which can affect their wellbeing and academic progress.
We will provide a safe, supportive, and non-judgmental environment for pupils affected by imprisonment in their family and work in partnership with parents/carers, external agencies, and support services to ensure appropriate support is in place.

Children and the court system

We recognise that making arrangements via the family courts following separation or giving evidence in court can be stressful for children. Staff will offer sensitive, non-judgmental support and work in partnership with external agencies such as social workers, CAFCASS, and legal representatives to ensure the pupil's voice is heard and their needs are met. Where appropriate, designated safeguarding leads will coordinate pastoral care, maintain confidentiality, and provide a safe space for pupils to express concerns.

Taking action to ensure that children are safe at school and at home

The Curriculum

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. The focus is on teaching the fundamental building blocks

and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
Throughout the whole school, staff raise pupil's awareness of safety knowledge. The aim is to raise awareness, confidence and resilience in all our pupils, enabling them to use strategies and a range of contacts that ensure their protection and that of others. In this way the school seeks to give pupils opportunities to develop the skills they need to stay safe from abuse.

Pupils will be taught that they have a right to be safe, and they will be taught how to be safe in a range of situations and how to avoid harming themselves. Our curriculum is broken down into three broad areas of: Health and Wellbeing, Living in the Wider World and Relationships. These topics cover a range of ways to keep themselves safe and other people in their own communities.

Filtering and monitoring

We will ensure we safeguard our pupils and staff through an effective online filtering and monitoring regime; this should protect against potentially harmful and inappropriate online material. School Leaders, DSLs, and IT staff will work together to ensure our school meets the filtering and monitoring standards made clear in KCSIE 2025 and in other relevant DfE documents.

Alerts will be actioned as soon as possible like any other safeguarding concern where a child may be at risk of harm. Appropriate action will be taken and recorded on our safeguarding system.
It is the responsibility of all staff to monitor online safety. The designated safeguarding lead will take lead responsibility for understanding the filtering and monitoring systems and processes in place. The filtering and monitoring in this school is Smoothwall and is in place to prevent against unwanted contact, grooming, online bullying, sexting, leaving a digital footprint, accessing inappropriate material deliberately or by accident, accessing inappropriate material beyond a child's capacity to comprehend.

Physical Intervention (use of reasonable force)

During rare occasions where a child is causing harm to themselves or others, staff are expected to safely intervene. The school follows the DfE guidance on Use of Reasonable Force (2013). Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to, or damage to the property of, any person (including the pupil himself);
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

'Reasonable' in these circumstances means 'using no more force than is needed'.

School staff may also be empowered to carry out physical searches for weapons, illegal drugs, pornography etc. Actions by school staff must at all times be in accordance with guidance and procedures. In the event of searches or physical restraint being needed, parents will be informed the same day.

Any child who has more complex behavioural and emotional needs will have a Behaviour Response Plan and a Risk Assessment which will be co-created by nominated school staff and shared and signed by parents/carers. These documents will be shared with other staff and reviewed on a regular basis.

Any restraint incident will be recorded using the HET Incident Reporting System. Parents/carers are always informed of any restraint used immediately.

Reporting and recording concerns about a child or young person

In our school any individual can contact the DSL or a Deputy DSL if they have concerns about a pupil. Staff understand through training that they must report without delay disclosures or information identifying harm to the DSL using the school's process. 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.

Referrals where urgent action is required should never be delayed in order for a full record to be written.

Staff should not delay reporting if the DSL is unavailable. If a DSL or Deputy DSL is unavailable or there are immediate concerns, the staff member will refer directly to Children's Social Care and the police if appropriate. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the member of staff to report directly to the police. The DSL should also be made aware.

Child protection procedures

Recognising abuse

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education 2025 refers to four categories of abuse. These are set out at Appendix One along with indicators of abuse.

Taking action

Any child could become a victim of abuse. Key points for staff to remember for taking action are:

- In an emergency take the action necessary to help the child, if necessary, call 999.
- Complete a record of concern form and report your concern to the DSL as soon as possible.
- Share information on a need-to-know basis only and do not discuss the issue with colleagues, friends, or family.

If you are concerned about a pupil's welfare

Staff may suspect that a pupil could be at risk. This may be because the pupil's behaviour has changed, their appearance has changed, or physical signs are noticed. In these circumstances, staff will give the pupil the opportunity to talk and ask if they are okay.

If the pupil does reveal that they are being harmed, staff should follow the advice below.
Staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children may feel embarrassed, humiliated, or are being threatened, which could be due to their vulnerability, disability, and/or sexual orientation or language barriers. This will not prevent our staff from having a professional curiosity and speaking to our DSL if they have concerns about a child.

If a pupil discloses to you

If a pupil tells a member of staff about a risk to their safety or wellbeing, the staff member will:

- Remain calm and not overreact.
- Allow them to speak freely.
- Not be afraid of silences.
- Not ask investigative questions.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Not automatically offer physical touch as comfort.
- Let the pupil know that in order to help them they must pass the information on to the DSL.
- Tell the pupil what will happen next and give them an opportunity to ask questions about what will happen next.
- Complete the concern form and pass it to the DSL as soon as possible.
- Report verbally to the DSL even if the child has promised to do it by themselves.

Let the pupil know when they can expect to be updated or receive more information, emphasising that the pupil can talk to them or the DSL at any time.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. If the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are notified.

Referral to children's social care

The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care or the police if they are convinced that a direct report is required or if the DSL, the deputies, the head teacher or the chair of governors are not available, and a referral is required immediately.

Staff will notify the DSL and attendance officer of any child on a Child Protection Plan or Child in Need Plan where there is an unexplained absence, who in turn will inform the allocated Social Worker or Child Protection Chair.

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

Staff will record any concern using the school system as it is acknowledged that it is the combination of information that often brings the best oversight of the whole child or family. Child protection records will be stored securely and away from main pupil records. Oversight of records of concerns made by staff will be maintained by [add how and by whom, and how often]. Staff will be held to account for the record, timelines and appropriateness of actions.

Special circumstances

Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Children who have a social worker

Children may need a social worker due to safeguarding or welfare needs. Local authorities will share this information with us, and the DSL will hold and use this information to inform decisions about safeguarding and promoting the child's welfare.

Work experience

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with statutory guidance.

Children staying with host families

The school may make arrangements for pupils to stay with host families, for example during a foreign exchange trip or sports tour. When we do, we follow the guidance set out in the statutory guidance to ensure hosting arrangements are as safe as possible.

Schools cannot obtain criminal record information from the Disclosure and Barring Service about adults abroad. Where pupils stay with host families abroad, we will agree with the partner schools a shared understanding of the safeguarding arrangements. Our DSL will ensure the arrangements are sufficient to safeguard our pupils and will include ensuring pupils understand who to contact should an emergency occur, or a situation arise which makes them feel uncomfortable. We will also make parents aware of these arrangements.

Some overseas pupils may reside with host families during school terms, and we will work with the local authority to check that such arrangements are safe and suitable.

Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative care for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or aged under 18 if the child is disabled. By law, a parent, private foster carer, or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.
Where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will tell the DSL, and the school will notify the local authority of the circumstances.

Dealing with allegations against staff and volunteers

Staff/pupil relationships

Staff are aware that inappropriate behaviour towards pupils is unacceptable and that it is a criminal offence for them to engage in any sexual activity with a pupil under the age of 18.
We provide our staff with advice regarding their personal online activity, and we have clear rules regarding electronic communications and online contact with pupils. It is considered a serious disciplinary issue if staff breach these rules.

Our Staff Code of Conduct sets out our expectations of staff and is signed by all staff members.

Safeguarding concerns and allegations made about staff, supply staff, contractors and volunteers

If a safeguarding concern or allegation is made about a member of staff, supply staff, contractor or a volunteer, or relates to incidents that happened when an individual or organisation was using the school premises for the purposes of running activities for children, our set procedures must be followed. Our safeguarding concerns and allegations made about staff, supply staff, contractors and volunteers' policy and procedure can be accessed here Managing Concerns and Allegations against Employees Jun 25-28.docx and the full procedure for managing such allegations or concerns are set out in Part Four of Keeping Children Safe in Education 2025.

Safeguarding concerns or allegations made about staff who no longer work at the school will be reported to the police.

Whistleblowing if you have concerns about a colleague

It is important that all staff and volunteers feel able to raise concerns about a colleague's practice.
All such concerns should be reported to the School Leader, unless the complaint is about the School Leader, in which case concern should be reported to the LGC Chair.
Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.
The HET Whistleblowing policy Whistleblowing Policy Sep 23-26.docx allows staff to raise concerns or make allegations and for an appropriate enquiry to take place.

Low-Level Concerns

The school will also respond to low-level concerns that do not meet the harm threshold.
The term 'low-level' concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

The term 'low-level' concern does not mean that it is insignificant.

Examples of such behaviour could include, but are not limited to:

- Being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone, contrary to school policy;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door;
- Using inappropriate sexualised, intimidating, or offensive language;
- humiliating pupils.

The school will promote a culture in which safeguarding pupils is the uppermost priority beyond any perceived professional loyalties to colleagues, ensuring that staff are actively encouraged to report concerns, regardless of their relationship with the staff member.

Any low-level concerns must be reported through the Hamwic Incident System (via the Hamwic Intranet). This allows staff to report a concern about another member of staff or the School Leader. The online reporting form ensures details of the concern are captured for the School Leader to review and investigate. The name of the individual sharing their concerns should also be noted, unless they wish to remain anonymous.

Our low-level concerns reporting mechanism is in place to:

- Give everyone a way to raise their concerns discreetly and in the right way.
- Help create and embed a culture of openness, trust and transparency in which the school values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff.
- Address unprofessional behaviour, which may lead to a colleague receiving help, support and guidance at an early stage.
- Help identify a colleague who may be finding things difficult but does not feel able to come forward to say they are struggling, which may lead to targeted support.
- Help identify any weaknesses in the safeguarding systems of the school, which will lead to change.

We also encourage staff to self-refer if they find themselves in a situation that could be misinterpreted. If staff are not sure whether behaviour would be deemed a low-level concern, we encourage staff to report it.

Low-level concerns will be managed in the following way:

- Concerns about members of staff will be read, reviewed and managed by the School Leader. In some cases, the School Leader may ask for advice from HR.
- Concern about the School Leader will be managed by the HET Deputy CEO.
- All concerns will be handled in a responsive, sensitive and proportionate way.
- If concerns are unsubstantiated or do not meet the low-level concerns threshold they will not be recorded.
- In most cases, a School Leader will arrange a conversation with the member of staff. If the School Leader is satisfied it is a valid concern, the conversation may lead to a follow up in writing, either an email or letter of professional advice.
- The member of staff will be advised if the concern is being noted – the school MIS (Bromcom) is used to do this.

Staff records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where this is identified, the school will decide on a course of action, either through its disciplinary procedures or where it moves from a concern to meeting the harms threshold, in which case it will be referred to the LADO. Any organisations or individuals using school premises will be subject to the same procedures.

The Role of the LADO

The LADO is responsible for:

- Providing advice, information, and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers.
- Managing and overseeing individual cases from all partner agencies.
- Ensuring the child's voice is heard and that they are safeguarded.

- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.
- Recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and social care.

LADO Contact Details:

Southampton
Jemma Swann (Jo Williams on Fridays)
023 8091 5535/07500 952037
LADO@southampton.gov.uk

Confidentiality and Information Sharing and Storing

Child protection issues necessitate a high level of confidentiality. The DSL will normally obtain consent from the pupil and/or parents to share child protection information. Where there is good reason to do so, the DSL may share information without consent and will record the reason for deciding to do so.

Information sharing will take place in a timely and secure manner, and only when it is necessary and proportionate to do so and the information to be shared is relevant, adequate and accurate.
Information sharing decisions will be recorded, whether or not the decision is taken to share.

The UK GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.
School staff should speak to their school Data Compliance Officer or HET Data Protection Officer if they need any advice around sharing safeguarding or child protection information; if in doubt, please seek advice before sharing.

All staff are aware that they cannot promise a child to keep a disclosure confidential. Disciplinary action/re-training will be considered for any breach of confidentiality.

Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held. It will be stored and handled in line with our Retention and Destruction Policy. Our Records and Retention Schedule is available to parents and pupils on request

8. Monitoring & Review

This policy will be reviewed annually.

9. Appendix 1 - Glossary of types of abuse

Physical abuse

Physical abuse is 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.

Indicators of physical abuse

The following may be indicators of physical abuse:

- Having bruises, bleeding, burns, bites, fractures or other injuries.
- Showing signs of pain or discomfort.
- Keeping arms and legs covered, even in warm weather.
- Being concerned about changing for PE or swimming.
- An injury that is not consistent with the account given.
- Symptoms of drug or alcohol intoxication or poisoning.
- Inexplicable fear of adults or over-compliance.
- Violence or aggression towards others including bullying.
- Isolation from peers.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. 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.

Indicators of emotional abuse

The following may be indicators of emotional abuse:

- The child consistently describes him/herself in negative ways.
- Over-reaction to mistakes.
- Delayed physical, mental, or emotional development.
- Inappropriate emotional responses, fantasies.
- Self-harm.
- Drug or solvent abuse.
- Running away.
- Appetite disorders – anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

Sexual abuse

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 is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators of sexual abuse

The following may be indicators of sexual abuse:

- Sexually explicit play or behaviour or age-inappropriate knowledge.
- Aggressive behaviour including sexual harassment or molestation.
- Reluctance to undress for PE or swimming.
- Anal or vaginal discharge, soreness or scratching.
- Bruises or scratches in the genital area.
- Reluctance to go home.
- Refusal to communicate.
- Depression or withdrawal.
- Isolation from peer group.
- Eating disorders, for example anorexia nervosa and bulimia.
- Self-harm.
- Substance abuse.
- Acquire gifts such as money or a mobile phone from new 'friends'

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, 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 caregivers); or
- 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 neglect

The following may be indicators of neglect:

- Constant hunger or stealing, scavenging and/or hoarding food.
- Frequent tiredness.
- Frequently dirty or unkempt.
- Poor attendance or often late.
- Poor concentration.
- Illnesses or injuries that are left untreated.
- Failure to achieve developmental milestones or to develop intellectually or socially.
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings.

- The child is left at home alone or with inappropriate carers.

Child sexual exploitation (CSE) is a type of sexual abuse and is when a child or young person is given things like gifts, drugs, money, status, and affection, in exchange for performing sexual activities. Children and young people are often tricked into believing they are in a loving and consensual relationship.

***Grooming* i**s when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit, and abuse them. It can happen in person or online, or both and by a stranger or someone they know. Children and young people who are groomed can be sexually abused, exploited, or trafficked.

Child trafficking is where children and young people are tricked, forced, or persuaded to leave their homes and are moved or transported and then exploited, forced to work or sold.

Honour based abuse is an incident or crime involving violence, threats of violence, intimidation, coercion, or abuse which has or may have been committed to protect or defend the honour of an individual or family. This type of abuse can include female genital mutilation (FGM), breast ironing and forced marriage.

Female genital mutilation (FGM*) is* when a female's genitals are deliberately altered or removed for non-medical reasons. It is also known as 'female circumcision' or 'cutting' but has many other names.

***Child criminal exploitation (CCE)* is** where children and young people are manipulated and coerced into committing crimes.

County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into suburban areas and market and coastal towns, using dedicated mobile phone lines or 'deal lines'.

Child-on-child abuse is any form of physical, sexual, emotional, and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations. It can take various forms. Online child-on-child abuse is any form of child-on-child abuse with a digital element.

Bullying *i*s behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening, or undermining someone. It can happen anywhere – at school, at home or online.

***Cyberbullying* i**s bullying that takes place online and can follow the child wherever they go, via social networks, gaming, and mobile phone.