Safeguarding and Child Protection Policy

Hampton Gardens

Policy last reviewed:	September 2026
Next review due:	September 2027
Member of staff responsible:	Atul Karia
Ratified by:	Hampton Gardens Local Governing Body

This policy has been adapted from the Peterborough LA model Child Protection and Safeguarding Policy.

1.0 Key Contacts

1.1 Key Contact List for Safeguarding at Hampton Gardens School

	Name	Telephone Number	Email
Designated Safeguarding Lead	Atul Karia	01733246700	akaria@hamptongardens.org.uk
Deputy Designated Safeguarding Lead	Holly Mayho	01733246700	hmayho@hamptongardens.org.uk
Safeguarding Team	Kevin Ainslie Holly Mayho Kerry Henwood Lindsay Smith Leighanne Northrop Leanne Waterman Jody Lapish Sharon Gilligan	01733246700	kainslie@hamptongardens.org.uk hmayho@hamptongardens.org.uk khenwood@hamptongardens.org.uk lsmith@hamptongardens.org.uk lnorthrop@hamptongardens.org.uk lwaterman@hamptongardens.org.uk jlapish@hamptongardens.org.uk Sgilligan@hamptongardens.org.uk
Safeguarding Governor	Donna Ward		dward@hamptonacademiestrust.org.uk
Single Point of Contact (Prevent)	Atul Karia	01733246700	akaria@hamptongardens.org.uk

1.2 Key Local Contacts

http://www.safeguardingcambspeterborough.org.uk/children-board/

	Name	Telephone Number	Email
Contact Centre	Peterborough Assessment Team Cambridgeshire	01733 864170 / 864180 01733 864612 0345 045 5203	Referral email: Referralcentre.children@cambridgeshire.gov.uk
	PCC Education Safeguarding Team		Peterborougheducationsafeguarding@peterborough.gov.uk
Emergency duty Team (out of hours)		01733 234724	
Police Child		01480	

Abuse Investigating Unit		847743 or 101/999 (in an emergency)	
Early Help helpline	Peterborough Cambridgeshire (EHH)	01733 863649 01480 376666	helpwithcaf@peterborough.gov.uk Early.HelpHub@cambridgeshire.gov.uk
Early Help Support		01733 864031	
Education Safeguarding Lead Safeguarding Advisor	Becky Gibson (Peterborough) Louise Hooper	07943 748110	Rebecca.Gibson@peterborough.gov.uk louisehooper@peterbrough.gov.uk
Mash Mash	General enquiries Professional consultation line	01733864170 01733 864180	
	Sara Rogers (Cambridgeshire)	01223 729045	sara.rogers@cambridgeshire.gov.uk ECPSGeneral@cambridgeshire.gov.uk
LADO (Peterborough)		01733 864038 01733 864090	LADO@peterborough.gov.uk
PREVENT		01480 422596	prevent@cambs.police.uk
CME Officer	Claire Carrington	01733 864579	
School Nursing Service		01733 746822	
Youth Offending Service		01733 864210	

Introduction

2.0 **Hampton Gardens School fully recognises its responsibility to protect and safeguard the welfare of children and young people in its care.**

2.1 Section 175 of the Education Act 2002 (as amended) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school (Working Together to Safeguard Children 2018).

Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18.

2.2 This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' (September 2026). All staff must be made aware of their duties and responsibilities under Part One of this document, which are set out below.

Staff should read the above document(part one KCSIE) together of 'Keeping Children Safe in Education', 2026 and 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015) if they are working directly with children.

Through their day-to-day contact with students and direct work with families all staff in school have a responsibility to:

- Identify concerns early to prevent them from escalating;
- Provide a safe environment in which children can learn;
- Identify young people who may benefit from early help;
- know what to do if a child tells them he/she is being abused or neglected;
- Follow the referral process if they have a concern.

2.3 This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Our policy applies to **all** staff, paid and unpaid, working in the school including governors. Teaching assistants, mid-day supervisors, office staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

It is consistent with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board procedures.

2.4 There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos;

PROTECTION by following agreed procedures, ensuring staff, governors, trustees and volunteers are trained and supported to respond appropriately and sensitively to child protection concerns;

SUPPORT TO STUDENTS who may have been abused or who find themselves in difficulty;

SAFER RECRUITMENT processes are followed to ensure that those who are unsuitable to work with children are not employed.

2.5 The school recognises it is responsible for making referrals and not for making enquiries and investigating. Any referrals will normally made by the school's Designated Safeguarding Lead, as this aids consistency and careful monitoring. However, in an emergency or a genuine concern that appropriate action has not been taken. Other staff members can speak directly to Children's Social Care.

This policy is available on the school website.

3.0 **Prevention**

Hampton Gardens School recognises that for our pupils, high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to prevent abuse, counter extremist views and contribute to keeping everyone safe.

We will therefore:

3.1 establish and maintain an ethos where children feel secure, including in a digital context, and are encouraged to talk, and are listened to;

3.2 ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate;

3.3 engage fully in the Early Help process to maximise the opportunity for timely intervention;

3.4 tailor our curriculum to be age and stage of development appropriate so that it meets the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities;

3.5 Incorporate into the curriculum, activities and opportunities that enable children to develop their understanding of stereotyping, prejudice and equality;

3.6 Ensure that all staff challenge instances of prejudice-related behaviour, including but not limited to, instances of sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Any prejudice related incident will be responded to in accordance with our 'Responding to Prejudice-Related Incidents Policy'

3.7 Include, in the curriculum, material which will:

- help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills;
- reinforce essential skills for every child to include self-esteem and confidence building, thinking independently and making assessments of risk based on their own judgements;
- embed e-safety at every relevant opportunity;

and activities and opportunities which equip children with the skills they need to stay safe from abuse and exploitation in all contexts, including:

- How to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe and how to seek help or advice.
- The characteristics of positive and healthy friendships
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are always unacceptable

- About online risks, including that any material someone provides has the potential to be shared online and the difficulty of removed potentially compromising material placed online
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including prison
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, control, harassment, rape, domestic abuse, forced marriage, honour-based abuse and FGM and how they can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent and how and when that can be withdrawn (in all contexts including online).

(Relationships Education, Relationships and Sex Education (RSE) & Health Education. DFE, 2019)

RSHE and gender guidance: KCSIE includes notes about forthcoming DfE guidance on Relationships, Sex, and Health Education (RSHE) and on gender-questioning children, which will be signposted in the guidance once published.

3.8 We use Safer Corridors Action Toolkit developed by the Cambridgeshire PHSE Service which supports schools and colleges in preventing and reducing sexual violence and harassment and responding to incidents.

4.0 Procedures

Hampton Gardens School will follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Partnership Board 'Inter-Agency Procedures'. A copy of these procedures can be found on their website:
http://www.safeguardingcambspeterborough.org.uk/children-board/

4.1 **The Governing Body will:**

4.1.1 **Appoint a Designated Safeguarding Lead**

4.1.2 The school fully recognises the importance of the role of the Designated Safeguarding Lead (DSL). The DSL is a member of the Senior Leadership Team and the role is explicitly defined in their job description, with agreed time and training to undertake their duties. The Deputy Designated Safeguarding Lead also has their role defined in their job description, with time and training to undertake their duties. The Designated Safeguarding Lead has the appropriate status and authority to carry out the duties of the post. (See 'Keeping Children Safe in Education, 2026, Annex C).

4.1.3 The lead responsibility for safeguarding and child protection will not be delegated, though specific activities related to keeping students safe may be delegated to appropriately trained staff.

4.1.4 Contingency arrangements are in place should the Designated Safeguarding lead not be available.

4.1.5 The DSL or other Designated Person will always be available during school hours and during the period of school-run activities. After school and during school holidays, designated staff may be available but there is no obligation for this to be the case. If there is an exceptional circumstance when a designated member of staff is not available, staff should consider seeking advice from a member of the Senior Leadership Team or from social care (. In these circumstances, any action taken should be shared with the DSL, or deputy, as soon as it is practically possible.

4.1.6 It is the responsibility of the Designated Safeguarding Lead to ensure that all of the child protection procedures are followed within the school.

The Designated Safeguarding Lead will therefore:

- ensure that he/she receives formal refresher training at two yearly intervals to keep his/her knowledge up to date;
- refresh their knowledge and skills at regular intervals, and at least annually (for example via e-bulletins, updates, additional training meeting other DSL or reading developments);
- ensure that she/he has undertaken Prevent awareness training;
- monitor the training of other Designated Personnel within the school;
- liaise with the three safeguarding partners (Local Authority, integrated care board and police) as appropriate and work with other agencies in line with Working Together to Safeguard Children, 2023.
- nominate a governor for safeguarding and child protection who has undertaken appropriate training.
- ensure that all new staff receive a safeguarding children induction and that temporary staff and volunteers are made aware of the school's arrangements for safeguarding children.
  Staff members are required to log a concern via MyConcern and submit it to a Designated Person immediately (logging concern forms are available if the staff member cannot, for any reason, access the electronic system). If staff are concerned about the immediate safety of a student, they should ensure that they speak to a Designated Person about their concerns.
- ensure all staff receive appropriate safeguarding and child protection training (including online safety, which amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring, at induction. The training should be **regularly updated,** as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively;
- ensure every staff member and every governor knows:
  - the name of the designated safeguarding leads/deputies and their role;
  - how to identify the signs of abuse and neglect and exploitation understanding that children can be at risk of harm inside and outside of school, inside and outside of home and online;
  - 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 recognize their experiences as harmful;
  - how to pass on and record concerns about a pupil;

- that they have an individual responsibility to be alert to the signs and indicators of abuse and exploitation; and for referring child protection concerns to the DSL/DDSL;
- what is meant by, and the importance of professional curiosity;
- that they have a responsibility to provide a safe environment in which children can learn;
- where to find the Multi – Agency Procedures on the Safeguarding Children Partnership Board website and work with the three statutory partners (the Local authority, Integrated care board and police)
- their role in the early help/targeted support process;
- the process for making referrals to children's social care;
- the safeguarding response to children who absent from education, particularly on repeat occasions and/or prolonged periods;
- the role of filtering and monitoring and the process of reporting issues

- ensure all visitors receive information about safeguarding procedures and details of the Designated Personnel on arrival on site. This is provided in the form of a leaflet at reception.
- ensure that the school operates within the legislative framework and recommended guidance;
- ensure the school safeguarding policy is reviewed annually and provide an annual report for the governing body detailing any changes to the policy and procedures;
- ensure that the Head of School is kept fully informed of any concerns;
- ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor and unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies, including low level concerns and allegations against staff.
- ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the school prospectus and on the school website.
- ensure that this policy is available publicly, via the school website; This can be found on – link to school website
- promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including children with a social worker) are experiencing / have experienced with appropriate school staff.

4.1.6 Where students are educated off site or in alternative provision, the school and the provider will agree clear procedures about managing safeguarding concerns between the two agencies:

- Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.
- written confirmation that the alternative provider has carried out appropriate safeguarding checks on individuals working at the establishment will be sought by the school

4.1.7 When pupils are educated off-site (Education for children with health needs who cannot attend school) or in Alternative Provision, schools/colleges must ensure they:

- Obtain written confirmation from the alternative provider that all staff have undergone appropriate safeguarding checks,
- Request written details of any arrangements that could pose a risk to the child,
- Keep records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend,
- Regularly review the placement to ensure it remains safe and suitable for the child's needs,
- If safeguarding concerns arise, the placement must be immediately reviewed and ended if necessary.
- In particular; an appropriate member of staff will carry out an in-person visit to ensure that measures are in place to keep students safe;
- the school's attendance officer will liaise with the organisation to ensure that there is appropriate and daily follow up on attendance;
- should a safeguarding concern arise, the DSL will work with the provider to establish an appropriate level of response.

4.2 **Multi-Agency Working**

The school will:

4.2.1 Work to develop effective links with relevant services to promote the safety and welfare of all pupils.

4.2.2 Co-operate as required, in line with 'Working Together to Safeguard Children,' (July 2023), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.

The DfE statutory guidance on school attendance Working Together to Improve School Attendance will be followed and school must work with local authority children's services where school absence indicates safeguarding concerns.

4.2.3 Notify the relevant Social Care Team immediately if:

- it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently);
- there is an unexplained absence of a pupil who is subject to a Child Protection Plan;
- there is any change in circumstances to a pupil who is subject to a Child Protection Plan.

4.2.4 When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Care Team will also be informed.

4.3 **Record Keeping**

The school will:

4.3.1 Keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Social Care immediately.

4.3.2 All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing.

4.3.3 Records should include:

- a clear and comprehensive summary of the concern;
- the child's wishes and feelings;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome;
- a record of any discussion/communication with parents and other agencies.

4.3.4 Ensure all paper records are kept confidential and stored securely, separate from the main pupil file, and ensure electronic records are stored on a purpose-built, secure platform: MyConcern

4.3.5 Ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools within five days, in accordance with 'Keeping Children Safe in Education, 2026, (page 177) and Cambridgeshire Education Safeguarding Team's Guidance on Keeping and Managing Child Safeguarding Records.
The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving.

4.3.6 Make parents aware that such records exist except where to do so would place the child at risk of harm.

4.3.7 Ensure all actions and decisions are be led by what is considered to be in the best interests of the child and rationales are included for all discussions and decisions made.

4.4 **Confidentiality and Information Sharing**

4.4.1 Information about children and their families is defined as 'special category data', i.e. information that identifies a living individual. Collection, storage and sharing of personal data is governed by the UK General Data Protection Regulations (UK GDPR) and the Data Protection Act 2018.

The school will:

4.4.2 Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately.

4.4.3 Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, May 2024).

4.4.4 Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a pupil or parent they will refer the request to policy on the website.

Information may not be provided if providing the information could lead to any harm to the child.

4.4.5 Ensure staff are clear with children that they cannot promise to keep secrets.

The Designated Safeguarding Lead/Deputies will:

4.4.6 Disclose information about a pupil to other members of staff on a 'need to know' basis, considering what is necessary, proportionate and relevant. Parental consent may be required.

4.4.7 Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent where not to do so might place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime

4.4.8 Record when decisions are made to share or withhold information, who information has been shared with and why. (See 'Working Together to Safeguard Children,' 2023)

4.4.9 In cases where the 'serious harm test' is met, schools must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt schools should seek independent legal advice.

4.4.10 Seek advice about confidentiality from outside agencies if required. (See 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, May 2024).

4.5 **Communication with Parents**

4.5.1 Hampton Gardens School will ensure that parents are informed of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus and on the school website.

4.5.2 Hampton Gardens School will undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this.

4.6 Record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, for example if the school believes that notifying parents could place the child or another person at immediate risk of harm or prejudice the prevention or detection of a crime, the rationale must be recorded. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence.

Child-on-child abuse

4.6.1 All forms of child-on-child abuse are unacceptable and will be taken seriously.

We recognise that child-on-child abuse can manifest itself in many ways. This can include but is not limited to:

- Bullying (including cyberbullying,
- Prejudice-based and discriminatory bullying),
- Abuse within intimate partner relationships,
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm,
- Sexual violence and sexual harassment,
- Consensual and non-consensual sharing of nudes and semi-nudes images and/or videos,

- 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,
- Upskirting and initiation or hazing type violence and rituals.

4.6.2 Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

The school will therefore:

4.6.3 Create a whole school protective ethos in which child-on-child abuse, including sexual violence and sexual harassment will not be tolerated.

4.6.4 Provide training for staff about recognising and responding to child-on-child abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators.

4.6.5 Ensure that staff do not dismiss instances of child-on-child abuse, including sexual violence and sexual harassment as an inevitable part of growing up or banter.

4.6.6 Include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.

4.6.7 Provide high quality Relationship and Sex Education (RSE), including teaching about consent.

4.6.8 Ensure that staff members follow the procedures outlined in this policy when they become aware of child-on-child abuse, referring any concerns of child-on-child abuse to the Designated Safeguarding Lead (or deputy) in line with safeguarding reporting procedures.

4.6.9 Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk. School will ensure that these children have a trusted adult in school to talk to.

4.6.10 Recognise the risk of intra familial harms and provide support for siblings following incidents when necessary.

4.6.11 The Designated Safeguarding Lead will refer to the Safeguarding Children Partnership Board's Child Sexual Behaviour Assessment Tool | Cambridgeshire and Peterborough Safeguarding Partnership Board (safeguardingcambspeterborough.org.uk) if there is a concern that a young person may be displaying sexually harmful behaviours, may have experienced sexual violence or sexual harassment or other forms of sexual abuse.

4.7 **Dealing with Sexual Violence and Sexual Harassment between Young People**

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur wholly online, concurrently online and offline, or technology may be used to facilitate offline abuse. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

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 and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

Hampton Gardens School will:

4.7.1 Make it clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated.

4.7.2 Provide training for staff on how to manage a report of sexual violence or sexual harassment.

4.7.3 Make decisions on a case-by-case basis.

4.7.4 Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.

4.6.5. Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe. Record any risk assessments and keep them under review.

4.6.6. Work with partner schools to place an alleged perpetrator for a period of time as required to support the students involved

4.6.6 Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.

4.7.5 The Designated Safeguarding Lead will refer to the Safeguarding Children Partnership Board's Child Sexual Abuse Assessment Tool if there is a concern that a young person may be displaying sexually harmful behaviours, may have experienced sexual violence or sexual harassment or other forms of sexual abuse.

4.6.7 Liaise closely with external agencies, including police and social care, when required.

4.6.8 Refer to 'Keeping Children Safe in Education - Part Five', 2026, 'Sexual violence and sexual harassment between children in schools and colleges,' for full details of procedures to be followed in such cases. Also see 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (UKCIS, March 2024)

4.6.9 **Sending or posting sexual suggesting images (sexting)**

- Students should be aware that making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of themselves if they are under 18.
- All members of staff (including non-teaching) will be made aware of how to recognise and refer any disclosures of incidents involving 'youth produced sexual imagery'
- Hampton Gardens School will follow UKCCIS Guidance: Sexting in schools and colleges, responding to incidents and safeguarding young people (2024) to

assess the risk and determine the most appropriate course of action. This may include police and/or CSE involvement.

5.0 Supporting Students

The school recognises that **any** child may be subject to abuse and that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and as such will support all children by:

5.1 Providing curricular opportunities to encourage self-esteem and self-motivation.

5.2 Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.

5.3 Applying the school's behaviour policy effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.

5.4 Liaising with the senior mental health lead where safeguarding concerns are linked to mental health in school/college for advice on case management.

5.5 Liaising with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Early Help (Targeted Support) Teams.

- Refer 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,

5.6 Promoting supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

5.7 The school recognises that whilst **any** child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for children in particular circumstances. Please see pages 10 of Keeping Children Safe in Education, 2026 for the complete list. The list includes:

5.7.1 Children with Disabilities, Certain Health Conditions, Additional Needs or Special Educational Needs

Statistically, children with additional needs, special educational needs, disabilities and emotional and behavioural difficulties are most vulnerable to abuse especially those with communication difficulties. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems are particularly sensitive to signs of abuse. We are mindful of:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student's additional needs without further exploration;
- The potential for students with SEND being disproportionally impacted by behaviours such as bullying, without showing any signs;
- Communication barriers and difficulties in overcoming those issues; the school will provide additional training to staff to assist with this (e.g. Makaton training).
- Identifying appropriate strategies that will reduce anxiety and raise self-esteem as part of an overall support plan agreed with parents

As part of the PSHE programme, staff will teach personal safety skills commensurate with age, ability and needs. Students will be taught personal safety skills such as how to recognise if they are feeling unsafe including within family relationships and friendships; how to ask for help; the difference between safe and unsafe secrets; the difference between safe and unsafe physical contact; and how to recognise and manage risk including in a digital context. The content of these lessons will be shared with parents so that the skills can be practised at home.

Under the Equality Act,2010 there is also a duty to make reasonable adjustments for disabled children and young people.

We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have a range of adults with whom they can communicate.

5.7.2 **Children in Care**

Children who are looked after may be particularly vulnerable. The school has a designated teacher (Angela Roberts) to promote the educational achievement and welfare of children who are looked after and to liaise closely with the virtual school head in the local authority.

5.7.3 **Children who have returned home to their family from care**

The school recognises that a previously looked after child potentially remains vulnerable. School will vigilantly monitor the welfare of previously looked after children, keep records and notify Social Care as soon as there is a recurrence of a concern in accordance with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Multi - Agency Procedures.'

5.7.4 **Privately Fostered Children**

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more.

The school will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements and refer to the Fostering Assessment Team.

The role of the virtual head has been extended to include responsibility for promoting the educational achievement of children in kinship care.

5.7.5 Young Carers

The school recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

School will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

5.7.6 Children Frequently Absent from Education

School recognises that children who are unexplainable and/or persistent absences from education, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, modern slavery, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

The school monitors and follows up on the attendance of individual pupils closely, as outlined in the Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence.

The school endeavours to hold more than one emergency contact for each pupil to provide additional options to make contact with a responsible adult when a child who is absent from is identified as a welfare and/or safeguarding concern.

When a child is absent education, the school must follow the procedure as set out in Peterborough's Children Missing Education guidance. The school will inform the Attendance Service and Social Care who is absent from education is subject to a Child Protection Plan or there have been ongoing concerns.

5.7.7 Children Misusing Drugs or Alcohol

The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- to believe the pupil's drug related behaviour is a result of abusing or endangering pressure or incentives from others particularly adults;
- where the misuse is suspected of being prompted by serious parent/carer drug misuse
- where the misuse indicates an urgent health or safeguarding concern
- where the young person is perceived to be at risk of harm through any substance associated criminality.

5.7.8 Children at Risk of Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce,

manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Sexual exploitation can take many different forms from the seemingly consensual relationship to serious organised crime involving gangs and groups. Staff at Hampton Gardens School are aware that any child or young person may be at risk of sexual exploitation, regardless of their family background or other circumstances. Potential indicators of sexual exploitation will be addressed within staff training.

The Designated Safeguarding Lead will complete the Contextual Risk Screening Tool | Cambridgeshire and Peterborough Safeguarding Partnership Board (safeguardingcambspeterborough.org.uk) and refer to Social Care if there is a concern that a young person may be at risk of CSE.

The school recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

At Hampton Gardens School, we are working in partnership with Cambridgeshire Police and Peterborough City Council to identify and provide appropriate support to students who have gone missing through the Operation Encompass scheme. Cambridgeshire's Education Safeguarding Team will share police information of missing child episodes with the Designated Safeguarding Lead. On receipt of any information, the DSL will decide on the appropriate support the young person may require. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

5.7.9 **Children at Risk of Criminal Exploitation**

Criminal exploitation of children is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

All staff will consider whether children are at risk of abuse or exploitation in situations outside their families. These are referred to as Extra-Familial Harms/Contextual Safeguarding and/or Risks Outside the Home.
School will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise.

The Designated Safeguarding Lead will complete Safeguarding Children Partnership Board's Contextual Risk Screening Tool | Cambridgeshire and Peterborough Safeguarding Partnership Board (safeguardingcambspeterborough.org.uk) and refer

to Social Care if there is a concern that a young person may be at risk of criminal exploitation.

The school recognises that young people who go missing can be at increased risk of child criminal exploitation, modern slavery and/or trafficking and is vigilant and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

Children misusing drugs or alcohol

5.7.10 The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient to initiate child protection proceedings.

The school will consider such action when there is evidence or reasonable cause:

- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse,
- To believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults,
- Where the misuse is suspected of being linked to parent/carer substance misuse,
- Where the misuse indicates an urgent health or safeguarding concern,
- Where the child is perceived to be at risk of harm through any substance associated criminality.

5.7.11 **Children Living with Substance Misusing Parents/Carers**

Misuse of drugs or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic abuse. Appropriate action will be taken when the school receives reliable information about drug and alcohol abuse by a child's parents/carers, particularly in the following circumstances:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

5.7.12 **Children Living with Domestic Abuse**

The Domestic Abuse Act 2021 applies to those aged 16 or over introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are 'personally connected' regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional, coercive or controlling behaviour.

The school recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

At Hampton Gardens School, we are working in partnership with Cambridgeshire Police and Peterborough City Council to identify and provide appropriate support to pupils who have experienced domestic abuse in their home; this scheme is called Operation Encompass.

In order to achieve this, Peterborough and Cambridgeshire's Education Safeguarding Team will share police information of all domestic incidents to which Police have been called, where one of our pupils has been present, with the Designated Safeguarding Lead (DSL) / Domestic Abuse (DA) Lead.

On receipt of any information, the DSL Lead will decide on the appropriate support the child may require. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information. All information sharing and resulting actions will be undertaken in accordance with the 'Cambridgeshire and Peterborough *Joint Agency Protocol for Domestic Abuse – Notifications to Schools, Colleges and Early Years settings*'.

5.6.12 **Children showing signs of Abuse , Neglect and/or Exploitation**

School recognises that experiencing abuse, neglect or exploitation may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse, neglect or exploitation may display this through their own behaviour, which

may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the Designated Staff should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms(Risks outside the Home – ROTH) take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

School will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy. The definitions of the four categories of abuse are attached (see Appendix A).

5.6.13 **Children at Risk of 'Honour-Based' Abuse(HBA) including Female Genital Mutilation (FGM)**

Honour-Based Abuse can be defined as:

'An incident or pattern of violence, threats of violence, intimidation, coercion, control or abuse (including but not limited to psychological, physical, sexual, economic, spiritual, faith-related or emotional abuse) motivated by the perpetrator's perception that an individual has shamed, or may shame, the perpetrator, the family, or community or has otherwise broken, or may break, the perceived norms of the community's accepted behaviours, including by speaking out about the abuse and where the perception of shame may also prevent a victim from accessing support or help.'

Hampton Gardens School takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBA through training. Staff are required to treat all forms of HBA as abuse and follow the procedures outlined in this policy.

The new Marriage and Civil Partnership (Minimum Age) Act 2023 bans marriage for 16 and 17-year-olds, who no longer will be allowed to marry or enter a civil partnership, even if they have parental consent, as the legal age of marriage rises to 18.

It is now illegal and a criminal offence to exploit vulnerable children by arranging for them to marry, under any circumstances whether or not force is used.

School will manage any concerns relating to forced marriage sensitively and will report concerns immediately via the procedures outlined in this policy.

FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is under 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DSL, who will make appropriate and timely referrals to social care. In these cases, parents will not be

informed before seeking advice and the case will still be referred to social care even if it is against the pupil's wishes.

In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police. Teachers should still consider and discuss any such case with the DSL and involve social care as appropriate, but the teacher will personally report to the police that an act of FGM appears to have been carried out.

5.6.14 **Children at Risk of Radicalisation and Extremism**

Children are susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

The governing body will ensure that the DSL has undertaken Prevent awareness training (which is updated every 2 years) and that all staff receive training about the Prevent Duty.

The following member of staff is the Prevent Lead and has undertaken Prevent Lead training: Atul Karia

Staff are required to be alert to changes in children's behaviour which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way.

The school's/college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral using the Prevent National Referral Form found on the Cambridgeshire and Peterborough Safeguarding Board website.
National Prevent referral form (safeguardingcambspeterborough.org.uk)
See also Prevent Duty Guidance: for England and Wales,' HM Government, (August 2024).

The School's SPOC (Single Point of Contact) is Atul Karia. He will be the lead for safeguarding in relation to protecting individuals from radicalisation, sharing relevant information in a timely manner with the appropriate agency, including Channel.

5.6.15 **Privately Fostered Children**

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative, in their own home for 28 days or more.

The school will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements via a Safeguarding Referral. Professionals – Making a Referral | Cambridgeshire and Peterborough Safeguarding Partnership Board

5.6.16 **Children who have Family Members in Prison**

Hampton Gardens School is committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child.

The school recognises that children with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance.

The school will treat information shared by the family in confidence and it will be shared on a 'need to know' basis. We will work with the family, specialist organisations and the child to minimise the risk of the child not achieving their full potential.

6.0 **Preventing Unsuitable People from Working with Children**

6.1 The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part Three of 'Keeping Children Safe in Education', 2026. This section should be read in conjunction with the school's Safer Recruitment Policy.

6.2 The governing body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training**. For a full list of staff who have undertaken Safer Recruitment Training, please see Appendix D**

6.3 **Allegations that may meet the harms threshold (Part Four, Section One)**

6.3.1 Any allegation of abuse made against a member of teachers (including supply staff, other staff, volunteers and contractors) that meets the harms threshold as set out in Keeping Children Safe in Education, 2026, Part Four, Section One, will be reported straight away to the Head of School.

6.3.2 In cases where the Head of School is the subject of an allegation, it will be reported to the Chair of Governors. The school will follow the procedures set out in Part Four of 'Keeping Children Safe in Education', 2026.

6.3.3 The school will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of teacher, member of supply staff or other staff, volunteer or contractor and adhere to the relevant procedures set out in 'Keeping Children Safe in Education', 2026 *and the school's HR Policies, and seek advice from their HR provider*.

6.3.4 The Head of School or Chair of Governors will ensure that all allegations are reported to the LADO within one working day. The LADO will advise on all further action to be taken.

6.3.5 Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. We will use the guidance chart found at Appendix F to support our decision making.

6.3.6 Where the school or college identify a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, they should contact children's social care and as appropriate the police immediately.

6.3.7 School/college will consider:

- **Looking after the welfare of the child** - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care.
- **Investigating and supporting the person subject to the allegation** - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

6.3.8 The school will ensure that any disciplinary proceedings against staff, supply staff or volunteers relating to child protection matters are concluded in full even when the member of staff, supply staff or volunteer is no longer employed at the school. Hampton Gardens School recognises **it has a legal duty to refer to the DBS and any other relevant professional bodies anyone who has harmed, or poses a risk of harm, to a child.**

6.3.9 Staff (including supply staff and volunteers) who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension should not be an automatic response when an allegation is reported. However, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

6.4 **Concerns that do not meet the harms threshold (Part Four, Section Two)**

6.4.1 Low level concerns that do not meet the harms threshold should be reported to the Designated Safeguarding Lead. NB: The term low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms test.

6.4.2 In cases where the Head of School is the subject of an allegation, it will be reported to the Chair of Governors. The school will follow the procedures set out in Part Four section 2 of 'Keeping Children Safe in Education', 2026.

6.4.3 The school/college will deal with any such concern, no matter how small, where an adult working in or on behalf of the school or college 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.

6.4.4 All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

6.4.5 Schools and colleges can decide where these records are kept, but they must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)

Hard copies of records are held by Hampton Academies Trust HR

6.4.6 The school will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This will enable the school/college to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school/college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

6.4.7 Hampton Gardens School should ensure that **all** staff, including supply staff, volunteers and contractors, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Local Authority's Code of Conduct: 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (February 2022). As part of the Induction process, all staff, including supply staff, volunteers and contractors, will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable. Staff are encouraged to self-refer, where for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All staff are aware of their whistle blowing responsibilities and will promptly report any concerns in the interests of protecting children and staff from poor practice and/or unsuitable behaviour.

6.14 The school will ensure that staff, supply staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust).

7 Other Related Policies and Procedures

7.1 E-Safety and Acceptable Use

The school will check ICT systems on a regular basis with particular regard to Filtering and Monitoring to protect young people accessing websites that may be inappropriate.

7.1.1 Hampton Gardens School believes that the use of information and communication technologies bring great benefits. We recognise that there are e-safety issues that need to be planned for accordingly that will help to ensure appropriate, effective and safer use of electronic communications.

7.1.2 The school has a separate e-safety and Acceptable Use policy for staff and students which should be considered in line with this policy.

7.1.3 Chat rooms and social networking sites are increasingly the source of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school.

7.1.4 The four "Cs" of online safety (Content, Contact, Conduct, and Commerce) have been updated to explicitly name new risks. The "Content" category now includes misinformation, disinformation (including "fake news"), and conspiracy theories.

7.1.5 KCSIE now references the DfE's guidance on "Generative AI: product safety expectations," which covers the safe use of AI in education and how filtering and monitoring apply to it. Schools will also look to support and educate pupils around the risk of AI including Deepfakes and misogynistic tools

7.2 **Mobile technology**

7.2.2 Any use of photographic images must have parental consent.

7.2.3 The use of video technology as a coaching aid is fully recognised by Hampton Gardens School. However, express written permission to use video to this end must be sought through individual participants and their parents / carers.

7.2.4 The use of cameras and mobile phones is prohibited in all toilet and changing areas. Students filming for school projects must present a clear plan to their subject teacher, prior to filming.

7.2.5 Images of subjects should be appropriately dressed. (There are some sports activities – swimming, gymnastics and athletics for example where the risk of potential misuse is much greater. With these sports the content of the photograph should focus on the activity not focus solely on a particular subject).

7.2.6 **No** photographs should be taken on personal mobiles/tablets or for an adult's own records.

7.2.7 All staff are aware of safeguarding issues around the use of mobile technologies and their associated risks and will rigorously follow protocols set out in the Acceptable Use Policy, the Mobile Devices Policy and the Mobile Technology policy in settings with Early Years provision

7.3 **Physical Restraint**

Staff should only ever use physical intervention as a last resort, and at all times it must be the minimum force necessary to prevent injury to themselves, another person or property.

7.4 **Anti-Bullying**

The policy includes reference to all prejudice related bullying; we acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

It is important to recognise that in some cases of abuse, it may not always be an adult abusing a student. An abuser may be a young person, for example in the case of bullying.

7.5 **Health and Safety**

The Health and Safety policy reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

7.6 **Other Policies**

This policy also links to our policies on:

- Administration of Medicines
- Attendance Policy (including Children who are absent from Education)
- Anti-Bullying
- Behaviour
- Code of Conduct
- Children Missing from Education
- Complaints Procedure
- Critical Incident Plan
- Curriculum including PSHE, including drug education and sex education
- Equality
- First Aid
- Health and Safety
- Teaching and Learning
- Safer Recruitment
- Staff Code of Conduct
- Staff Discipline and Grievance Procedures
- Supporting Students with Medical Conditions
- Whistle-blowing Policy
- Protocol for students not collected at the end of the school day / activity

8.0 **Local Governing Body Safeguarding Responsibilities**

8.1 Governing bodies should ensure they facilitate a whole school/college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

8.2 The **Local** Governing Body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children. It aims to ensure that policies, procedures and training in school are effective and comply with the law and government guidance at all times.

The Local Governing Body will therefore:

- designate a governor or trustee for child protection and safeguarding who will oversee the school's policy and practice and champion safeguarding issues;
- ensure that all governors and trustees receive appropriate governor safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding. This training will be regularly updated;

- ensure governors and trustees are aware of their obligations under the Human Rights Act 1998, The Equality Act 2010 , the Public Sector Equality Duty and the local multi-agency safeguarding arrangements.
- nominate a member of the governing body (usually the Chair) to be responsible in the event of an allegation of abuse being made against the Head of School;
- review safeguarding policies and procedures annually and provide information to the Education Safeguarding Team about them and about how statutory duties have been discharged, ensuring that deficiencies or weaknesses in safeguarding arrangements are remedied without delay. The policy is published on the school website;
- liaise closely with the Designated Safeguarding Lead to monitor procedures and practice, and ensure compliance with LSCB guidelines;
- undertake regular training in relation to safeguarding and Prevent and ensure further appropriate training is undertaken by those staff and governors with specific roles in safeguarding / Prevent
- ensure student's wishes and feelings are taken into account where there are safeguarding concerns
- ensure safe recruitment procedures;
- ensure safe management of allegations;
- ensure students are taught about safeguarding, including online;
- ensure that appropriate filters and monitoring systems are in place, whilst taking care to avoid imposing unreasonable restrictions;
- understand that information on individual child protection cases or situations is confidential and will not be discussed.

8.3 **Before and After School Activities**

8.3.1 For activities that take place before or after school, directly under the supervision or management of school staff, the school's arrangements for safeguarding as written in this policy shall apply.

8.3.2 Where services or activities are provided separately by another body the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

8.3.3 The governing body will use the guidance on 'Keeping children safe in out-of-school settings' which details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

8.3.4 The governing body or proprietor will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

9 **Trips and Foreign Exchange Visits**

9.1 When organising a school trip, it is important that the trip leader liaises closely with the Designated Safeguarding Lead. The Designated Safeguarding Leads will check the list of students who have been selected to take part and will provide advice, as appropriate, regarding any student participating in the trip.

9.2 In circumstances where Hampton Gardens School arranges for pupils to stay with host families, for example on a foreign exchange or sports tour, it is important to

consider the suitability of the adults in the respective families who will responsible for the visiting child.

If a student is being provided with care and accommodation in the home of a family to which they're not related, in the UK, this counts as regulated activity. Anyone living in the house, over the age of 16, should have an enhanced Disclosure and Barring Service (DBS) check with barred list information (There is no cost for this service if the hosts are not being paid).

It is not possible for schools and colleges to obtain criminality information from the DBS about adults who provide homestays abroad. Schools and colleges should liaise with partner schools abroad, to establish a shared understanding of, and agreement to the arrangements in place for the visit. They should use their professional judgement to satisfy themselves that the arrangements are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. Parents should be aware of this agreed arrangement.

Further information and guidance on safeguarding arrangements for host families are set out in annex D of 'Keeping Children Safe in Education' (2026).

10. Pandemic safeguarding arrangements

In response to the 2020 COVID 19 pandemic schools were required to take measures to ensure the health and wellbeing of both children and staff. This included children spending significant amount of time at home and away from the school environment.

An addendum document was issued that applied to the educational provision of the schools during the pandemic relating to Covid-19. This document will be reviewed and updated according to developments and advice from government and the local authority. Unless otherwise communicated, normal safeguarding and child protection policy and procedures continue to apply.

11. Monitoring and Evaluation

Safeguarding and Child Protection policy and procedures will be monitored and evaluated by:

- Governing Body visits to the school
- Designated safeguarding governor will meet with the DSL termly at least to discuss safeguarding
- SLT 'drop ins' and discussions with children and staff
- Student and Parent surveys and feedback
- Scrutiny of attendance data
- Scrutiny of a range of risk assessments
- Monitoring of logs of behaviour and prejudice related incidents
- A regular audit of MyConcern as offered by Peterborough education Safeguarding

Policy review

This policy is reviewed every year, or sooner if there are statutory guidance updates.

APPROVED BY GOVERNORS:

……	…….	September 2026
SIGNATURE	NAME	DATE

Appendix A

Guidance to Staff: Responding To A Young Person Making a Disclosure or Allegation.

A member of staff receiving information concerning disclosure should:

- react calmly so as not to frighten the student
- reassure the student that he/she was right to tell
- not make promises of confidentiality, but let them know you will have to tell another adult
- take what the student says seriously, recognising the difficulties inherent in interpreting what is said by a student
- keep questions to an absolute minimum to ensure a clear and accurate understanding of what has been said. Questions should not be leading. Questions should only consist of Who…? What…? When…? Where…? It should be information gathering and fact finding, under no circumstances should you investigate the incident. It should include
  a) the nature of the allegation
  b) a description of any visible bruising or other injuries using the body map on reverse of log sheet.
  c) the student's account, if it can be given, of what has happened and how any bruising or other injuries occurred,
  d) witnesses to the incident(s)
  e) any times, dates or other relevant information
  f) a clear distinction between what is fact, opinion or hearsay

Make a full written record of what has been said, heard and/or seen as soon as possible using an Incident Report form (see Appendix B)

Actions to be avoided

The person receiving the disclosure should not:

- panic
- allow their shock or distaste to show
- probe for more information than is offered
- speculate or make assumptions
- make negative comments about the alleged abuser
- approach the alleged abuser
- make promises to agree to keep secrets
- discuss the issue with anyone other than Designated Staff or another member of the Senior Leadership Team

Staff are not responsible for deciding whether or not student abuse is taking place. However, there is a responsibility and a duty to act on any concerns and to protect students in order that appropriate agencies can then make enquiries and take the necessary action to protect the student.

Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of

domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Four categories of abuse

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

Neglect - 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.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers failing to:

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

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction.

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

Sexual Abuse – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
  - children in looking at, or in the production of, sexual images,
  - children in watching sexual activities
  - or encouraging children to behave in sexually inappropriate ways
  - grooming a child in preparation for abuse (including via the internet).

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

Appendix B
Dealing with Allegations or Concerns about an Adult Working with Children

Allegation or concern raised about a member of staff or adult

Does it meet the harm threshold? The harm threshold is met where it is alleged that an adult working (or volunteering) in the school has:

- *behaved in a way that has harmed a child, or may have harmed a child and/or*
- *possibly committed a criminal offence against or related to a child and/or*
- *behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or*
- *behaved or may have behaved in a way that indicates they may not be suitable to work with children* (see KCSIE Part 4)

You may wish to consider the questions in Box A below to help you decide the answer to this question.

YES

Contact PCC LADO on 01733 864038 or via LADO@peterborough.gov.uk

The LADO will ask for specific information about the issue and confirm whether or not it meets the harm threshold. If it does, they will begin a formal process to manage the allegation. If it doesn't meet the threshold then they will record the information and advise you to treat the issue as a Low Level Concern. You will need to inform the staff member that LADO hold information on them.

NOT SURE

NO

This is a Low Level Concern. Consider carefully what action to take in response, taking advice from your HR Provider as appropriate. Keep a record in a secure central file. An example form for this purpose is available for use if required.

If you need **further advice** on any aspect of this then please contact either:
Becky Gibson 07943 748110 or Sara Rogers on 07990 936820

Box A:

- How long has the adult or member of staff worked for you?
- Have there been any previous concerns raised?
- Is this a one-off or part of a pattern of behaviour?
- Has the member of staff previously been given advice in this area?
- Would an associated pattern of behaviour (if it exists) be seen by others? (How closely do they work with other colleagues?)
- Might this have been a planned action or event?
- Could this behaviour be inadvertent? What is the likelihood of this?
- Could this be the precursor to more concerning behaviour?
- Did it occur in a 'public' or 'private' place? Was this in school or out of school?
- If electronic devices are involved, have any relevant files been deleted and is there any evidence of this?
- If this relates to inappropriate language, what is the precise nature of the language used? How inappropriate is it? What was the context – where was this, and who were the listeners? Could this be seen as 'banter' or might it have more serious undertones?

Appendix C
Hampton Gardens School
LOGGING A CONCERN
(Please use this if you are unable to log your concern on MyConcern)

Your name (printed):	Date:
Position:	Time:
Signature:	
RECORD THE FOLLOWING FACTUALLY	
Who is the concern about? Name: Tutor Group: Date of Birth:	
Nature of concern/incident: (please give details of when and where it took place and who witnessed the concern or incident.) Has a body map been completed YES / NO Please attach any other notes you may have	
Action Taken: (include names of anyone you have passed the information to.)	

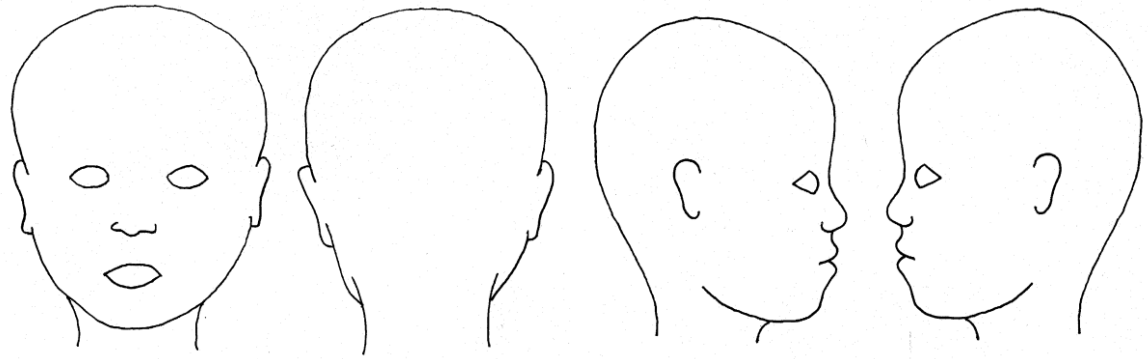
Name of person responding to concern: Date: Time:	
Action Taken(include response to student, family and outside agencies)	**Reason**
Has the parent been informed YES / NO	Reason for not informing parent / Outcome of informing parent:
Number of previous concerns?	Pre-CAF Assessment?
Further Action agreed?	Reason

Body map

Full name of child: .....

Date of birth: .....

Date body map completed: .....



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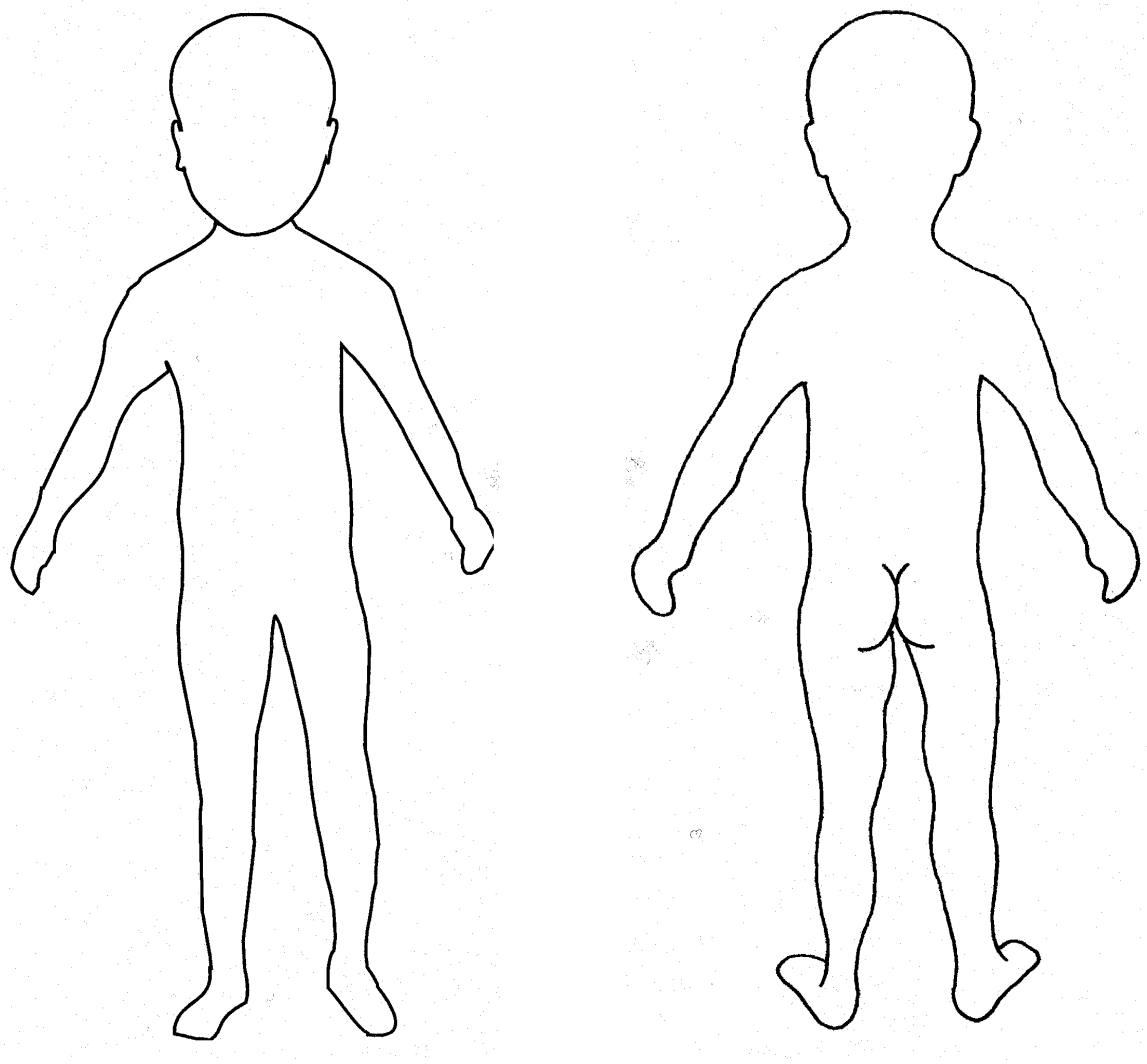


Appendix D
Useful Contacts - Cambridgeshire and Peterborough

Cambridgeshire and Peterborough Safeguarding Children Partnership Board – Safeguarding Inter-Agency Procedures http://www.safeguardingcambspeterborough.org.uk/children-board/

Education Safeguarding Team	ecps.general@cambridgeshire.gov.uk
Police Child Abuse Investigation Unit	Tel: 101

Useful Contacts - Cambridgeshire

Education Safeguarding Manager – Sara Rogers	sara.rogers@cambridgeshire.gov.uk
Early Help Hub (EHH)	Tel: 01480 376666
Customer Service Centre – social care referral	Tel: 0345 045 5203
Emergency Duty Team (out of hours)	Tel: 01733 234724
Local Authority Designated Officer (LADO)	lado@cambridgeshire.gov.uk / Tel: 01223 727967
Senior Leadership Adviser – Phil Nash	Tel: 01223 699448

Useful Contacts - Peterborough

Education Safeguarding Lead – Rebecca Gibson Early Help	Rebecca.Gibson@peterborough.gov.uk Tel: 01733 863649
Customer Service Centre – social care referrals	Tel: 01733 864180
Emergency Duty Team (Out of hours)	Tel: 01733 234724
Local Authority Designated Officer (LADO)	lado@peterborough.gov.uk Tel: 01733 864038

Relevant Documents

"Keeping Children Safe in Education: Statutory guidance for schools and colleges" (September 2026)

"Guidance for Safer Working Practice for those working with children and young people in education settings" (February 2022)

"Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers" (July 2018)

"The Prevent Duty, Departmental advice for schools and childcare providers" (June 20)

"Revised Prevent Duty Guidance: for England and Wales" (2024)

"Sharing nudes and semi-nudes: advice for education settings working with children and young people" (UKCIS, December 2020)

"What to do if you're worried a child is being abused: Advice for practitioners" (March 2015)

"When to Call the Police: guidance for schools and colleges," (National Police Chief Council)

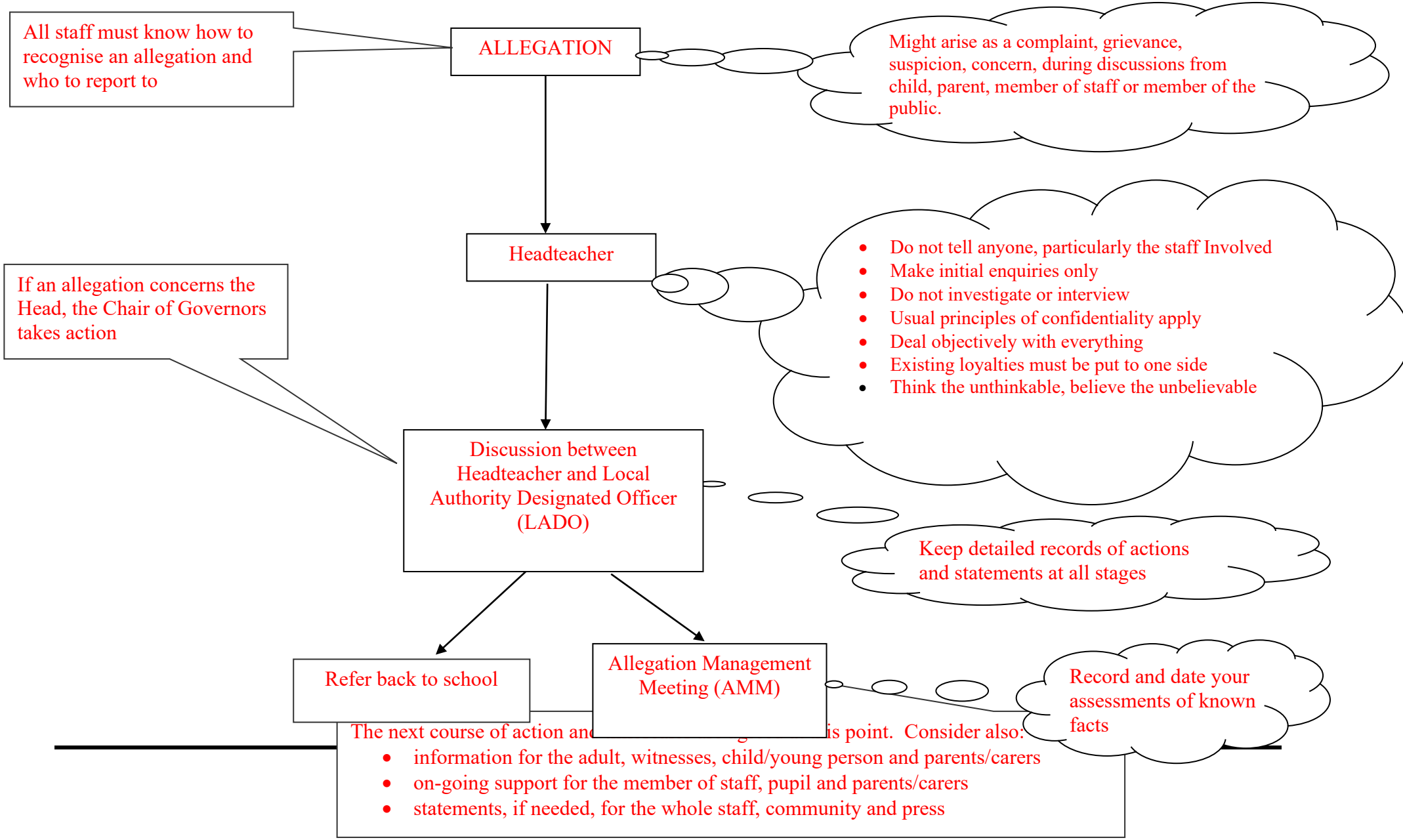
"Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children" (July 2018)

Appendix E
Hampton Gardens School Staff Training Log
Updates will be taking place during the year on DSL training that may appear out of date. This will be kept an updated at the end of each term.

Staff	Course	Provider	Date
DESIGNATED SAFEGUARDING TRAINING	**VALID FOR TWO YEARS**		
Helen Price	DSL Training	Cambs Safeguarding Team	23.09.2024
Kevin Ainslie	DSL Training	Cambs Safeguarding Team	23.09.2024
Sharon Gilligan	DSL Training	Cambs Safeguarding Team	04.12.2024
Atul Karia	DSL Training	Cambs Safeguarding Team	22.10.2026
Holly Mayho	DSL Training	Cambs Safeguarding Team	02.07.2024
Leighanne Northrop	DSL Training	Cambs Safeguarding Team	09.05.2026
Georgina Garratt	DSL Training	Cambs Safeguarding Team	28.11.2024
Kerry Henwood	DSL Training	Peterborough Education Safeguarding Team	25.11.2026
Lindsay Smith	DSL Training	Peterborough Education Safeguarding Team	25.11.2026
Jody Lapish	DSL Training	Cambs Safeguarding Team	16.01.2026
Geet Kour	DSL Training	Cambs Safeguarding Team	05.01.2026
INDIVIDUAL TRAINING			
Atul Karia	Prevent Lead	Peterborough Safeguarding Team / National College Online Training	October 2026
Holly Mayho	Prevent for Education	Bedfordshire Police	28.04.2022
Holly Mayho	Bereavement Training	Child Bereavement UK	07.06.2022
Holly Mayho	Neglect in Children	Cambs safeguarding Team	24.01.2023
Holly Mayho	Responding to sexually harmful behaviour in secondary schools	Cambs Safeguarding Team	03.11.2022
Holly Mayho	Talk about Alcohol	Alcohol Education	16.03.2023

		Trust	
Holly Mayho	Child Protection Information Network (CPIN)	Cambs Safeguarding Team	18.05.2023
Holly Mayho	Emotional Health and Wellbeing practitioner team	Cambs Local Team	26.04.2023
Kerry Henwood	Self-Harm Training	Cambs safeguarding Team	June 2024
Kerry Henwood	Supporting eating Disorders	BEAT	Sept 2023
Holly Mayho	Trauma enforced approach	Cambs safeguarding Team	23.04.2024
Jody Lapish	Trauma enforced approach	Cambs safeguarding Team	23.04.2024
Angela Roberts	Trauma enforced approach	Cambs safeguarding Team	23.04.2024
Holly Mayho	AFRUCA Safeguarding Training	AFRUCA.org	21.05.2024
Holly Mayho	VR Trauma training	Cornerstone	25.06.2024
Kerry Henwood	VR Trauma training	Cornerstone	25.06.2024
Geet Kour	VR Trauma training	Cornerstone	25.06.2024
WHOLE SCHOOL TRAINING			
All Staff	DSL	Peterborough Safeguarding Team	Sept 2026
KCSIE PT1	DSL	Peterborough Safeguarding Team	Sept 2026
KCSIE update 2026	DSL	Peterborough Safeguarding Team	Sept 2026
SAFER RECRUITMENT	**Valid for 3 years**		
Kevin Ainslie	November 2026		
Sarah Barnard-Mitcham	April 2026		
Magdalena Barnes	July 2026		
Caroline Behan	August 2024		
Sharon Gilligan	December 2026		
Alison Harris	April 2023		
Atul Karia	August 2026		
Jody Lapish	May 2024		
Helen Price	August 2024		
Jenny Tubberdy	August 2026		
Emma Larson	June 2023		
Holly Willetts	September 2023		
Holly Mayho	September 2023		
Gillian Fradley	January 2024		
Rachel Middleton	July 2026		
Georgina Cook	October 2024		
Rebecca Wallace	July 2023		
Craig Young	November 2026		

Managing an Allegation Against a Member of Staff or volunteer in your Establishment - Peterborough
Appendix F



Keeping you safe

All of these lanyards are worn by people who have permission to be on our school site.					
	Hampton Gardens Lanyard		Hampton College Lanyard		Approved Contractor Lanyard
	Hampton Academies Trust Lanyard		Regular Visitor Lanyard		Sixth Form Lanyard

	Visitors lanyards should be worn by visitors to school <u>at all times</u>. Visitors MUST be accompanied by a member of staff at all times whilst on the school site.

If you feel at any time vulnerable in the school, have any worries or concerns that you are at risk from an adult, tell a member of staff in the school who you feel comfortable talking to.

All of our staff have been trained in child protection and our designated safeguarding lead is Mrs Mayho.

All of the adults who work at Hampton Gardens School are here to help you.