



# Wildground Federation Child Protection Policy

**All children have the right to be protected from harm. Article 19, UNCRC**

## Policy Statement

- We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children in line with statutory legislation including KCSIE 2025.
- We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.
- We maintain an attitude of “it could happen here” where safeguarding is concerned.
- The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our schools and to inform parents and guardians how we will safeguard their children whilst they are in our care.
- Specific guidance is available to staff within the procedure documents

## Definitions

Within this document:

The umbrella term ‘**Safeguarding**’ is defined in the Children Act 2004 as protecting from maltreatment; preventing impairment of health and development; ensuring that children grow up with the provision of safe and effective care; and work in a way that gives the best life chances and transition to adult hood. Our safeguarding practice applies to every child.

**Child Protection** is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **Staff** applies to all those working for or on behalf of the schools, 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 18<sup>th</sup> birthday. On the whole, this will apply to pupils of our schools; however the policy will extend to visiting students from other establishments

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

**Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the procedure document.

## Aims

- To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the federation
- To demonstrate our commitment to safeguarding and protecting children.

## Principles and values

- Children have a right to feel secure and cannot learn effectively unless they do so.
- All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.
- Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children.
- 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, either in the school or in the community, taking into account contextual safeguarding, in accordance with the guidance.
- We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children.
- Whilst the schools will work openly with parents as far as possible, the schools reserve the right to contact Children's Social Care or the Police, without notifying parents if this is in the child's best interests.
- All adults working within the school should maintain professional curiosity if they are concerned about a child.

## Leadership and Management

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

Across the federation any individual can contact the Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Leads (DDSL) if they have concerns about a young person.

### Designated Safeguarding Leads:

- **Deb Summers and Lisa Mason Hewitt**

### Deputy Designated Safeguarding Leads:

- **Amanda Mullett**
- **Natalie Kingdon**
- **Sam Read**
- **Amelia Blake**
- **Jen Everett**

The nominated Safeguarding Governor is **Debbie Sawyer** who will take leadership responsibility for safeguarding.

The Chair of Governors, **Debbie Sawyer**, will receive reports of allegations against the Executive Head Teacher and act on the behalf of the Governing Body.

**Amanda Mullett is the Prevent Officer for both Wildground Infants and Wildground Juniors.**

As an employer we follow safer recruitment guidance as set out in KCSIE 2025 including informing shortlisted candidates that online searches will be carried out.

## Training

All staff in the federation are expected be aware of the signs and symptoms of abuse and must be able to respond appropriately. Training is provided in a proportionate and appropriate manner with planned INSET,

regular updates through staff briefings, CPOMS library additions, Safeguarding Snippet, displays and meetings and always with KCSIE 2025 or subsequent updates, in mind. Separate training is provided to all new staff on appointment. The DSL/DDSL will attend training at least every other year to enable them to fulfil their role.

Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole federation training. This policy will be updated during the year to reflect any changes brought about by new guidance.

Governor training is provided as required by KCSIE 2025.

## **Referral**

Following any concerns raised, the DSL/DDSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. All safeguarding concerns are recorded on CPOMS and in line with data protection guidance. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL/DDSL will contact Children's Social Care and, if appropriate, the police. If the DSL or DDSL is not available or there are immediate concerns, the staff member will refer directly to Children's Social Care and the police if appropriate. We will use the guidance from National Police Chief's Council (NPCC) to determine when to contact the police.

Generally, the DSL/DDSL will inform the parents prior to making a referral. However, there are situations where this may not be possible or appropriate particularly when informing parents/carers may place the child at further risk.

DSL will keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency.

**N.B.** The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police, although the DSL/DDSL should also be made aware.

## **Confidentiality:**

- We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'Information Sharing Advice for Practitioners' (DFE 2018) guidance.
- There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.
- Information will only be shared with individuals within the federation who 'need to know'.
- All staff are aware that they cannot promise a child to keep a disclosure confidential.

## **As a federation we will educate children to recognise when they are at risk and how to get help when they need it through:**

- The content of the curriculum, including the safeguarding curriculum, will be tailored to the specific needs and vulnerabilities of individual children, including those who are victims of abuse, and children with SEND
- A federation ethos which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.
- The 'Rights Respecting Schools' agenda.
- Using TED Sharing Bear as a support to talk.
- Modelling our values and Golden Rules.
- Every child having access to a trusted adult in school.

## Dealing with allegations against staff

If a concern is raised about the practice or behaviour of a member of staff this information will be recorded and passed to the Executive Head teacher, **Amanda Mullett**. The Executive Headteacher will make an assessment to determine if the matter is a 'low level concern' or an 'allegation'. The Local Authority Designated Officer will be contacted for all allegations and the relevant guidance will be followed. If the Executive Headteacher needs advice or guidance, they will contact the LADO.

If the allegation is against the Executive Head teacher, the person receiving the allegation will contact the LADO or nominated governor, **Debbie Sawyer**, directly with contact details being held in the school office. (Annex 5)

## Dealing with children abusing children

All staff remain vigilant that safeguarding issues can manifest themselves via child-on-child abuse. If a concern is raised that a child under the age of 18 is abusing another child under the age of 18, the 'Child on Child Abuse' guidance will be followed. (Annex 6)

### Legal context:

- Section 175 of the Education Act 2002
- Children Act 2004 & 1989

### Guidance:

Hampshire Safeguarding Children Partnership (HSCP) protocols and guidance and their procedures  
[Working Together to Safeguard Children 2023](#)  
[Keeping Children Safe in Education 2025](#)  
[FGM Act 2003 mandatory reporting guidance \(2016\)](#)

## Policy review

As a federation, we review this policy at least annually in line with DfE, HSCP and HCC requirements and other relevant statutory guidance.

**Date Approved by Governing Body: October 2025**

**Next review date: October 2026**

**Date of last DSL Training/Refresher:**

**19/3/25 – Amanda Mullett**

**9/6/25 – Deborah Summers**

**26/3/26 – Lisa Mason Hewitt**

**08/10/25 – Jen Everett**

**21/10/25 – Amelia Blake**

**25/2/26 – Sam Read**

**26/9/24 – Natalie Kingdon**

**Whole Federation Training with Hampshire provider: 2<sup>nd</sup> September 2024**

**Whole Federation Safeguarding Refresher: 3<sup>rd</sup> September 2025**



# Wildground Federation Child Protection Procedures

	Content	Page
	<b>Roles and Responsibilities</b>	<b>6</b>
	<b>Child Protection Procedures</b>	<b>8</b>
<b>Annex 1</b>	<b>Flowchart for child protection procedures</b>	<b>10</b>
<b>Annex 2</b>	<b>Recording form</b>	<b>11</b>
<b>Annex 3</b>	<b>Skin maps</b>	<b>12</b>
<b>Annex 4</b>	<b>Dealing with disclosures</b>	<b>14</b>
<b>Annex 5</b>	<b>Allegations against adults who work with children</b>	<b>16</b>
<b>Annex 6</b>	<b>Sexual violence and harassment between children in schools and colleges</b>  <b>Child on Child Abuse Policy</b>	<b>21</b>
<b>Annex 7</b>	<b>Online Safety</b>	<b>25</b>
<b>Annex 8</b>	<b>Whistleblowing</b>	<b>26</b>
<b>Annex 9</b>	<b>Briefing sheet for temporary and supply staff</b>	<b>27</b>
<b>Annex 10</b>	<b>What is child abuse?</b>	<b>28</b>
<b>Annex 11</b>	<b>Useful contacts</b>	<b>35</b>
<b>Annex 12</b>	<b>Sexual Violence and Sexual Harassment between Children Risk and Needs Assessment Template using Brooks Sexual Behaviour Traffic Light Tool (for those trained to use it)</b>	<b>37</b>
<b>Annex 13</b>	<b>HCSP Threshold Chart</b>	<b>38</b>

## **Roles and responsibilities within Wildground Federation**

### **Staff responsibilities**

All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to recognise, assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Be aware 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
- Recognise that abuse, neglect, or other adverse childhood experiences, can have an impact on the mental health, behaviour and education of children.
- Record/share their concerns using verbal contact and CPOMS if they are worried that a child is being abused and report these to the DSL/DDSL as soon as practical that day and before any child goes home.
- Be prepared to refer directly to Children’s Social Care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures (Annex 5) if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the HSCP and take account of guidance issued by the DfE.
- Support pupils in line with their child protection plan.
- Treat information with confidentiality but never promising to “keep a secret”.
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of Early Help, and be prepared to identify and support children who may benefit from Early Help. (Annex 11)
- Liaise with other agencies that support pupils and provide Early Help.
- Ensure they know who the DSL and Deputy DSL are and know how to contact them.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Code of Conduct, Dignity at Work Policy, Anti Bullying Policy procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

### **Senior Leadership Team responsibilities:**

- Contribute to inter-agency working in line with Working Together to Safeguard Children 2023 guidance.
- Ensure safeguarding has a robust monitoring cycle with evaluation being acted upon.
- Provide a co-ordinated offer of early help when additional needs of children are identified
- Ensure staff are alert to the various factors that can increase the need for early help (*para 18 KCSIE 2025*)
- Working with Children’s Social Care, support their assessment and planning processes including the school’s attendance at conference and core group meetings.
- Carry out tasks delegated by the governing body such as training of staff, safer recruitment and maintaining a single central record.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.

- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE) and the Hampshire Safeguarding Children Partnership (HSCP) procedures.
- Determine if a concern about a member of staff is a 'low level concern' or an allegation.

### **Governing Body responsibilities**

- Ensure the school has effective safeguarding policies and procedures including a Child Protection Policy, Code of Conduct, a Behaviour Policy and a response to children who go missing from education.
- Ensure that a monitoring schedule is planned and implemented with any outcomes being shared with the Executive Headteacher, and to maintain safeguarding as an agenda item at FGB to share updates and outcomes with all governors.
- Ensure HSCP is informed in line with local requirements about the discharge of duties via the annual safeguarding audit
- Ensure recruitment, selection and induction follows safer recruitment practice including all appropriate checks.
- Ensure allegations against staff are dealt with by the Executive Headteacher. Allegations against the Executive Headteacher are dealt with by the Chair of Governors
- Ensure a member of the Senior Leadership Team is appointed as Designated Safeguarding Lead (DSL) and has this recorded in their job description
- Ensure staff have been trained appropriately and this is updated in line with guidance
- Ensure any safeguarding deficiencies or weaknesses are remedied without delay
- Ensure a nominated governor for safeguarding is identified

**DSL responsibilities** *(to be read in conjunction with DSL role description in KCSIE Annex C page 171)*

**In this federation the Infant DSL is Deb Summers and the Junior DSL is Lisa Mason Hewitt.**

**The Deputy DSL are Amanda Mullett, Amelia Blake, Natalie Kingdon, Sam Read and Jen Everett**

In addition to the role of all staff and the senior management team the DSL will

- Refer cases to Social Care, and the police where appropriate, in a timely manner avoiding any delay that could place the child at more risk.
- Assist the Governing Body in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance
- Attend appropriate training and demonstrate evidence of continuing professional development to carry out the role.
- Ensure every member of staff knows who the DSL and the Deputy are, have an awareness of the DSL role and know how to contact them.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns about a child to the DSL and concerns about an adult to the Executive Headteacher.
- Ensure that those staff that need to know, are aware of those children who have experienced, or are experiencing abuse in order to promote their educational outcomes and provide the appropriate support.
- Ensure whole school training occurs regularly with at least annual updates so that staff and volunteers can fulfil their responsibilities knowledgeably.
- Ensure any members of staff joining the school outside of the agreed training schedule receive induction prior to commencement of their duties
- Keep records of child protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk

- Ensure that safeguarding records are transferred accordingly (separate from pupil files) and in a timely fashion when a child transfers school including in year transfers.
- Ensure that where a pupil transfers school and is on a child protection plan or is a child looked after, their information is passed to the new school immediately and that the child's social worker is informed. Consideration is given to a transition meeting prior to moving if the case is complex or on-going.
- Be aware of the training opportunities and briefings provided by HSCP to ensure staff are aware of the latest local guidance on safeguarding
- Develop, implement and review procedures in the school that enable the identification and reporting of all cases, or suspected cases, of abuse.
- Meet any other expectations set out for DSLs in KCSIE 2025

## **Wildground Federation Child Protection Procedures**

### **Overview**

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

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or is at risk of harm.

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

All staff are aware that very young children with those with disabilities, certain medical conditions, special needs or with language delay may be more likely to communicate concerns with behaviours rather than words. Additionally staff will question the cause of knocks and bumps in children who have limited mobility which will include children visiting the site as well as those who are pupils.

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

1. Make an initial record of the information using a reporting form or recording on CPOMS.
2. Report it to the DSL immediately
3. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.
4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
  - Dates and times of their observations
  - Dates and times of any discussions in which they were involved.
  - Any injuries
  - Explanations given by the child / adult
  - What action was taken
  - Any actual words or phrases used by the child

The records must be signed and dated by the author or / equivalent on electronic based records.

5. In the absence of the DSL or their Deputy, be prepared to refer directly to Children's Social Care (and the police if appropriate) if there is the potential for immediate significant harm.

## Following a report of concerns the DSL must:

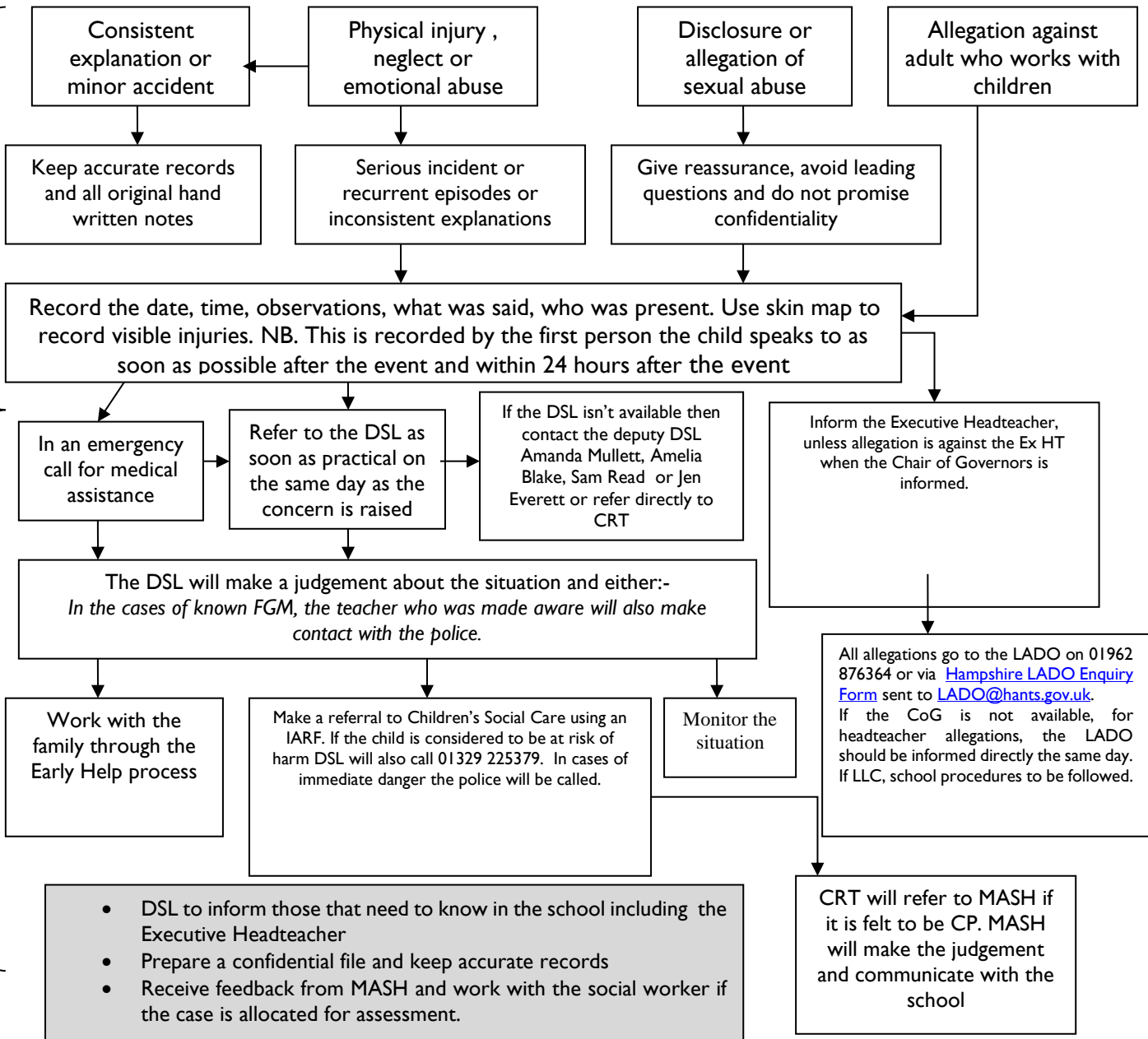
1. Decide whether or not there are sufficient grounds for suspecting significant harm in which case a referral must be made to Children's Social Care and the police if it is in keeping with the National Police Chiefs Council "When to call the Police" guidance. The rationale for this decision should be recorded by the DSL.
  2. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to Children's Social Care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with Children's Social Care or the police whether the parents should be told about the referral and if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account when appropriate.
  3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm the DSL (or Deputy) must contact Children's Social Care via the Children's Reception Team (CRT) via the Inter-Agency Referral Form (IARF) and make a clear statement of:
    - the known facts
    - any suspicions or allegations
    - whether or not there has been any contact with the child's family
- If there is indication that the child is suffering significant harm, a call will also be made to the Children's Reception Team (CRT) on 01329 225379.
4. If a child is in immediate danger and urgent protective action is required, the police must be called. The DSL must also notify Children's Social Care of the occurrence and what action has been taken.
  5. When a pupil is in need of *urgent* medical attention and there is suspicion of abuse the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital, having first notified Children's Social Care. The DSL should seek advice from Children's Social Care about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.
  6. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider the Early Help process.
  7. In cases of allegations against staff or low level concerns, the HSCP procedure or the Low Level Concerns (LLC) procedure will be followed.

DSL – Designated safeguarding lead  
MASH – Multi agency safeguarding hub  
CRT – Children’s reception team  
CP – Child protection  
LLC – low level concern

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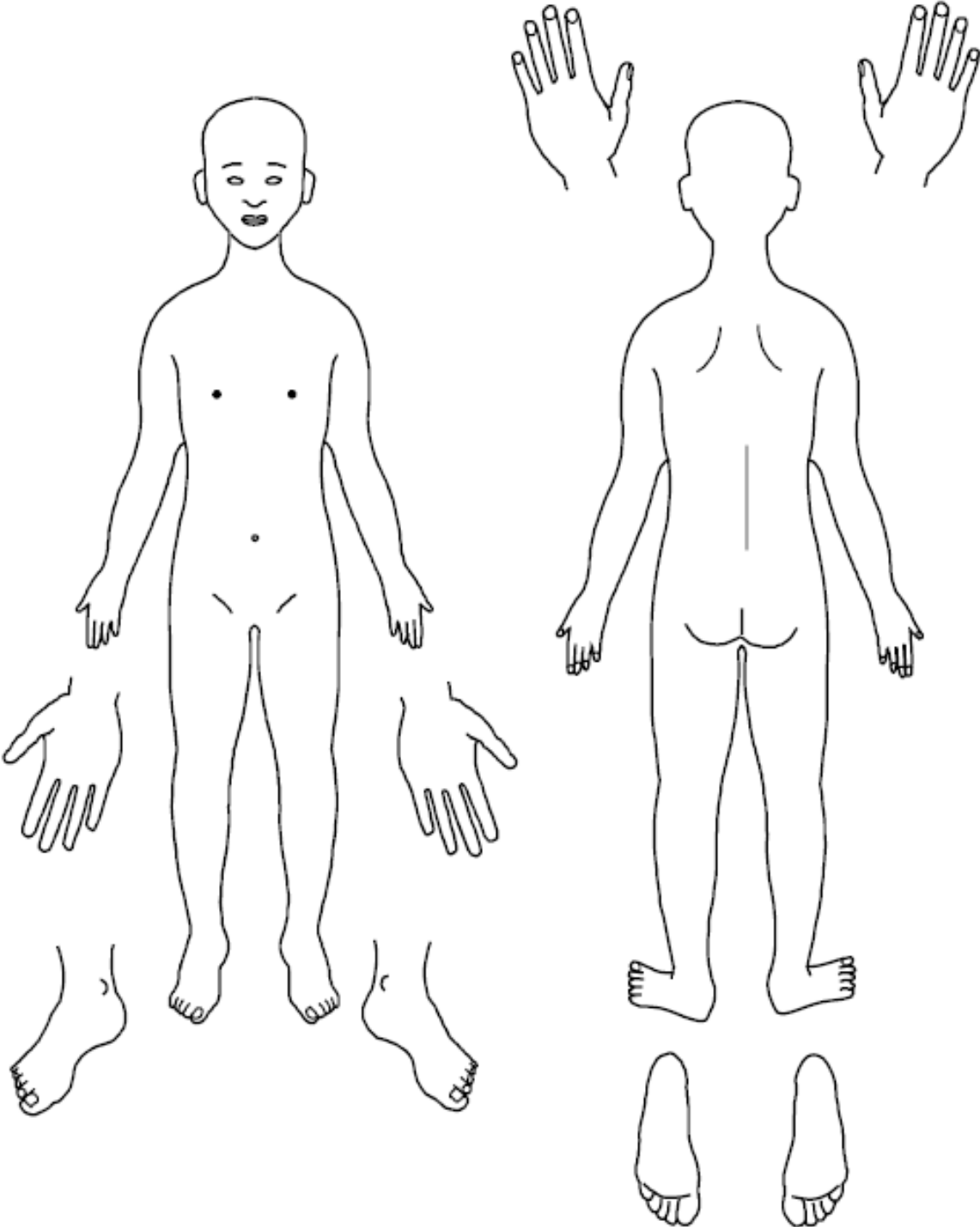
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**Child**





Skin map



Name of Child: \_\_\_\_\_

Date of birth: \_\_\_\_\_ Date of recording: \_\_\_\_\_

Name of completer: \_\_\_\_\_



Any additional information:

## **Dealing with disclosures**

### **All staff should:**

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

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

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

### **Guiding principles, the seven R's**

#### **Receive**

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable

#### **Reassure**

- Reassure the pupil, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

#### **Respond**

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- Do not ask the child why something has happened.
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff

## Report

- Share concerns with the DSL as soon as possible either on CPOMS, or form if CPOMS is unavailable, but verbally informing a DSL too, all within a timely manner and before a child goes home
- If you are not able to contact your DSL or the Deputy, and the child is at risk of immediate harm, contact the children's services department directly

## Record

- If possible make some very brief notes at the time, and write them up as soon as possible
- Keep your original notes on file using CPOMS to upload when needed
- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising or marks
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

## Remember

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it
- All staff should be aware that children may not feel ready or know how to tell somebody that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful.

## Review (led by DSL)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

## What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out.

If a staff member believes that their concerns have not been referred on or that the child remains at risk, they should initially ask the DSL to reconsider, ensuring that the risks are understood. If this does not result in a satisfactory outcome, or the DSL rationale appears to miss the risk to the child, then the Whistleblowing procedures of the school should be followed. If the DSL is unhappy with the response from Children Social Care, they should consider following the HSCP escalation protocol.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately. For some staff, use of an employee-based counselling service may be appropriate.

### **Allegations against adults who work with children**

Working Together to Safeguard Children (2023) states that organisations should have clear policies for dealing with allegations against people who work with children. Those policies should make a clear distinction between an allegation, a complaint or a concern about the quality of care or practice.

Allegations as defined by KCSIE should be reported to the LADO. Complaints or concerns can be managed independently by the school or college under internal procedures.

Complaints could include:

- Breaches of the Code of Conduct
- Any breach of data protection or confidentiality
- Poor behaviour management
- Inappropriate use of social media
- Misadministration of medication

Concerns could include:

- Inappropriate use of language, shouting or swearing
- Discussing personal or sexual relationships with, or in the presence, of pupils
- Making (or encouraging others to make) unprofessional comments which scapegoat, demean or humiliate children, or might be interpreted as such.
- Using phones/tablets/watches and having a disregard for the safeguarding of children

Low Level Concerns, LLC's, which do not reach the allegations harm threshold (or complaints criteria) should be dealt with under the federations LLC procedure.

Further guidance on contacting the LADO can found at: [Allegations against adults in the children's workforce | Children and Families | Hampshire County Council](#)

### **Procedure for Allegations that meet the harm threshold**

This procedure should be used in all cases in which it is alleged a member of staff, supply staff, Governor, or another adult who works with children has either:

- **behaved in a way that has harmed a child, or may have harmed a child;**
- **possibly committed a criminal offence against or related to a child; or**
- **behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children**
- **behaved or may have behaved in a way that indicates they may not be suitable to work with children.**

When considering allegations of suitability, (the fourth criteria above) the LADOs would consider the following situations:

- Parents of children who are placed on a CIN plan or are receiving Early Help;
- Arrests for offences against adults;
- Presentation to other professionals around mental health, domestic abuse and/or substance misuse;
- Extreme political or religious viewpoints which could be considered Hate Crime;
- Concerns about behaviour in their private lives which may impact on children

The LADO criteria for intervention in any of these situations will be assessed against the likelihood and impact of transferable risk to children.

In line with our referral process:

- Staff will report any concerns about the conduct of any member of staff, supply staff, student, or volunteer to the Executive Headteacher as soon as possible.
- If an allegation is made against the Executive Headteacher, the concerns need to be raised with the Chair of Governor as soon as possible. If the Chair of Governors is not available, then the LADO should be contacted directly.
- There may be situations when the Executive Headteacher or Chair of Governors will want to involve the police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
- Once an allegation has been received by the headteacher or Chair of Governors, they will contact the LADO on 01962 876364 or via the [Hampshire LADO Enquiry Form](#) sent to [LADO@hants.gov.uk](mailto:LADO@hants.gov.uk) as soon as possible and before carrying out any investigation into the allegation.
- Inform the parents of the allegation unless there is a good reason not to

In liaison with the LADO, the school will determine how to proceed and if necessary, the LADO will refer the matter to Children's Social Care and/or the police.

When receiving information from outside agencies about school staff, the LADO will assess the potential for transferable risk, and make disclosure to the school where there is a likelihood of transferable risk to children and there is a pressing need.

If the matter is investigated internally, the LADO will advise the school to seek guidance from EPS in following procedures set out in chapter 4 of 'Keeping Children Safe in Education' (2024) and the HSCP procedures.

## **Supply Staff**

While supply staff are not the employee of the school, it is still required that the school report the allegation to the LADO.

If the matter requires an internal investigation, this will be carried out by the school in liaison with a HR rep (acting as the employer) from the supply agency.

## Low Level Concerns (LLCs) Procedure

We aim to ensure that we promote an open and transparent culture in which the federation is enabled to identify concerning, problematic or inappropriate behaviour at an early stage and to ensure all concerns about adults working in or on behalf of the federation are dealt with promptly and appropriately.

### Procedure aims

To help create a culture in which all concerns about adults are shared responsibly with the right person and are recorded and dealt with appropriately.

To enable the federation to identify concerning, problematic or inappropriate behaviour early.

To minimise the risk of abuse occurring.

To ensure that adults working in or on behalf of the federation are clear about their professional boundaries and in accordance with the ethos and values of the federation.

To help create an environment where staff are comfortable 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.

### Definition

The term 'low level' concern does not mean that it is insignificant. It means that the behaviour towards a child does not meet the harm threshold for an allegation. 'Keeping Children Safe in Education' defines a low level concern as

*“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 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”*

Examples of LLCs include, but is not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language

### Avoiding low level concerning behaviour

Behaviour defined as a 'low level concern' can exist on a spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate but is not in specific circumstances, through to that which is ultimately intended to enable abuse. Staff education and reinforcement on avoiding circumstances which may put them in a difficult situation is key to avoiding the need for dealing with these types of concerns. Our

federation ensures that staff are clear about what appropriate behaviour is through their induction and regularly reinforcement of documents such as:

- Staff Code of Conduct
- Safeguarding and Child Protection policies, guidance and professional development
- Teachers' Standards (for teaching staff)

### **Reporting a low level concern**

Low level concerns about a member of staff should be reported to the Executive Headteacher. If the concern is about the Executive Headteacher, this should be reported to the Chair of Governors.

Low level concerns about supply staff, contractors and local authority visiting staff will also be reported to their employers.

### **Dealing with a low level concern**

Where a concern is raised about the practice or behaviour of a member of staff, this information must be recorded and passed to the Executive Headteacher. The Executive Headteacher must then make an assessment to determine if the matter is a 'low level concern' or an 'allegation' and follow one of the following routes:

- Allegations that meet the harm threshold will be referred to the LADO for advice.
- Low level concerns that the federation feel may need further guidance on will be referred to the LADO for advice.
- Low level concerns that the federation feel they can deal with internally will be dealt with via the federation's usual child protection investigation process. The federation will engage with EPS where it is necessary to undertake further investigation and/or deal with the concern under relevant processes
- If a concern is raised, it will be addressed in a responsive, sensitive and proportionate manner.
- Any low level concerns will help to identify any weaknesses in the federation's safeguarding system.

**If there is any doubt about the level at which behaviour needs to be addressed, LADO advice will be taken.**

### **Recording a low level concern**

All low level concerns should be formally recorded by a member of staff when they are made aware of them. This record should then be passed to the Executive Headteacher, or Chair of Governors if the concern is about the Executive Headteacher and should include:

- The name of the individual sharing their concerns, if known, unless the individual wishes to remain anonymous which must be respected as far as possible
- Details of the concern
- The context in which the concern arose
- The outcome of the investigation and any action taken

Relevant records will be retained confidentially on the personnel file.

A separate record will also be kept of low level concerns to more easily identify patterns that may involve more than one member of staff. All records must be kept in line with data protection regulations.

## **Reviewing low level concerns**

Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the Executive Headteacher will decide on a course of action, which may include:

- Disciplinary investigation and/or proceedings
- Management Advice, including recommendations for training
- Referral to the LADO (where a pattern of behaviour escalates and/or moves from a concern to meeting the harm threshold).

The federation will take advice, where appropriate, from EPS in respect of low level concerns.

The federation will also review appropriate policies and training, or other wider cultural issues in the federation, to see whether anything needs to be done to minimise the risk of similar behaviour happening again.

Low level concerns should not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. It follows that a low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) should not be referred to in a reference. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it should be referred to in a reference.



**Sexual violence and sexual harassment between children in schools and colleges**

## **Wildground Federation Child on Child Abuse Policy**

### **Context**

This policy is about how staff should respond to all reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of school or college premises, and or online. All staff are advised to maintain an attitude of “It could happen here”

Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse, and /or downplaying some behaviours relating to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in a worst case scenario a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Sexual violence and sexual harassment can occur between two children of any age and sex. 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 as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. It is also important to recognise that some perpetrators may themselves also be victims.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children and staff are supported and protected as appropriate.

### **Policy**

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other children.

We recognise that children are capable of abusing their peers and this will be dealt with under our Child Protection policy and in line with KCSIE (2024)

This policy is underpinned by the principle that there is a zero tolerance approach to sexual violence and sexual harassment. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

We will minimise the risk of child on child abuse by:

### **Prevention:**

- Taking a whole federation approach to safeguarding & child protection
- Providing training to staff
- Providing a clear set of values and standards, underpinned by the school's behaviour policy and pastoral support system, and by a planned programme of evidence based content delivered through the curriculum.
- Engaging with specialist support and interventions.

### **Responding to reports of sexual violence and sexual harassment:**

- Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported.
- Understanding that our initial response to a report from a child is incredibly important and can encourage or undermine the confidence of victims of sexual violence and harassment to report or to come forward in the future.
- If the report includes an online element staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE 2022) guidance.
- Staff taking the report will inform the DSL or their Deputy as soon as practicably possible but at least within 24 hours.
- Staff taking a report will never promise confidentiality.
- Parents or carers will normally be informed (unless this would put the child at greater risk).
- If a child is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to Children's Social Care (01329 225379).

### **Risk Assessment:**

Following a report the DSL will make an immediate risk and needs assessment on a case-by-case basis.

The risk assessment will consider:

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any discipline action.
- All other children across the federation.
- The victim and the alleged perpetrator sharing classes and space across the federation.

The risk assessment will be recorded and kept under review.

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

### **Action: 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

**Options: The DSL will manage the report with the following options:**

- Manage internally
- Early Help Hub
- Refer to Children’s Social Care
- Report to the police (generally in parallel with a referral to Children’s Social Care)

**Ongoing Response:**

- **All** concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and addressed.
- The DSL will keep the risk assessment under review.
- The DSL will manage each report on a case by case basis 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 during that investigation.
- The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on federation premises and on transport where appropriate.
- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the federation will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the federation would seriously harm the education or welfare of the victim (and potentially other pupils).
- Where a criminal investigation into sexual assault leads to a conviction or caution, the federation will, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion. Where the perpetrator is going to remain at the federation, the Executive Head Teacher 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 federation. 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 victim, alleged perpetrator and other witnesses (children & adults) will receive appropriate support and safeguards on a case-by-case basis.
- When ongoing support is required by the victim, the victim should be asked whether they would find it helpful to have a designated trusted adult to talk about their needs. The choice of any such adult should be made by the victims (as far as reasonably possible) and this choice should be supported.
- The federation will take any disciplinary action against the alleged perpetrator in line with behaviour and discipline in schools.
- The federation recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

## **Unsubstantiated, unfounded, false, or malicious reports**

- If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and whether this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.
- If a report is shown to be deliberately invented or malicious, the school or college, should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.

## **Physical Abuse**

While a clear focus of child on child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive.

These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.

The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

### References:

- KCSIE (2025)

## Online Safety

As a federation it is essential that we safeguard children from potentially harmful and inappropriate online material.

A comprehensive approach to online safety empowers staff to protect and educate pupils, students, and colleagues in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, **misinformation, disinformation (including fake news) and conspiracy theories.**
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes’.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If we feel pupils, students or staff are at risk, we will report it to the Anti-Phishing Working Group (<https://apwg.org/>).

We ensure that online safety is a running and interrelated theme when devising and implementing policies and procedures and that there are appropriate filtering and monitoring in place on all school devices and school networks. Staff training includes understanding roles and responsibilities in relation to filtering and monitoring.

In developing our online safety policies and procedures we will refer to the DfE guidance: [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#) and the department’s [Plan technology for your school - GOV.UK](#) to carry out a self-assessment against the filtering and monitoring standards.

We understand that education settings are directly responsible for ensuring they have the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

We are aware that guidance on e-security is available from the [National Education Network](#). In addition, schools and colleges should consider meeting the [Cyber security standards for schools and colleges.GOV.UK](#), and that broader guidance on cyber security including considerations for governors and trustees can be found at [Cyber security training for school staff - NCSC.GOV.UK](#).

We will consider how online safety, including the use of generative artificial intelligence, is reflected as required in all relevant policies and embedded across all areas of the curriculum, included in teacher training and within the role and responsibilities of the designated safeguarding lead as well as discussions with parents.

We understand that technology, and risks and harms related to it, evolve, and change rapidly and we will carry out regular reviews of our approach to online safety to consider and reflect the risks to our pupils.

### **Whistleblowing in a Safeguarding Context**

Every school should have a whistleblowing procedure. Whistleblowing procedures protect staff members who report colleagues they believe are doing something wrong or illegal, or who are neglecting their duties.

This does not replace the whistleblowing policy and should be read in conjunction with the school policy.

The whistleblowing policy is not designed to be used for concerns that fall under statutory procedures (for example child protection or allegations against staff) as these should be reported under the relevant procedures. However, the whistleblowing policy will apply if there is good reason to believe that the relevant procedure is not being followed or will not be followed effectively.

Within the Federation, the Executive Headteacher is the senior manager and responsible for all staff. If you are concerned that any member of staff within the school is not following safeguarding processes or behaving in a way that is placing children at risk, you should make the Executive Headteacher aware.

If your concern is about the headteacher, you should raise this with the Chair of Governors and you can obtain contact details from the Federation office.

If you would prefer to raise your concerns outside the school environment you can contact Children's Social Care by calling 0300 555 1384 (office hours) or 0300 555 1373 (outside of office hours) or the Local Authority Designated Officer on 01962 876364 or at [LADO@hants.gov.uk](mailto:LADO@hants.gov.uk).

**Briefing sheet for temporary and supply staff**

**For supply staff and those on short contracts in Wildground Federation**

While working in Wildground Federation, you have a duty of care towards the children here. This means that at all times you should act in a way that is consistent with their safety and welfare. In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school designated safeguarding lead (DSL), who is Deb Summers in the infants and Lisa Mason Hewitt in the juniors, and can be found by contacting either school office.

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

- observing a physical injury, which you think may have been non-accidental.
- observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for.
- observing behaviour that leads you to be concerned about a child or young person.
- a child or young person telling you that they have been subjected to some form of abuse.
- observing adult behaviour that leads you to be concerned about their suitability to work with children or young people.

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL as soon as possible and no longer than 24 hours later. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

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

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

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

If your concern involves the DSL or a member of the senior staff, contact the LADO on 01962 847364 or via [Hampshire LADO Enquiry Form](#) sent to [LADO@hants.gov.uk](mailto:LADO@hants.gov.uk).

**Remember, if you have a concern, report it to the DSL**

## **What is child abuse?**

The following definitions are taken from *Working Together to Safeguard Children* HM Government (2023). In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, honour based violence, forced marriage or female genital mutilation. To support the local context, all staff have access to the Hampshire Safeguarding Children Partnership (HSCP) threshold chart.

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

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

### **Physical abuse**

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

### **Emotional abuse**

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.

### **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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

## **Neglect**

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

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

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

The HSCP neglect toolkit is used to provide a more detailed summary of neglect and the local thresholds for referrals.

### **Indicators of abuse**

## **Neglect**

### **The nature of neglect**

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

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

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

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

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

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

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

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

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the DSL.

### **Indicators of neglect**

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

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

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

#### **Behavioural indicators of neglect**

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

### **Emotional abuse**

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

Most harm is produced in *low warmth, high criticism* homes, not from single incidents. Emotional abuse is difficult to define, identify/recognise and/or prove. Emotional abuse is chronic and cumulative and has a long-term impact. All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

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

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

## **Indicators of emotional abuse**

### **Developmental issues**

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

### **Behaviour**

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

### **Social issues**

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

### **Emotional responses**

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem

- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

## **Physical abuse**

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

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

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

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

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

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

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

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

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

## **Sexual abuse**

### **The nature of sexual abuse**

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

Sexual exploitation is seen as a separate category of sexual abuse. Indicators of CSE can be found in the schools safeguarding policy guidance on the website.

### **Characteristics of child sexual abuse:**

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

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

### **Indicators of sexual abuse**

#### **Physical observations**

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

#### **Behavioural observations**

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity
- Inexplicable decline in school performance

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

**What is Early Help and what staff should look out for?**

It is important for all school staff to have a clear understanding of what early help is and that any child may benefit from this. In addition, it is important that staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and associations with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provisions or a Pupil Referral Unit
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour' based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

Reference:  
KCSIE 2025

## Useful contacts

Key Personnel	Name (s)	Telephone No.
<b>DSL</b>	Lisa Mason Hewitt (Juniors) Deb Summers (Infants)	02380 844001
<b>Deputy DSL(s)</b>	Amanda Mullett Sam Read (Infants) Jen Everett (Juniors) Amelia Blake (Infants) Natalie Kingdon (Infants & Juniors)	02380 844001
<b>School's named "Prevent" lead</b>	Amanda Mullett	02380844001
<b>School's mental health lead</b>	Jen Everett & Deb Summers	023 8084 4001
<b>Nominated safeguarding governors</b>	Debbie Sawyer Deb Pyne	02380844001
<b>Chair of Governors</b>	Debbie Sawyer	023 80844001
<b>Children's Referral Team</b>		01329 225379
<b>Out of hours Children's Social Care</b>		0300 555 1373
<b>Police</b>		101 or in emergencies 999
<b>Safeguarding advisors / local authority designated officers (LADOs)</b>	Barbara Piddington Fiona Armfield Shona McMinn	HCC Safeguarding Unit 01962 876364 <a href="mailto:child.protection@hants.gov.uk">child.protection@hants.gov.uk</a> <a href="mailto:LADO@hants.gov.uk">LADO@hants.gov.uk</a>
<b>School nurse</b>		02380874537
<b>Children's Services Department District Manager</b>	Derek Myers	02380816129

**As staff members you have a duty to safeguard and protect children. If you have any concerns about safeguarding of a child or worries about a child at risk of being exploited or radicalised, always share with a Designated Safeguarding Lead and follow procedures in the Child Protection Policy.**

**Infant DSL – Deb Summers (Head of School, Infants)**

**Junior DSL – Lisa Mason Hewitt (Head of School, Juniors)**

**Federation Deputy DSL – Amanda Mullett (Executive Head Teacher), Sam Read (Infant SENCO), Amelia Blake, Jen Everett (Junior SENCO) and Natalie Kingdon (Child & Family Support Worker)**

**You can call the Professionals Line directly if you wish to discuss or report a concern yourself. This could be because the DSL are unavailable or because you need to pass the information on yourself.**

**Professionals Line - 01329 225379**

**Professionals Line (Out of Hours) - 0300 555 1373**

**Professionals Line email – [csprofessional@hants.gov.uk](mailto:csprofessional@hants.gov.uk)**

**Local Authority Designated Officers (LADO) for allegations against staff and those in a position of trust.**

**Barbara Piddington    Fiona Armfield    Shona McMinn**

**LADO – 01962 876364**

**Please do not email staff allegations to the personal email addresses of the LADO in the first instance. Follow up in writing via email may be requested.**

**Hampshire Children's Services**

**General Public 8:30 – 5:00 0300 555 1384**

**Hampshire Police 101 or 999**

**NSPCC Child Protection Line 0800 800 5000**

**Childline 0800 1111**


**Annex 12**

**Sexual Violence and Sexual Harassment between Children Risk and Needs Assessment Template**

*(This template is offered as a framework and should be seen as a starting point for development to fit your school’s individual context. Each reported incident should be managed on a case-by-case basis)*

**Example:**

Brook Traffic Light Assessment	What are the risks? Who might be harmed & how?	Action	Action by Who?	Action by when?	Action status or Date Completed & Outcome including further actions
<b>Red Behaviour:</b>					
Amber Behaviour					
Green Behaviour					

Threshold:	1. Universal	2. Early Help	3. Targeted Early Help	4. Children's Social Care (child in need/child in need of protection)
<b>The Child or Young Person (maybe unborn):</b>	Has needs met within universal provision. May need limited intervention within the setting to avoid needs arising.	Has additional needs identified within the setting that can be met within identified resources through a single-agency response and partnership working.	Has multiple needs requiring a multi-agency coordinated response.	Has a high level of unmet and complex needs or is in need of protection.
	 <p style="text-align: center;"><b>The following circumstances and key indicators are for guidance and should always be considered in respect of the impact on the child or young person including unborn and newborn infants. Each child's case will be individually considered taking into account the child's circumstances and the strengths of the family.</b></p>			
<b>Circumstances and Key Features:</b>	<b>Developmental Needs of child</b> <ul style="list-style-type: none"> <li>Achieving age related expectations in education</li> <li>Good attendance at school</li> <li>Meeting developmental milestones</li> <li>Has psychological wellbeing</li> <li>Socially interactive and skilled</li> <li>Ability to protect self and be protected</li> </ul>	<b>Developmental Needs of Child</b> <ul style="list-style-type: none"> <li>Absence/truancy from school</li> <li>Incidence of absence/missing from home</li> <li>Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)</li> <li>Is disabled and has specific additional needs</li> <li>Is a young carer</li> <li>Is showing signs of being drawn into antisocial or criminal behaviour including gang involvement and association with organised crime groups</li> <li>Is misusing drugs or alcohol</li> <li>Has previously been in care/returned home to their family from care</li> <li>Subject to fixed-period suspensions</li> <li>At risk of social exclusion</li> <li>Has poor attachments</li> <li>Language and communication difficulties</li> <li>Reduced access to core services</li> <li>Potential for becoming NEET (not in education, employment or training)</li> <li>Potential not to attain</li> <li>Slow in meeting developmental milestones</li> <li>Child appears underweight and there are concerns about nutrition<sup>1</sup></li> <li>Child appears overweight or obese<sup>2</sup></li> <li>Missing health checks/immunisations</li> <li>Minor health problems</li> <li>Poor self-esteem</li> <li>Low level emotional/mental health issues</li> </ul>	<b>Developmental Needs of Child</b> <ul style="list-style-type: none"> <li>Persistent absence from school</li> <li>Missing from school/home regularly</li> <li>Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)</li> <li>No access to core services</li> <li>Social exclusion</li> <li>Poor attachments</li> <li>Is disabled and has specific additional needs</li> <li>Is subject to permanent exclusions/no school place</li> <li>Not in education, employment or training (NEET)</li> <li>Has returned home to their family from care</li> <li>Developmental milestones not being met due to persistent parental failure/inability</li> <li>Child is underweight and there is significant concern about lack of nutrition/potential consequences to their health and wellbeing or lack of parent/carer engagement</li> <li>Child appears overweight/obese and health professional confirms that intervention over time is not impacting and there is concern about consistent engagement of parents/carers in support given.</li> <li>Chronic/recurring health problems</li> <li>Regular missed appointments affecting developmental progress</li> <li>Teenage pregnancy</li> </ul>	<b>Developmental Needs of Child</b> <ul style="list-style-type: none"> <li>Chronic persistent or severe absence, permanent exclusions or no school place that risks entry to the care system</li> <li>Is frequently missing/goes missing from care or from home</li> <li>Persistent social exclusion</li> <li>Poor attachments</li> <li>Complex/multiple disabilities</li> <li>Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)</li> <li>Actual or suspected bruising or other injury in an infant who is not independently mobile</li> <li>A child of any age, who is not independently mobile with bruising or unexplained marks.</li> <li>Complex mental health issues affecting developmental needs including self-harm</li> <li>High level emotional health issues and very low self-esteem</li> <li>Has recently returned home to their family from care</li> <li>Unexplained (Non-organic) failure to thrive</li> <li>Lack of food or very poor diet linked to neglect (please see Hampshire and Isle of Wight Neglect toolkit and Indicators chart)</li> <li>Child appears overweight/obese and there is imminent severe health risk due to obesity (medical conditions and psychosocial risks such as difficulties with physical function, self-esteem or a</li> </ul>

<sup>1</sup> Children who appear under or overweight should be referred to a health professional for assessment.

<sup>2</sup> Children who may be overweight or obese should be referred to a health professional for assessment.

		<ul style="list-style-type: none"> <li>• Inappropriate use of social media (e.g., use of inappropriate images)</li> </ul>	<ul style="list-style-type: none"> <li>• Is misusing drugs or alcohol</li> <li>• Problematic sexual behaviour/underage sexual activity</li> <li>• Offending/antisocial behaviour resulting in risk of entering the Youth Justice System</li> <li>• Emotional/mental health issues including self-harm</li> <li>• Is showing signs of being drawn into antisocial or criminal behaviour including gang involvement and association with organised crime groups</li> <li>• Inappropriate/problematic use of social media (e.g., sexting/use of inappropriate images)</li> <li>• Is at risk of exploitation</li> </ul>	<p>lack of progress at level 3 and parents/carers are consistently failing to engage with support given.</p> <ul style="list-style-type: none"> <li>• Problematic/harmful sexual behaviour</li> <li>• Sexually aggressive behaviour</li> <li>• Teenage parent or pregnancy under the age of 13</li> <li>• Drug/alcohol use severely impairing development</li> <li>• Relationship breakdown between child and parent/carer that risks entry to the care system</li> <li>• Offending/antisocial behaviour and in the Youth Justice System</li> <li>• Refugee children – defined as separated children seeking asylum or having been granted asylum in the UK.</li> <li>• Is at risk of modern slavery, trafficking, missing or exploitation is evidenced</li> <li>• Is at risk of being radicalised (PREVENT) or exploited</li> <li>• Is a privately fostered child</li> <li>• Inappropriate/problematic use of social media (e.g., sexting/use of inappropriate images)</li> <li>• Sexual exploitation/abuse (including online)</li> </ul>
<p><b>Family and Environment</b></p> <ul style="list-style-type: none"> <li>• Supportive relationships</li> <li>• Housed, good diet and kept healthy</li> <li>• Supportive networks</li> <li>• Access to positive activities</li> </ul>	<p><b>Family and Environment</b></p> <ul style="list-style-type: none"> <li>• Family or household member relies on child for some care</li> <li>• Poor parent/child relationships</li> <li>• Children of prisoners/parent subject to community order(s)</li> <li>• Child exposed to bullying environment</li> <li>• Poor housing, poor home environment or poor/limited diet impacting on child's health</li> <li>• Community harassment/discrimination</li> <li>• Low income affects achievement</li> <li>• Parenting advice needed to prevent needs escalating</li> <li>• Poor access to core services</li> <li>• Risk of relationship breakdown</li> <li>• Concerns about possible domestic abuse</li> </ul>	<p><b>Family and Environment</b></p> <ul style="list-style-type: none"> <li>• Housing tenancy at risk</li> <li>• Imminent risk of homelessness</li> <li>• Community harassment/discrimination</li> <li>• Domestic abuse</li> <li>• Relationship breakdown</li> <li>• Transient family</li> <li>• Is in a family circumstance presenting challenges for the child such as drug and alcohol misuse, adult mental health issues and domestic abuse</li> <li>• Community harassment/discrimination</li> <li>• Child and adolescent to parent, violence and abuse (CAPVA). Repeated abusive behaviour, that may include physical violence, emotional, economic or sexual abuse and coercive control. Risk of family breakdown and/or siblings at risk due to exposure to the abuse.</li> <li>• Poverty and financial hardship affecting child's wellbeing</li> </ul>	<p><b>Family and Environment</b></p> <ul style="list-style-type: none"> <li>• Suspicion of physical, emotional or sexual abuse, or neglect</li> <li>• Domestic abuse resulting in child being at risk of significant harm</li> <li>• Homeless child/young person</li> <li>• Family intentionally homeless</li> <li>• Extreme poverty significantly affecting child's wellbeing</li> <li>• Forced marriage, Honour-Based Violence, Female Genital Mutilation, Fabricated or Induced Illness (FI)</li> <li>• Child and adolescent to parent, violence and abuse (CAPVA). Significant repeated abusive behaviour, that may include physical violence, emotional, economic or sexual abuse and coercive control. Risk of immediate family breakdown and/or siblings at risk of continued physical harm due to the abuse</li> </ul>	

	<b>Parents and Carers</b> <ul style="list-style-type: none"> <li>Protected by carers</li> <li>Secure and caring home</li> <li>Receive and act on information, advice and guidance</li> <li>Appropriate boundaries maintained</li> </ul>	<b>Parents and Carers</b> <ul style="list-style-type: none"> <li>Inconsistent care arrangements</li> <li>Poor supervision by parent/carer</li> <li>Inconsistent parenting</li> <li>Poor response to emerging needs</li> <li>Historic context of parents/carers own childhood</li> <li>Parent or other family member involved in offending behaviour/subject to supervision within the criminal justice system</li> </ul>	<b>Parents and Carers</b> <ul style="list-style-type: none"> <li>Parental learning or physical disability, substance misuse or mental health issues impact on parenting</li> <li>Inconsistent care arrangements</li> <li>Poor supervision by parent/carer</li> <li>Inconsistent parenting</li> <li>Poor response to identified needs</li> <li>Historic context of parents/carers own childhood</li> <li>Parent or other family member involved in offending behaviour/subject to supervision within the criminal justice system</li> </ul>	<b>Parents and Carers</b> <ul style="list-style-type: none"> <li>Previous history of child/ren of one or more adult in the household being in care or subject to child protection plans</li> <li>Parental encouragement of abusive/offending behaviour</li> <li>Continuing poor supervision in the home resulting in significant harm or risk of significant harm</li> <li>Parental non-compliance/disguised compliance or cooperation</li> <li>Inconsistent parenting affects child's developmental progress</li> </ul>
<b>What Do I Do Next?</b>	Go direct to the family information site: <a href="#">IOW Family Information Hub</a> <a href="#">Hampshire Family Information and Services Hub</a>	Consider Early Help checklist. Referral to agency for support to meet identified needs. For further advice or guidance in respect of Early Help, contact your local Family Support Service.	Early Help assessment to be considered. If you require advice or guidance in respect of the child or young person's needs, submit an <a href="#">Inter-Agency Referral Form</a> to the Children's Reception Team.	Use the <a href="#">Inter-Agency Referral Form</a> to refer to the Children's Reception Team or phone on <b>0300 300 0117</b> (Hampshire) <b>0300 300 0901</b> (Isle of Wight) if the matter is an urgent safeguarding issue. Alternatively, ring police on <b>999</b> if at immediate risk.
<b>Level of Assessment:</b>	<b>No formal assessment</b>	<a href="#">IOW Early Help Information</a> <a href="#">Hampshire Early Help Information</a>	<b>Early Help assessment</b>	<b>Child and Family assessment / child protection (S47) investigation</b>

**Refer via:**  
[Hampshire Inter-Agency Referral Form \(IARF\)](#)  
[Isle of Wight Inter-Agency Referral Form \(IARF\)](#)

**Hampshire Professionals Number: 01329 225379**  
**Hampshire Public Number: 0300 555 1384**

**Isle of Wight Professionals Number: 0300 300 0901**  
**Isle of Wight Public Number: 0300 300 0117**

**Emergencies: 999**

#### Further Resources:

<a href="#">HIPS Child Sexual Abuse toolkit</a>	<a href="#">HSCP and IOWSCP Neglect toolkit</a> including the Neglect Indicators Chart
<a href="#">HSCP and IOWSCP Safeguarding Adolescent toolkit</a>	<a href="#">HIPS Adopting a Family Approach toolkit</a>
<a href="#">Safeguarding Infants toolkit - Hampshire SCP</a>	<a href="#">HIPS Child Exploitation toolkit</a>
<a href="#">3.16 Unborn/Newborn Baby Safeguarding Protocol   Hampshire, Isle of Wight, Portsmouth and Southampton (hipsprocedures.org.uk)</a>	
<a href="#">Strengthening Parental Relationships toolkit - HSCP</a>	Child on Child Abuse: <a href="#">addressing-child-on-child-abuse.pdf (farrer.co.uk)</a> as noted in KCSIE 2022  <a href="#">HIPS CSA Toolkit Harmful Sexual Behaviour - Hampshire SCP</a>  <a href="#">HSCP and IOWSCP Child on Child Abuse toolkit</a>
<a href="#">Supporting Parental Relationships - IOW Council</a>	Child and Adolescent to Parent Violence and Abuse: <a href="#">CAPVA   Respect</a>