



Brockenhurst College

Safeguarding and Child Protection Policy and Procedures

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Child Protection Policy

Introduction

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children and vulnerable adults. It could happen here.

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.

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 college and satellite centres 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.

Aims

- To provide staff with the framework to promote and safeguard the wellbeing of children and vulnerable adults and in so doing ensure they meet their statutory responsibilities
- To ensure consistent good practice across the College
- To demonstrate our commitment to protecting children and vulnerable adults
- Whilst the College will work openly with parents as far as possible, it reserves the right to contact Children's Social Care or the Police, without notifying parents if this is believed to be in the child's best interests
- Ensure early intervention by the sharing of information and highlighting any concerns to other professionals through effective partnership working

Definitions

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 College, 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 reached their 18th birthday. On the whole, this will apply to students of our college. However, the policy will extend to visiting children and students from other establishments.

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

Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these. This also includes witnessing domestic violence. Parents, carers and other people can harm children either by direct acts and/or failure to provide proper care. Abuse and neglect encompasses exploitation.

Explanations and categories of these are given in Annex 9.

Our setting

Brockenhurst College believes all students have the right to be able to access and enjoy a high

quality and rich learning experience that both enhances and increases their life chances. The College serves the needs of students from a range of backgrounds including high proportions of:

- Students from socio-economically deprived areas
- High Needs SEND students
- Looked After Children (LAC) and Young Carers

Brockenhurst train station is a potential risk for County Lines. Staff and learners are educated about the topic and associated risks. As a result of which, learners may be susceptible to the rise of child sexual/criminal exploitation.

The College will ensure that all staff have an effective understanding of the local context and all safeguarding training will acknowledge and reference the local context to ensure that staff are adequately prepared to manage such issues that arise from this. The College accesses local intelligence from the Police and within the educational community to inform its provision and procedures.

Our onsite Nursery has its own Safeguarding and Wellbeing Policy which is implemented and adhered to by the Nursery Manager.

All visitors must report to main reception and acknowledge their understanding of the safeguarding measures in place to keep our campuses safe. There is a separate visitor policy.

Learners with SEND

Statistically, students with SEND are more likely to be abused and/or neglected. The College will monitor and support these students through the Foundation Studies team, curriculum managers, the Learning Difficulties and Disabilities Manager and the Intensive Support Team to ensure these students are appropriately identified and supported. The Foundation and Independence Hub Manager and the Learning Difficulties and Disabilities Manager are DSLs and take a lead on referrals.

Looked After Children (LAC)

The most common reason for children becoming looked after is as a result of abuse or neglect. The College ensures that staff have the necessary skills and understanding to keep Looked After Children safe. Appropriate staff have information about a child's looked after legal status and care arrangements. The Safeguarding and Welfare Lead is the Designated Lead for Looked After Children and, supported by the DSL, has overarching responsibility for LAC.

Private Fostering

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Private fostering occurs in all cultures and children may be privately fostered at any age. Most privately fostered children remain safe and well, but safeguarding concerns have been raised in some cases so it is important that colleges are alert to the possible safeguarding issues, including the possibility that a child has been trafficked in to the country. By law, persons involved in making a private fostering arrangement must notify Children's Services.

Young people staying with host families/homestay

The College makes arrangements for students to stay with host families/homestays to which they are not related. The College follows the guidance in Keeping Children Safe in Education (2025) to

ensure that hosting arrangements are safe. The College is subject to social care inspections.

As a College, we will educate and encourage students to keep safe through:

- A coherent training programme for staff and the effective and swift reporting of concerns
- The content of an engaging, curriculum and current tutorial programme
- A college ethos which helps students to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued
- Work placement opportunities and the preparation for this

There is a separate Work Placement policy.

Leadership and Management

We recognise that staff anxiety around child protection can compromise good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process. In this College any individual can contact the Designated Safeguarding Lead (DSL) or the team of deputies if they have concerns about a young person. **DSL is Steve Jenkin**. The nominated safeguarding governor is **Gary Cooper**, who will take leadership responsibility for safeguarding and meets with the DSL at least termly. The Chair of Governors will receive reports of allegations against the Principal and act on the behalf of the governing body.

Recruitment and Selection Procedures

Brockenhurst College creates a culture of safe recruitment and, as part of that, has adopted recruitment procedures that help deter, reject or identify people who may be unfit or unsafe to work with children. The College has recruitment and selection procedures that ensure all recommended checks are undertaken when recruiting new staff and volunteers.

As an employer, we comply with the 'Disqualification under the childcare act (2006)'.

Training

All staff in our College are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. Annually, all staff receive safeguarding training and complete online training biennially. Separate training is provided to all new staff on appointment during a full induction process. The College facilitates further training related to local and nationally recognised risks to enhance staff awareness and knowledge throughout the year. The DSL team 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 and governors in briefings. DSL attend additional training throughout the year. Weekly safeguarding updates are disseminated to staff through email and patterns and trends are shared that inform policy and practice to keep staff aware of recent trends.

Referral

Staff must ensure that following any concerns raised these are passed on in a timely manner. This will require staff to submit a referral form through Metis. The safe@brock.ac.uk email address is universally available to staff, students, parents and carers to report any concerns. If a concern raised is urgent, staff must seek immediate verbal contact with a DSL. The DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached, or if it is not clear if the threshold is met, then the DSL will contact Children's Social Care and if appropriate, the Police. If the DSL or deputies are not available or there are immediate concerns, the staff member will refer directly to Children's Social Care

and the Police if appropriate.

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

Further guidance can be found in Annex 4.

Roles and responsibilities

Governing body responsibilities:

- Ensure the College has effective safeguarding policies and procedures including a Safeguarding and Child Protection Policy, Professional Code of Conduct incorporating Social Media for Staff.
- Ensure Hampshire Safeguarding Children's Board is informed in line with local requirements about the discharge of duties via the annual safeguarding audit.
- Recruitment, selection and induction follows safer recruitment practice including all appropriate checks.
- Allegations against staff are dealt with by the Principal. Allegations against the Principal are dealt with by the Chair of Governors.
- A member of the Senior Leadership Team is appointed as Designated Safeguarding Lead (DSL) and has this recorded in their job description.
- Staff have been trained appropriately and this is updated in line with guidance.
- Any safeguarding deficiencies or weaknesses are remedied without delay.
- A nominated governor for safeguarding is identified.

Senior Management Team responsibilities:

- Ensure staff know their responsibilities and how to safeguard children through regular and informative training.
- Contribute to inter-agency working in line with Working Together to Safeguard Children (2023) guidance.
- Provide a co-ordinated offer of early help when additional needs of students are identified.
- Ensure staff are alert to the various factors that can increase the need for Early Help.
- Working with Children's Social Care, support their assessment and planning processes including the College'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 register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the College.
- Treat any information shared by staff or students 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), Hampshire Safeguarding Children Board (HSCB) and Hampshire County Council (HCC).

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

- Ensure they know who the DSL team are and know how to contact them.
- Establish and maintain an environment where students feel secure, are encouraged to talk and are listened to.

- Ensure students know that there are adults in the College who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for students to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Record their concerns if they are worried that a student is being abused and report these to the DSL team as soon as practical that day.
- 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 impact the mental health, behaviour and education of children.
- Be prepared to refer directly to social care, and the Police if appropriate, if there is a risk of significant harm and the DSL team are 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 HSCB (and other Local Authority Boards) and take account of guidance issued by the DfE.
- Support students in line with their Child Protection or Child in Need plan and identify any absence.
- Treat information with confidentiality, but never promising to “keep a secret” and to pass the information on to a member of the safeguarding team
- Have an understanding of Early Help, and be prepared to identify and support students who may benefit from Early Help with the use of the Local Authority Threshold Chart.
- Liaise with other agencies that support students and provide early help.
- Have an awareness of the Safeguarding and Child Protection Policy, the Student Code of Conduct, the Professional Code of Conduct incorporating Social Media for Staff, procedures relating to the safeguarding response for students who go missing from education and the role of the DSL.
- **Be vigilant, pass it on.**

Further support and guidance can be found in Annex 4.

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Child protection procedures

The following procedures apply to all staff working in the College 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 student. Where there is conflict of interest between the student and an adult, the interest of the student must be paramount.

All staff are aware that very young children or those with disabilities, special needs or with language delay may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question any visible representation of potential harm in students who have limited mobility.

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 factual record of the information.
2. Report it to the DSL/team immediately by submitting a safeguarding referral form on Metis. If this cannot be done on Metis, to email safe@brock.ac.uk.
3. The DSL will consider if there is a requirement for immediate medical intervention. Urgent medical attention should not be delayed if the DSL is not immediately available (see point 8 below).
4. Make an accurate and factual 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 student/adult.
 - What action was taken.
 - Any actual words or phrases used by the student.

Referrals are centrally recorded and the appropriate documentation is placed on a learner's electronic log (METIS).

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

NB. Staff should not ask why it happened or leading questions. Further support and guidance can be found in Annexes 1-4.

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/or the Police if it is appropriate.

2. Normally the College 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 student at increased risk or could impact a Police investigation. The student's views should also be taken into account.
3. If there are grounds to suspect a student is suffering, or is likely to suffer, significant harm the DSL (or Deputy) must contact Children's Social Care on 0300 555 1384 for Hampshire, 01305 228558 for Dorset, 0300 456 0108 for Wiltshire, 01202 735046 for BCP and 02380 833004 for Southampton City Council and make a clear statement of:
 - The known facts.
 - Any suspicions or allegations.
 - Whether or not there has been any contact with the student's family.

In the case of 18 plus refer to adult social care on 03005 551378 for Hampshire, 01305 221016 for Dorset and 0300 4560111 for Wiltshire.

If the DSL feels unsure about whether a referral is necessary, they can phone Children's Reception Team at the Hampshire Safeguarding Children's Partnership to discuss concerns.

4. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider the Early Help process.
5. The DSL must confirm any referrals in writing to Children's Social Care, within 24 hours, including the actions that have been taken. The written referral must be made using the Inter-Agency Referral Form (IARF) which will provide Children's Social Care with the supplementary information required about the child and family's circumstances. (IARF can be accessed at the following page <https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/contacts>)
6. If a student 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.
7. Where there are doubts or reservations about involving the student'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.
8. When a learner is in need of urgent medical attention and there is suspicion of abuse the DSL/team, or designated member of staff should take the student to the accident and emergency unit at the nearest hospital, having first notified Children's Social Care. The DSL should seek advice about what action Children's Social Care will take and about informing the parents, remembering that parents should normally be informed that a student requires urgent hospital attention.
9. In the event of a safeguarding concern Highwood Nursery will follow its own policy and guidance and has specific confidential incident forms to complete which are monitored and stored in the Nursery.

DSL responsibilities

The College DSL is Steve Jenkin

The Primary Deputy DSL are Lee Melville, Ruth Harrison and Jodie Morris (and should be the primary contacts in the DSL's absence). All trained DSL can be identified on posters around the setting.

Failure to reach the DSL/team member, staff should contact Children's Social Care via the Children's Reception Team (CRT) on 0300 555 1384. In an emergency, call 999.

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

- Refer cases to social care and the Police where appropriate, in a timely manner avoiding any delay that could place the student 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 DSL team 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 student or an adult to the DSL.
- Ensure whole college 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 College 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 student file and use these records to assess the likelihood of risk.
- Ensure that safeguarding records are transferred accordingly (separate from student files) and in a timely fashion when a child transfers school/college.
- Ensure that where a student transfers college and is on a Child Protection Plan or is a Looked After Child, their information is passed to the new college immediately and that the student'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 HSCB and other Local Authority Safeguarding Children's Boards to ensure staff are aware of the latest local guidance on safeguarding.
- Develop, implement and review procedures in the College 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.

Record keeping, transferring of records and sharing information

The College maintains accurate and secure records in both an electronic and paper format. The College is also aware that as part of the funding agreement, robust record keeping must be in place.

The College seeks to obtain records from any previous setting within the first 5 days of the new term in line with KCSiE (2025) guidance.

The College is GDPR compliant and will report any unintentional breaches to the relevant authorities.

The College understands the importance of information sharing with safeguarding partners, agencies, organisations and practitioners.

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, 2024) 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 be shared with individuals within the school who 'need to know'.
- All staff are aware that they cannot promise a student to keep a disclosure confidential. Training is provided around recording and referring.

Dealing with allegations against staff

If a concern is raised about the practice or behaviour of a member of staff in relation to safeguarding or child protection, this information will be recorded and passed to the DSL (Steve Jenkin, Assistant Principal) and he will inform the Principal. The Local Authority Designated Officer (LADO) may be contacted and the relevant guidance will be followed.

If the allegation is against the Principal, the DSL may contact the LADO or Chair of Governors directly.

Records of any allegations are stored confidentially and any found to be false or malicious will be removed from personnel records.

Further information and guidance can be found in Annex 5. Policies that may be immediately required include the Disciplinary Policy and Procedures for Staff/Senior Postholders and Professional Code of Conduct Policy including Social Media Policy.

Dealing with allegations against students

If a concern is raised that there is an allegation of a learner abusing another learner within the College, the 'Child on Child Abuse' guidance will be followed (Annex 6).

Whistleblowing

The College has a separate Whistleblowing Policy. **Whistleblowing** is a term that is used when staff want to report a concern within their organisation that involves their manager or a person senior to them in the organisation which may prevent them from following the normal reporting systems.

There are a limited number of areas that can be called Whistleblowing and the policy protects staff from being punished for raising concerns.

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

If your concern is about the Principal then you would raise this with the Chair of Governors by contacting the College [DSL who will raise this](#) for the attention of Bob Hogg.

If you would prefer to raise your concerns outside of the College then you are able to contact the NSPCC whistleblowing line on 0800 028 0285 or email help@nspcc.org.uk for national organisations or make contact with Hampshire County Council.

If you believe that a member of the College staff is harming a student (an allegation) and this has been reported to the Principal and no action has been taken, or the member of staff you have concerns about is the Principal, then you are able to contact the Local Authority Designated Officers (LADOs) on 01962 876364 or [by](#) completing an enquiry form:

<https://forms.office.com/Pages/ResponsePage.aspx?id=tdiBPwfuF0yGnB20OQGNm6m3Qf9lBmBAjTRUtLZXa5lURTVMdY2VFhDSUNLTjYzQkpKRlpNRTI1NC4u>

If you believe that a student is being abused by individuals outside of the College, then you are able to make a referral to Children's Social Care by calling 0300 555 1384 (office hours) or 0300 555 1373 (outside of office hours).

Safeguarding themes

Social Media and online behaviours

Brockenhurst College recognises that the use of social media by young people has become of focus for a number of issues including cyber-bullying, sexting, sharing of inappropriate images, the promotion of radical and extreme viewpoints, grooming and Child Criminal/Sexual Exploitation. All staff will be trained to be aware of and sensitive to this area of activity and the College will ensure that suitable IT policies, monitoring and filtering systems are in place to address access and monitoring of online activity.

It is expressly forbidden for staff to either share their personal contact details with existing students on any social media platform. This includes the sharing of personal mobile telephone details, personal e-mail addresses and any personal contact information. Any member of staff found to be in breach of this will be liable to disciplinary action.

The College is aware of its obligation to 'meet digital standards'.

Further information can be found in Annex 8.

Child on child abuse

We believe that all children have a right to learn in a safe environment. Children should be free from harm by adults in the College 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 (2025).

Child on child abuse will not be tolerated under any circumstances and **the College has a zero tolerance approach** to such behaviours. Child on child abuse can be in such forms as:

- Bullying (including cyber, prejudice-based and discriminatory)
- Abuse in intimate personal relationships
- Physical abuse

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.

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

The College recognises that a child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are. The College has a LBGTQ+ group

to enhance the culture where they can speak out or share their concerns with members of staff.

See Annex 6.

Harmful sexual behaviours

Children and young people may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the College’s anti-bullying procedures where necessary. However, there may be occasions when a student’s behaviour warrants a response under child protection rather than anti-bullying procedures.

Students making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported. **The College has a zero tolerance approach.**

- 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 student at greater risk).
- A student will be asked to remain at home while an investigation takes place.
- If there is evidence to suggest harmful sexual behaviour has occurred, the College will make decisions in line with its disciplinary procedures or could include a potential need for a risk assessment.
- The College will proceed on a case-by-case basis. See below as examples as the course of proposed action as outlined in Keeping Children Safe in Education:

Disclosure received	Course of action from safeguarding team
Non-consensual sexual acts or behaviours, such as rape, assault by penetration, sexual assault and coercive and controlling sexual behaviour including sharing of semi-nudes/nudes	Report to Police immediately by the DSL leading on referral
Any other non-consensual touching of a sexual nature	Submission of a IARF for all individuals involved by the DSL
Inappropriate comments or behaviours, such as banter or derogatory comments	Internal actions in line with the College’s disciplinary procedures and Safeguarding and Child Protection Policy. Repeated behaviours or multiple reports of an individual will lead to a submission of an IARF by the by DSL

The College will seek to provide education and full support for all individuals.

See Annex 6-7.

Youth produced sexual imagery (sexting)

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps is common place. Such imagery involving anyone under the age of 18 is illegal. All incidents of this nature should be treated as a safeguarding concern and reported to the DSL.

The Prevent Duty

The College recognises that safeguarding children and adults and providing early intervention to protect and divert people away from being drawn into extremist activity is at the heart of the Prevent strategy.

The College recognises that it has a responsibility in the exercise of its functions, to refer on any concerns it may have relating to susceptible or actual radicalisation and extremism to the local authority partners who are leading on prevent: the Police, the local Children's Safeguarding Board and the Local Channel Officer.

In undertaking its Prevent Duty the College will also ensure that it is embedding the fundamental British Values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance into every aspect of its work and part of the Tutorial Programme.

The Prevent Coordinator is the Pastoral, Wellbeing and Behaviour Manager, Lee Melville. The College has a Prevent procedure.

Annual review

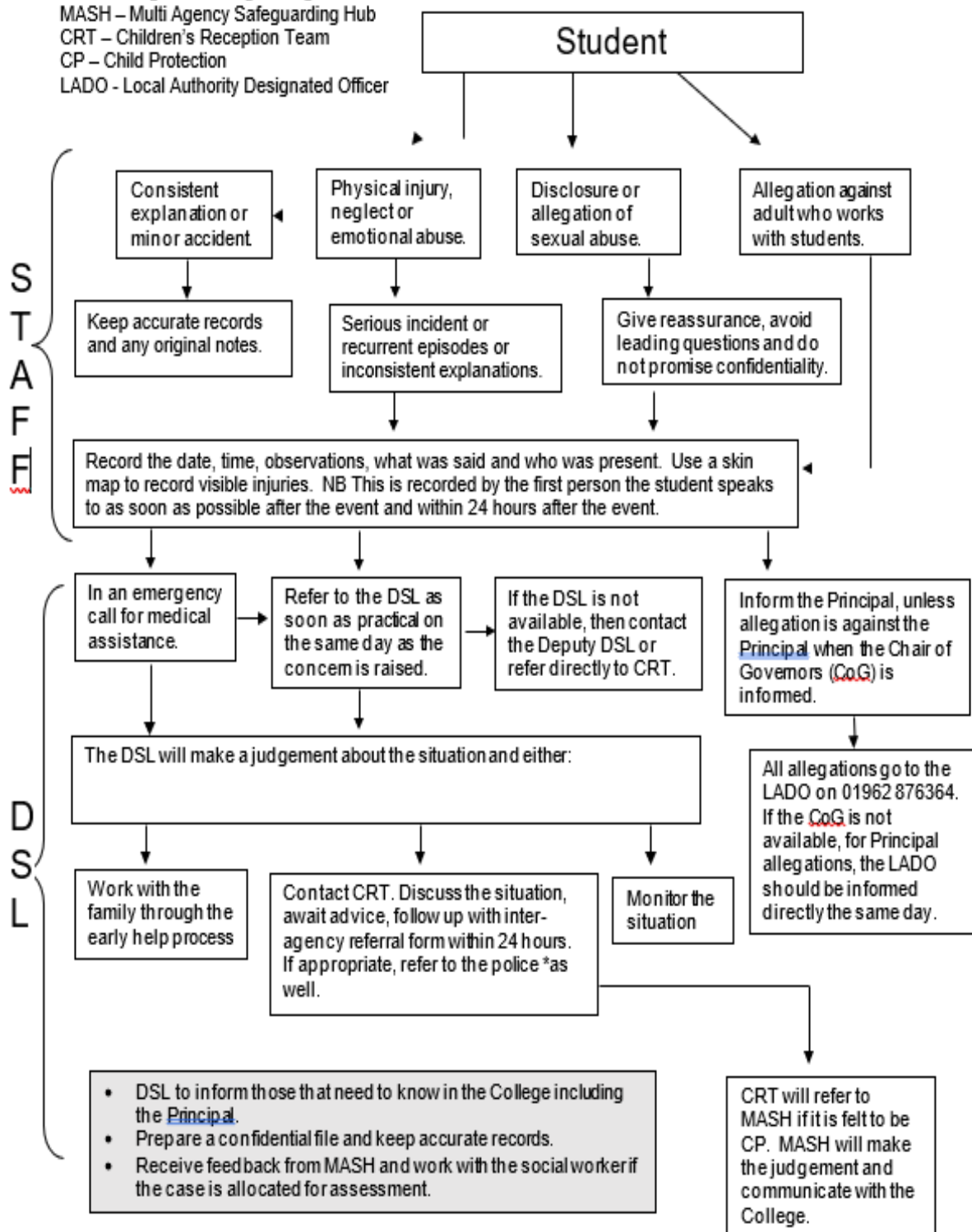
As a college, we review this policy at least annually in line with DfE, HSCB and HCC requirements and other relevant statutory guidance. Furthermore, the College audits its provision and utilises external consultants to drive further improvement and to validate its good practice.

This policy is in conjunction with the following documentation:

Keeping Children Safe in Education (DfE, 2025)
Hampshire Local Safeguarding Children Board
Disciplinary Policy and Procedure for Staff Other than Senior Postholders
Disciplinary Procedure for Senior Postholder
Health and Safety Policy
Equality and Diversity Policy
Social Media and Networking Policy, Lone Worker Policy
Staff Professional Code of Conduct,
Learner Restraint Policy
SASH Policy
Whistleblowing Policy
Prevent Procedure

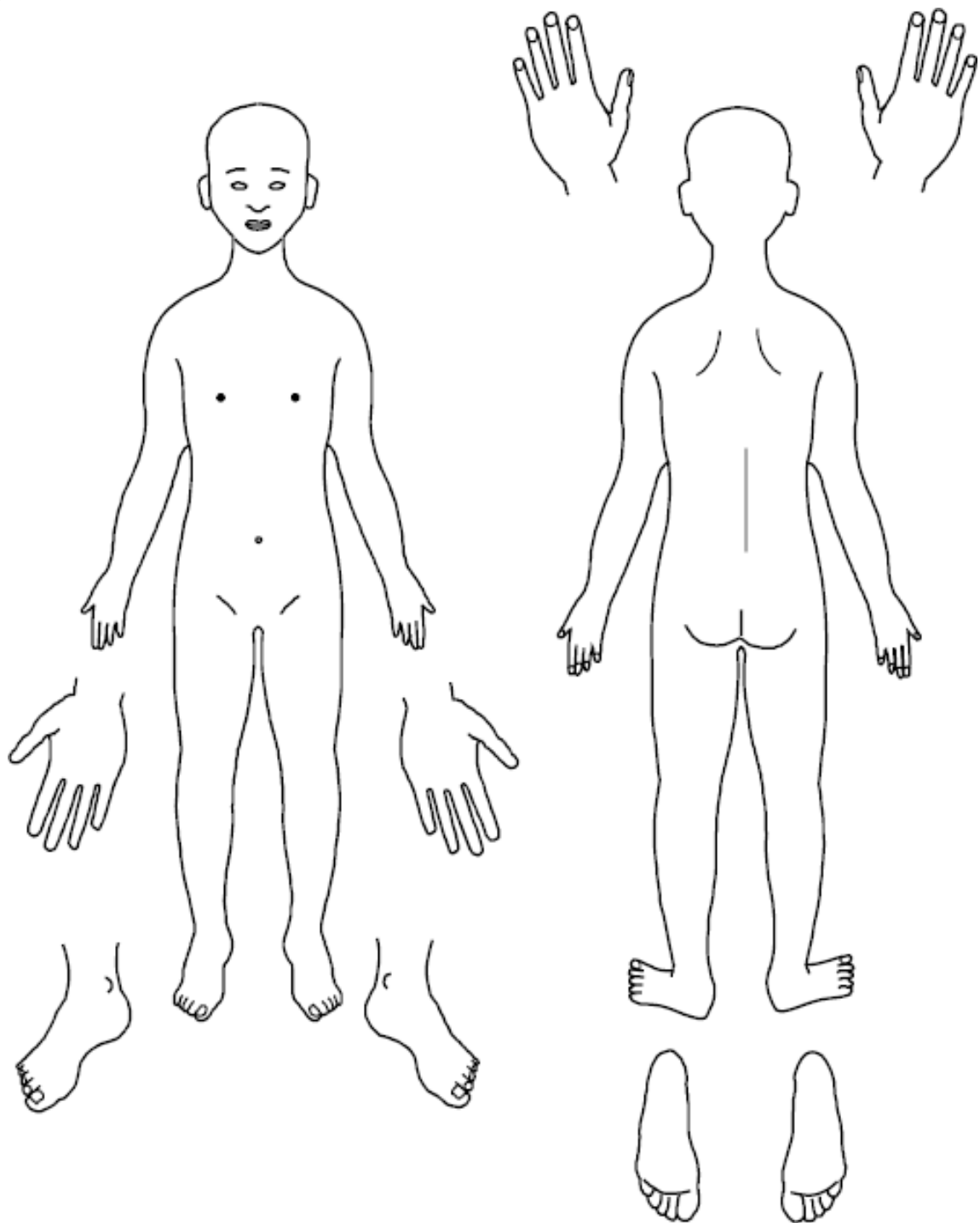
FLOWCHART FOR CHILD PROTECTION PROCEDURES

DSL – Designated Safeguarding Lead
 MASH – Multi Agency Safeguarding Hub
 CRT – Children’s Reception Team
 CP – Child Protection
 LADO - Local Authority Designated Officer



Annex 2

Skin map



Name of student: _____

Date of birth: _____ Date of recording: _____



Any additional information:

Name of completer: _____

Annex 3

Dealing with disclosures

All staff should:

A member of staff who is approached by a student 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 student or other students safe. The degree of confidentiality should always be governed by the need to protect the student.

Additional consideration needs to be given to students 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/team are. Ultimately, all staff have the right to make a referral to the Police or Social Care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, for example, they are the only adult on the College premises at the time and have concerns about sending a student 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 student, but only so far as is honest and reliable.
- Don't make promises you may not be able to keep eg 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'.
- Do reassure eg 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 student 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 ie 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the student's) in any later prosecution in court.
- Do not ask the student why something has happened.
- Do not criticise the alleged perpetrator; the student may care about him/her, and reconciliation may be possible.
- Do not ask the student 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 student that it will be a senior member of staff.

Report

- Share concerns with the DSL as soon as possible.
- If you are not able to contact your DSL or Deputy, and the student is at risk of immediate harm, contact the Children's Services department directly.
- If you are dissatisfied with the level of response you receive following your concerns, you should press for reconsideration.

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.
- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the student. If the student 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.
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'.

Remember

- Support the student: 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.

Review (led by DSL)

- Has the action taken provided good outcomes for the student?
- 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 they have concerns that the disclosure has not been acted upon appropriately they might inform the Safeguarding Governor of the College and/or may ultimately contact the Children's Services Department.

Receiving a disclosure can be upsetting for the member of staff and colleges 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.

In some cases additional counselling might be needed and staff should be encouraged to recognise that disclosures can have an impact on their own emotions.

Annex 4

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 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 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 learners
- Making (or encouraging others to make) unprofessional comments which scapegoat, demean or humiliate children, or might be interpreted as such.

Lower Level Concerns (LLC), which do not reach the allegations harm threshold (or complaints criteria) should be managed internally in line with relevant policies and where necessary HR processes.

Procedure

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

- **behaved in a way that is inappropriate or has harmed a student, or may have harmed a student;**
- **possibly committed a criminal offence against or related to a student; or**
- **behaved towards a student or students in a way that indicates he or she would pose a risk of harm to students.**

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

- Report any concerns about the conduct of any member of staff or volunteer to the Principal via Steve Jenkin, DSL as soon as possible.
- If an allegation is made against the Principal, the DSL will raise the concerns with the Chair of Governors 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 Principal 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 Principal or Chair of Governors they will contact the LADO on 01962 876364 or submit an initial enquiry form found at https://forms.office.com/Pages/ResponsePage.aspx?id=tdiBPwfuF0yGnB20OQGNm3hCO_yf_9JNiASh9OheoihUQTURFM0SE0zUFE2Q1BPT0Y1SE5TTDMwVy4uas as soon as possible and before carrying out any investigation into the allegation other than preliminary enquiries.
- Inform the parents of the allegation unless there is a good reason not to.

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

If the matter is investigated internally, the LADO will advise the College to seek guidance from the HR team.

Annex 5

Child on Child Abuse

Context

Child on child abuse will not be tolerated under any circumstances and the College has a zero tolerance approach to such behaviours. Child on child abuse can be in such forms as:

- Bullying (including cyber, prejudice-based and discriminatory)
- Abuse in intimate personal relationships
- Physical abuse

Prevention

- Taking a whole college approach to safeguarding and child protection.
- Providing engaging education around sexual harassment/violence/abuse and consent.
- Provide engaging education around healthy relationships.
- Providing training to staff.
- Provide a clear set of values and standards, underpinned by the College'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.

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 disciplinary action.
- All other students at the College.
- The victim and the alleged perpetrator sharing classes and space at College.

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 College's approach to supporting and protecting students.

NB. KCSiE provides specific guidance around sexual harassment that the College will follow.

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 students involved.
- Developmental stages of the students.
- Any power imbalance between the students.
- 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.
- Refer to Children's Social Care.
- Report to the Police (generally in parallel with a referral to Social Care).

Ongoing Response:

- 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. The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on college premises and on transport where appropriate.
- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the College 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 same college would seriously harm the education or welfare of the victim (and potentially other students).
- Where a criminal investigation into sexual assault leads to a conviction or caution, the College 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 College, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on college premises and transport. 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 (students and adults) will receive appropriate support and safeguarding on a case-by-case basis.
- The College will take any disciplinary action against the alleged perpetrator in line with behaviour and discipline in colleges.
- The College recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

Physical Abuse

While a clear focus of Child on Child abuse is around sexual abuse and harassment, physical assaults and initiation of violence and rituals from students to students 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.

Teenage Relationship Abuse

Relationship abuse can take place at any age, and describes unacceptable behaviour between two people who are in a relationship. It can take place in relationships of any sexual orientation and the victim and abuser can be any sexual orientation.

Research has shown that teenagers do not always understand what may constitute abusive and controlling behaviours. For example, checking someone's mobile phone, telling them what to wear, who they can/can't see or speak to or coercing them to engage in activities they are not comfortable with. The government campaign "disrespect nobody" provides other examples of abusive behaviour within a relationship.

This lack of understanding can lead to these abusive behaviours feeling 'normal' and therefore left unchallenged, as they are not recognised as being abusive.

In response to these research findings, the College will provide education to help prevent teenagers from becoming victims and perpetrators of abusive relationships, by encouraging them to rethink their views of violence, abuse and controlling behaviours and understand what consent means within their relationships. This will form part of the pastoral curriculum content in respect of Relationship Education within the Tutorial Programme.

If the College has concerns about a child in respect of relationship abuse, it will report those concerns in line with procedures to the appropriate authorities as a safeguarding concern, a crime or both.

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

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	
<p>Red Behaviour: Forcing other children to engage in sexual activity. Subject is a male child. A female child has been taken into the boys' toilets. Subject has exposed himself, grabbed the girl by the wrist and forced her to touch his genitals.</p> <p>Subject is under the age of criminal responsibility. Subject has no known CP history</p> <p>There have been no previous concerns about the Subject.</p>	All pupils in the class may be forced or coerced into sexual activity. Early indication is that female pupils may be more at risk.	Key members of staff with supervisory responsibility have been briefed by the DSL and will increase monitoring at break times. Subject will be escorted to the toilet.	DSL Staff AB, CD & EF ELSA	From Immediate effect	✓ Insert date. Increased monitoring & toilet supervision in place	
	Other children within the community	Subject's parents informed re: incident & behaviour and the risk plan put in place. Made aware of referral to CSD. Agreement for <ul style="list-style-type: none"> Referral to CAMHS Increased monitoring & toilet supervisor Keep safe work. 	DSL	Insert date	✓ Insert date Contract of agreement has been signed by the parents to include increased monitoring, toilet supervision and keep safe work.	
		Referral to Children's social care	DSL	Insert date	Insert date	✓ Insert date Children & Family Assessment to be completed by CAST
		Victims parents informed, and child's views gained. Child offered keep safe work.	DSL	DSL	Insert date	✓ Parents are satisfied with the school's actions & safeguarding measures so far. Child & family want child to remain in the same class. Keep safe work accepted.
		Referral to CAMHS	DSL	DSL	Insert date	Referral made. ACTION – follow up with CAMHS as to the status of referral after 10 working days if not heard before
		Safeguarding measures to be reviewed.	DSL & Key Staff members	DSL & Key Staff members	Insert date	No additional concerns raised. ACTION - Review plan again in one weeks time
	Keep safe work to be completed. Combination of whole class and targeted work to be carried out	ELSA	ELSA	Insert date	OUTSTANDING Work planned and due to be delivered w/c Insert date	

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
Brook	Community Impact Assessment LOW The parents of the Subject and the victim are satisfied that the school is taking all necessary safeguarding measures to manage the risk. There are no indications at this stage for community unrest. This will be kept under review.	DSL and SLT to be aware of any community noises about the incidents.	DSL and SLT	Insert date	
	Media Media and communication team to be informed if community impact assessment risk increases	SLT to contact HCC communication team if required. Monitor during term	SLT	Insert date	
	Information Sharing. All information sharing has been completed in line with the school's CP and GDPR policies.	Relevant information to be recorded on each child's CP file as required.			
	Social Media There are no current risks from community use of social media. This will be kept under review.	Monitoring of social media during the term	Key staff	Insert date	
Amber Behaviour					

Annex 7

Online Safety

As a college 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 learners and colleagues in their use of technology and establishes the following 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 learners or staff are at risk, we may 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.

We will consider how online safety is reflected as required in all relevant policies and embedded across all areas of the curriculum, included in teacher training, within the role and responsibilities of the DSL as well as discussions with parents. The College self-evaluates its online safety annually to inform its provision.

The College provides educational content through the curriculum and tutorial programme to promote online safety. Students continue to develop their knowledge of how to identify online risks and are identifiable on screen savers on college machines. The College is proactive in identifying patterns and trends from web filtering to identify students accessing inappropriate content and intervening where appropriate. This also informs educational provision.

The College follows guidance from the UK Council for Internet Safety.

Annex 8

Child abuse

The following definitions are taken from *Working Together to Safeguard Children* (DfE, 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. All staff have access to the Hampshire safeguarding children board (HSCB) threshold chart: [Hampshire Safeguarding Children Partnership and Children's Trust thresholds chart | Children and Families | Hampshire County Council](#)

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. Abuse and neglect encompasses exploitation and also the witnessing of domestic violence.

Physical abuse

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

Emotional abuse

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

Sexual abuse

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

- 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
- provide adequate food, clothing and shelter (including exclusion from home or abandonment)

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

The HSCB neglect strategy is used to provide a more detailed summary of neglect and the local thresholds for referrals - <https://www.hampshirescp.org.uk/>

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.

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

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

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 on the NSPCC 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

- 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

Annex 9

USEFUL CONTACTS

Key Personnel	Name (s)	Telephone No.
DSL	Steve Jenkin	01590 625381
Deputy DSL(s)	Lee Melville Ruth Harrison	01590 625555 ext 154 01590 625555 ext 517
Prevent coordinator	Lee Melville	01590 625555 ext 154
Nominated Safeguarding Governor	Gary Cooper	01590 625505
Chair of Governors	Bob Hogg	01590 625505
Local Authorities - Children's Services:		
Hampshire		0300 555 1384
Dorset		01305 228558
Wiltshire		03004 560108
Southampton		02380 833004
Out of hours (Hampshire)		0300 555 1373
Police		101 or in emergencies 999
Local Authority Designated Officers		Hampshire: 01962 876364 Dorset: 01305 221122 Wiltshire: 0300 4560108