Hampton Lakes Primary School
Safeguarding and Child Protection Policy

Academic Year 2026-2027

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Document Control

1. PCC policy document control [remove if desired]:

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Senior Responsible Officer (SRO)	Rebecca Gibson – Education Safeguarding Manager
Approved by	Jane Bellamy – Deputy Safeguarding Lead
Approved on	26/8/2026
Review date	26/8/2027

2. Hampton Lakes policy document control:

Version	V1.2		
Senior Responsible Officer (SRO)	Katie Steel		
Approved by	Name – Zoe Trigg	Name – Al Kingsley	
Approved on	Date	Date	
Review date	September 2027		

Version	Date	Description	Author
V [Insert number]	15/09/2026	Initial draft	K Steel

Background

3. **Hampton Lakes Primary School is committed to safeguarding and promoting the welfare of all children. Safeguarding is everyone's responsibility.**

4. Our safeguarding arrangements are underpinned by:
   - Keeping children safe in education 2026,
   - Working together to safeguard children 2026,
   - The Education Act 2002,
   - Children Act 1989 and Children Act 2004,
   - The Human Rights Act 1998,
   - The Equality Act 2010,
   - Data Protection Act 2018 and UK GDPR, and
   - Cambridgeshire & Peterborough Safeguarding Partnership Board Procedures.

5. The welfare of the child is paramount and all decisions made by Hampton Lakes Primary School will be taken in the best interests of children.

6. This responsibility is more fully explained in the statutory guidance for schools and colleges Keeping children safe in education 2026 (KCSIE). **All** staff must be made aware of their duties and responsibilities under Part One of this document.

7. It is essential that everyone working in a school or college understands their safeguarding responsibilities. The governing body and proprietors, working in partnership with the senior leadership team and the Designated Safeguarding Lead (DSL), will ensure that all staff, including those who do not work directly with children, read and understand at least Part One of KCSIE.

8. Governing bodies and proprietors should ensure that mechanisms are in place to assist staff to understand and discharge their roles and responsibilities as set out in KCSIE.

9. Through their day-to-day contact with pupils, and direct work with families, all staff in school have a responsibility to:

- Identify concerns early, offer support, and prevent issues from escalating,
- Provide a safe environment in which children can learn,
- Identify children who may benefit from Family Help and early support,
- Know what to do if a child tells them he/she is being abused or neglected in line with the setting procedures, and
- Follow the referral process if they have a concern and support children's social care and other agencies following this (paragraphs 55-61 of KCSIE).

10. This policy is consistent with the Cambridgeshire & Peterborough Safeguarding Partnership Board procedures.

Purpose

11. There are four main elements to this policy:

1) **Prevention –** Through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos,

2) **Procedures –** For identifying and referring cases, or suspected cases, of abuse or exploitation,

3) **Supporting children –** Particularly those who may have been abused or witnessed violence towards others, and

4) **Preventing unsuitable people working with children –** Processes are followed to ensure that those who are unsuitable to work with children are not employed.

12. This policy is available to parents on request and is on the Hampton Lakes Primary School website Hampton Lakes Primary School, Peterborough UK

Scope

13. This policy sets out how the setting's governing body its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the setting. Our policy applies to **all** staff, paid and unpaid, working in the setting including governors.

14. We use the terms "must" and "should" throughout the guidance. We use the term "must" when the person in question is legally required to do something, and "should" when the advice set out should be followed unless there is good reason not to.

15. Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge,
- Protecting children from maltreatment, whether that is within or outside the home, including online,
- Preventing the impairment of children's mental and physical health or development,
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care,
- Promoting the upbringing of children with their birth parents, or otherwise within their family network through a kinship care arrangement, whenever possible and where this is in the child's best interests, and
- Taking action to enable all children to have the best outcomes.

Useful Contacts

Useful Contacts

Useful Contact	Communication Route
PCC Education Safeguarding Team	Peterborougheducationsafeguarding@peterborough.gov.uk
PCC Education Safeguarding Manager	Rebecca.gibson@peterborough.gov.uk
PCC Education Safeguarding Advisor	Louise.hooper@peterborough.gov.uk
PCC Education Safeguarding Advisor	Gina.hayes@peterborough.gov.uk
PCC Education Safeguarding Operation Support Assistant	Melissa.clarke@peterborough.gov.uk
PCC Education Navigator – MASH	pcceducationnavigator@peterborough.gov.uk
Early Help/Targeted Support	Tel: 01733 863649
MASH – General Enquiries	Tel: 01733 864170

MASH – Professional Consultation Line	Tel: 01733 864180
MASH referral Portal	Professional (peterborough.gov.uk)
Emergency Duty Team (out of hours)	Tel: 01733 234724
Local Authority Designated Officer (LADO)	lado@peterborough.gov.uk Tel: 01733 864038
Police Child Abuse Investigation Unit	Tel: 101
Prevent Officers	prevent@cambs.police.uk Tel: 01480 422596
Cambridgeshire and Peterborough Safeguarding Partnership Board – Safeguarding Multi-Agency Procedures	Multi-Agency Policies and Procedures | Cambridgeshire and Peterborough Safeguarding Partnership Board

Prevention

Standard Commitments

16. We recognise that children who are confident, resilient, listened to, and supported by positive relationships with trusted adults are better protected from harm. We are committed to creating a culture where safeguarding is everyone's responsibility, children's welfare is paramount, and children feel able to seek help when they need it. The setting will:

- Establish and maintain a culture of safeguarding in which all children feel safe, secure, respected and valued, including within the online environment, and are encouraged and supported to talk openly about anything that worries them,
- Ensure that all children are listened to and that their wishes, views and feelings are taken seriously and appropriately considered when determining what action to take, in accordance with their age, understanding and individual needs,
- Ensure children know who they can turn to for help and support within the setting, understand how to report concerns about themselves or others, and are confident that concerns will be taken seriously and acted upon promptly and appropriately,
- Promote protective behaviours, resilience, wellbeing and positive mental health through a broad, balanced and inclusive curriculum and through the wider life of the setting,
- Provide a curriculum, including Relationships Education, Relationships and Sex Education and Health Education (where applicable), Health Education and online safety education, that is age, stage and developmentally appropriate and responsive to the specific needs, vulnerabilities and experiences of individual children,

- Support children to recognise risks both online and offline, including abuse, exploitation, grooming, coercion, harmful sexual behaviour, sexual violence and sexual harassment, criminal exploitation, child-on-child abuse, radicalisation, misinformation and disinformation, and to know how to seek help and support,
- Recognise that children may be at greater risk of harm or face additional barriers to disclosing abuse, including children with special educational needs and disabilities (SEND), children who are or have been looked after, young carers, children who identify as LGBTQ+, children experiencing mental health difficulties, and children with protected characteristics, and ensure appropriate support is in place,
- Ensure all staff understand that safeguarding incidents and behaviours can be associated with factors outside the school/college and can occur between children as well as between adults and children,
- Promote equality, diversity and inclusion, helping children to develop an understanding of respect, tolerance, healthy relationships, consent, protected characteristics and individual differences,
- Challenge, address and respond robustly to all forms of prejudice-related behaviour, discrimination and abuse, including sexism, misogyny, misandry, sexual harassment, sexual violence, homophobia, biphobia, transphobia, racism, disablism and other behaviours motivated by prejudice or hate. Such incidents will be recorded, monitored and responded to in accordance with the setting's policies and procedures, and
- Foster strong and trusted relationships between children and staff to ensure that concerns can be identified early, help can be provided as soon as problems emerge, and children receive the right support at the right time.

17. Hampton Lakes Primary School will incorporate into the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse and exploitation in all contexts.
18. We use the Personal Safety Units from the Cambridgeshire PSHE Service Personal Development Programme.
19. The Cambridgeshire PSHE Service Personal Development Programme contains progressive entitlement frameworks setting out expected coverage in each age group. The teaching materials comprise over 60 units of work, which include comprehensive teaching materials and linked resources, covering the strands Myself and My Relationships, Healthy and Safer Lifestyles, Citizenship and Economic Wellbeing. There are also enrichment units on topics such as Body Image and Online Safety.
20. To complement the planned teaching of PHSE, at Hampton lakes primary, we also address areas of concern which arise in whole school, year group, singular classes, small groups or 1:1 as required. Ensuring children are explicitly taught to keep themselves safe in their local environment and in relation to local trends and data. This teaching is, where possible, supported by outside agencies.

Primary Settings

21. We use the Safer Spaces Action Toolkit developed by the Cambridgeshire PSHE Service. This supports schools with listening to pupil voice, building awareness and

engaging in reflection as part of a whole school approach to preventing sexist attitudes and behaviours which cause others to feel unsafe.

Procedures

Multi-Agency Procedures

22. Hampton Lakes Primary School will follow the procedures set out in the Cambridgeshire & Peterborough Safeguarding Partnership Board Multi-Agency Procedures.

23. Hampton Lakes Primary Schoolwill liaise with the three statutory safeguarding partners (Local Authority, Health and Police) as appropriate and work with other agencies in line with Working Together to Safeguard Children 2026.

24. **The Designated Safeguarding Lead is:**

Zoe Trigg

25. **The Deputy Designated Safeguarding Leads are:**

Katie Steel

Rob Graham

Carolyn Coenen

26. **The nominated Governor for Safeguarding and Child Protection is:**

Lloyd Thompson

27. **The PREVENT Lead is:**

Zoe Trigg

28. **The Domestic Abuse Lead is:**

Katie Steel

29. **The Online Safety Leads are**

Katie Steel support by Matt Shaw (Computing Lead)

Staff Induction and Safeguarding Awareness

30. The governing body will ensure that all staff, volunteers, governors and trustees receive appropriate safeguarding information at induction and are provided with regular safeguarding updates thereafter.

31. From induction onwards, all staff will be made aware of:

- The identity and role of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead(s) (DDSLs),
- The setting's safeguarding and child protection procedures,
- The systems for recording and reporting safeguarding concerns,
- Their individual responsibility to safeguard children and report concerns without delay,
- The requirement to read and understand Part One of KCSIE,
- The setting's staff code of conduct and whistleblowing procedures, and
- The role of filtering and monitoring systems and the process for reporting concerns relating to online safety.

32. Staff must understand:

- How to identify signs of abuse, neglect, exploitation and child-on-child abuse,
- That children can be at risk of harm both inside and outside the home, inside and outside the setting and online,
- The importance of professional curiosity,
- Their responsibility to provide a safe environment in which children can learn,
- Their role in Family Help and Early Help processes,
- The process for making referrals to Children's Social Care,
- The safeguarding response to children who are absent from education, particularly where absence is repeated or prolonged, and
- The safeguarding risks associated with misinformation, disinformation, generative AI, deepfakes and other emerging technologies.

Reporting Concerns

33. All staff must act immediately if they have concerns about a child's welfare.

34. For example, staff are required to record safeguarding concerns on MyConcern immediately and submit them to the DSL or DDSL without delay. Any concerns relating to physical abuse, sexual abuse or a child at immediate risk of harm must also be reported verbally to the DSL/DDSL as soon as possible and followed up in writing.

Designated Safeguarding Lead Arrangements

35. The governing body will ensure that an appropriately trained DSL and sufficient Deputy DSLs are appointed to provide effective safeguarding leadership.

36. The DSL or a Deputy DSL will always be available during operating hours and term time to discuss safeguarding concerns and support staff in making referrals where necessary.

37. In the absence of the DSL and all Deputy DSLs, staff should seek immediate advice from the Helen Price, HAT CEO, or make contact with a DSL from an Hampton Academies Trust School for appropriate advice and, where required, make a direct referral to Children's Social Care or the Police through the safeguarding Professional Referral process. Staff should never delay action because a DSL is unavailable.

38. Whilst there is no statutory requirement for DSL availability during holidays, the setting will ensure that safeguarding arrangements remain proportionate to the needs of pupils. This may include monitoring safeguarding email accounts and providing a nominated safeguarding contact for urgent child protection matters.

Training

39. The governing body will ensure that all staff receive safeguarding and child protection training at induction and through annual updates.

40. Training will include:

- Child protection procedures,
- Child-on-child abuse,
- Exploitation,
- Online safety,
- Prevent awareness,
- Filtering and monitoring responsibilities,
- Children missing education,
- Family help processes,
- Professional curiosity,
- Information sharing,
- The risks associated with misinformation and disinformation,
- Emerging technologies and AI-related safeguarding risks, and
- Local safeguarding procedures and multi-agency working arrangements.

Online Safety

41. The governing body recognises that safeguarding includes protecting children from online risks and harms.

42. Hampton Lakes Primary School's Online Safety Policy reflects the requirements of KCSIE, Meeting digital and technology standards in schools and colleges and Generative AI: product safety expectations.

43. The E-Safety Policy Policies, Reports and Financial Information | Hampton Academies Trust - Peterborough is aligned with the Behaviour Policy Policies and Reports | Hampton Lakes Primary School and includes procedures for responding to:

    - Online abuse and exploitation,
    - Cyberbullying,
    - Harmful online content,
    - Misinformation and disinformation,
    - Making, possessing or sharing nudes and semi-nudes (see Sharing nudes and semi-nudes: advice for education settings working with children and young people), and
    - Risks associated with generative AI, deepfakes and manipulated imagery.

44. Hampton Lakes Primary School operates a phone-free environment for pupils. Any exceptions are set out within the Mobile Devices Policy Policies and Reports | Hampton Lakes Primary School

Filtering and Monitoring

45. The governing body will ensure that appropriate filtering and monitoring systems are in place to safeguard children online and limit exposure to harmful content.

46. With support from the DSL and relevant IT providers, the effectiveness of filtering and monitoring systems will be reviewed at least annually by the designated senior leader responsible.

Whistleblowing and Low-Level Concerns

47. The governing body will ensure that all staff recognise their duty to raise concerns about poor, unsafe or inappropriate practice.

48. Concerns will be managed sensitively, proportionately and in accordance with the setting's Whistleblowing Policy, Staff Code of Conduct, and procedures for managing allegations and low-level concerns about adults working with children. See Appendix

A - Dealing With Allegations Or Concerns About An Adult Working With Children.

Working with Parents and Carers

49. The governing body will ensure that parents and carers are informed of the setting's safeguarding responsibilities and that this Safeguarding and Child Protection Policy is published and accessible via the setting's website.

Vulnerable Groups of Children

50. The governing body recognises that while all children can be harmed, some children may face additional barriers to safeguarding and may be at greater risk of abuse, neglect or exploitation, both online and offline.

51. Hampton Lakes Primary School will give particular consideration to children identified within KCSIE as potentially vulnerable and ensure appropriate support and protective measures are implemented where required.

Alternative Provision and Off-Site Education

52. Where pupils access alternative provision or are educated off-site, Hampton Lakes Primary School remains responsible for ensuring appropriate safeguarding arrangements are in place.

53. Hampton Lakes Primary School will:

- Undertake appropriate due diligence before any placement begins,
- Obtain written confirmation that relevant safeguarding and safer recruitment checks have been completed,
- Maintain effective information-sharing arrangements with the provider,
- Monitor attendance, welfare and safeguarding arrangements throughout the placement, and
- Review placements immediately where safeguarding concerns arise and end placements where necessary.

54. Children may also require an Alternative Provision due to medical needs and further information in regards to this can be found with the Children with Health Needs who Cannot Attend School Policy Policies and Reports | Hampton Lakes Primary School

The Governing Body's Obligations

55. The governing body that they have a strategic leadership responsibility for safeguarding and promoting the welfare of children and must ensure that the setting complies with its duties under legislation and statutory guidance. Readers should refer to Part Two of KCSIE for the full responsibilities of governing bodies, proprietors and management committees.

56. The governing body will ensure that safeguarding arrangements are effective, child-centred and embedded throughout the setting. Safeguarding governance includes leadership and oversight, safer recruitment, child protection arrangements, online safety, filtering and monitoring, staff training, and the promotion of a culture where safeguarding is everyone's responsibility.

57. The governing body will:

- Appoint a Safeguarding Governor to provide strategic oversight and champion safeguarding,
- Ensure all governors and trustees receive safeguarding and child protection training, including online safety, at induction and through regular updates,
- Ensure governors can provide appropriate strategic challenge regarding safeguarding arrangements and their effectiveness,
- Ensure compliance with duties under the Human Rights Act 1998, Equality Act 2010, Public Sector Equality Duty and Cambridgeshire & Peterborough Safeguarding Partnership Board's safeguarding arrangements,
- Receive and scrutinise an annual safeguarding report and ensure any identified weaknesses are addressed without delay,
- Review, ratify and update this Safeguarding and Child Protection Policy annually,
- Ensure this policy is understood and implemented by all staff,
- Ensure the policy is published on the setting's website,
- Ensure appropriate filtering and monitoring systems are in place and reviewed annually,
- Ensure that children's wishes, views and feelings are considered when safeguarding decisions are made, and
- Promote a strong safeguarding culture where the welfare of children is paramount.

Multi-Agency Working

58. Education settings have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the Hampton Lakes Primary School contributes to multi-agency working in line with Working Together to Safeguard Children 2026.

59. Hampton Lakes Primary School will:
- Work to develop effective links with relevant services to promote the safety and welfare of all pupils and students,
- Co-operate as required, in line with Working Together to Safeguard Children 2026, with key agencies in their enquiries regarding child protection matters including

attendance and providing written reports at child protection conferences and core groups,

- In line with Working Together to Safeguard Children 2026, distinguish between universal services, early help and the targeted early help level of Family Help – which is a formal, local-authority-coordinated, consent-based offer, distinct from universal early help.
- The DfE statutory guidance on school attendance Working Together to Improve School Attendance will be followed and school must work with local authority children's services where school absence indicates safeguarding concerns,
- Notify the relevant Social Care Team immediately if:
    - It should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently),
    - There is an unexplained absence of a pupil who is subject to a Child Protection Plan,
    - There is any change in circumstances to a pupil who is subject to a Child Protection Plan, and
- When a pupil who is subject to a Child Protection Plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Care Team will also be informed.

Record Keeping, Confidentiality and Information Sharing

60. Hampton Lakes Primary School will maintain clear, detailed, accurate, written records of concerns about children, including rationale of action taken in consultation with local threshold guidance.

61. Records should include:

- A clear and comprehensive summary of the concern,
- The child's lived experience, and where appropriate their views,
- Details of how the concern was followed up, decision making, use of local partnership tools and note of any actions taken and any outcomes, and
- A record of discussion/communication with parents and their views.

62. Electronic records are stored on an identified, purpose-built, secure platform (MyConcern) which meets the DfE's Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges. All staff are directed to the National Cyber Security Centre's (NCSC) Cyber security training for school staff.

63. Paper files shared with school from previous settings will be scanned in and stored safely within this system to ensure relevant information is together, chronological and secure.

64. Information about children and their families is defined as 'special category personal data', i.e. information that identifies a living individual. Collection, storage and sharing

of personal data is governed by the United Kingdom General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.

65. Hampton Lakes Primary School will ensure that information is shared appropriately to safeguard and promote the welfare of children, in accordance with data protection legislation and relevant information-sharing guidance. Staff must understand their responsibility to share information where necessary to protect children. The DSL will ensure that safeguarding information is shared on a need-to-know basis, that decisions to share or withhold information are recorded, and that Subject Access Requests are managed in accordance with the Data Protection Act 2018 and UK GDPR.

Communication with Parents/Carers

66. Hampton Lakes Primary School is committed to working openly and collaboratively with parents and carers to safeguard and promote the welfare of children. Parents and carers are informed of the school's safeguarding and child protection responsibilities through the school website and other relevant communications:

- Where there are concerns about a child's welfare, Hampton Lakes Primary School will, wherever appropriate, seek to discuss these with parents and carers and work in partnership with them to identify the most effective support. However, there may be circumstances where sharing information with parents could place a child or another person at increased risk of harm or could impede a criminal investigation. In such cases, Hampton Lakes Primary School will act in the child's best interests and seek advice from relevant safeguarding agencies as required, and
- Hampton Lakes Primary School will maintain a clear record of discussions held with parents and carers, including the rationale for any decision not to inform them.

Responding to Child-on-Child Abuse, Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour

67. Hampton Lakes Primary School recognises that children can abuse other children, and that child-on-child abuse can occur both inside and outside of school, including online. All forms of child-on-child abuse are taken seriously and will never be dismissed as banter, part of growing up, or simply having fun. This includes, but is not limited to:
    - Bullying (including cyberbullying),
    - Physical abuse,
    - Initiation or hazing behaviours,
    - Prejudice-based abuse,
    - Sexual harassment,
    - Sexual violence,
    - Consensual and non-consensual sharing of nude and semi-nude images and/or videos, and

- Harmful sexual behaviour.

68. Hampton Lakes Primary School will respond to all concerns in a proportionate, appropriate and timely manner, ensuring that the needs and safety of all children involved are considered.

69. Staff will maintain an attitude of 'it could happen here' and will follow the procedures set out in this policy and statutory guidance. Further information can be found in Part Five of KCSIE, which sets out the expectations for schools and colleges in relation to child-on-child abuse, sexual harassment, sexual violence and harmful sexual behaviour. Also see Sharing nudes and semi-nudes: how to respond to an incident.

Supporting Children

Protecting Children

70. Hampton Lakes Primary School recognises that whilst all children should be protected, it is important that governing bodies and proprietors recognise (and reflect in their policies and procedures) that some groups of children are potentially at greater risk of harm than others (both online and offline). The list below is not exhaustive but highlights some of those groups:

- Children who need a social worker (Child in Need and Child Protection Plans),
- Children who are absent from education,
- Elective home education (EHE),
- Children requiring mental health support,
- Looked after children and previously looked after children,
- Care leavers,
- Young carers,
- Children with special educational needs, disabilities or health issues,
- Safeguarding children with medical conditions,
- Children who are lesbian, gay or bisexual, and
- Children who are questioning their gender.

71. Hampton Lakes recognises that some children may face additional barriers to recognising or reporting abuse and may require additional support to keep them safe. The school will ensure that staff understand the particular vulnerabilities and safeguarding needs of individual children and that appropriate support is put in place. This will include close liaison between the DSL, SENCO and SEND Team, Designated Teacher, attendance staff, Engagement and Pastoral Lead and other relevant professionals, as appropriate. Concerns about children who are absent from education will be responded to promptly in accordance with the school's Attendance Policy and statutory guidance.

72. Hampton Lakes Primary School understands that it is important to recognise specific forms of abuse and safeguarding issues. School and college leaders and those staff

who work directly with children should act on concerns immediately and follow organisation procedures, including recording concerns and speaking with DSL (or a deputy). The list below details those groups as per KCSIE's Annex A, which contains detailed definitions:

- Child abduction and community safety incidents,
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE),
- County lines,
- Children and the court system,
- Children missing from education,
- Children with family members in prison,
- Cybercrime,
- Domestic abuse,
- Homelessness,
- Modern Slavery and the National Referral Mechanism,
- Preventing radicalisation,
- The Prevent duty,
- Channel,
- Serious Violence,
- Honour based abuse (including Female Genital Mutilation and Forced Marriage),
- FGM,
- FGM mandatory reporting duty for teachers, and
- Forced marriage.

73. The schools approach reflects KCSIE and other relevant guidance:

- Domestic Abuse Act 2021,
- Marriage and Civil Partnership (Minimum Age) Act 2022,
- Female Genital Mutilation Act 2003,
- Risk Outside the Home (ROTH) Assessment Tool, and
- Risk Outside the Home (ROTH) Assessment Guidance.

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

75. To achieve this, Peterborough's Education Safeguarding Team will share police information of all domestic incidents, where one of our pupils has been present, with the DSL or Domestic Abuse (DA)Lead. On receipt of any information, the DSL or DA Lead will decide on the appropriate support the child may require.

76. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information. All information sharing and resulting actions will be undertaken in accordance with the Cambridgeshire and Peterborough Joint Agency Protocol for Domestic Abuse Notifications to Schools, Colleges and Early

Years Settings.

77. It is a statutory duty for teachers in England and Wales to personally report cases of FGM in under-18s which they identify in the course of their professional work to the police. Teachers must consider and discuss such cases with the DSL and involve social care as appropriate. Where a teacher, in the course of their professional duties, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, they have a statutory duty to report this directly to the police. The report should be made as soon as possible and normally by the end of the next working day. The teacher must also inform the DSL, who will consider what additional safeguarding action is required. The mandatory reporting duty does not apply to suspected or potential cases of FGM; these must still be reported immediately to the DSL and managed in accordance with the Trust's safeguarding procedures.

Children Who Have Returned Home to their Family from Care

78. Hampton Lakes Primary School recognises that a previously looked after child potentially remains vulnerable. We will vigilantly monitor the welfare of previously looked after children, keep records and notify Children's Social Care if a concern arises.

Children Exposed to Risk Outside the Home (ROTH)

79. Extra-familial harms (Risks outside the Home – ROTH) take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation (including county lines and online exploitation), serious youth violence, peer-on-peer abuse and radicalisation.

80. Hampton Lakes acknowledges its legal obligation to prevent children from being drawn into terrorism. Staff must remain vigilant for any shifts in a child's behaviour or circumstances—including online activity—that may suggest vulnerability to radicalisation or extremist groups. All concerns must be reported immediately to the Designated Safeguarding Lead (DSL) or their deputy. The DSL will evaluate the situation using the school's safeguarding protocols to determine if a referral or additional guidance is necessary, such as contacting Children's Social Care, the police, or utilizing the Channel process. In an emergency where a child faces immediate danger, staff should contact the police without delay. The Trust's procedures are strictly guided by KCSIE and the Prevent Duty Guidance, and all personnel receive regular safeguarding and Prevent training.

Children at Risk of Radicalisation

81. The governing body will ensure that a DSL has undertaken Prevent Lead training (refreshed every 2yrs) and that all staff receive training about the Prevent Duty within

induction and regular updates/annual refreshers.

82. **The following member of staff is the Prevent Lead and has undertaken Prevent Lead training**

Zoe Trigg

83. Hampton Lakes Primary School's Designated Safeguarding Lead (and Deputies) should be aware of local procedures for completing a National Prevent referral form.

84. See also The Prevent duty: an introduction for those with safeguarding responsibilities, and Prevent duty guidance: England and Wales (2023).

85. Any concern regarding a child's vulnerability to radicalisation or extremist influences must be reported immediately to the DSL (or deputy). The DSL will evaluate the situation in line with the School's safeguarding policies to assess the level of risk and determine the necessary next steps. This process may involve seeking external advice or making a formal referral to Children's Social Care, the police, or Prevent. If appropriate, a referral can lead to support from Channel, the multi-agency programme designed to safeguard individuals vulnerable to terrorism. In cases of immediate danger or suspected criminal activity, the police must be contacted without delay.

Privately Fostered Children

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

87. Hampton Lakes Primary School will follow the mandatory duty to inform the Peterborough City Council of any Private Fostering arrangements via a Safeguarding Referral.

Preventing Unsuitable People From Working With Children

Recruitment

88. Hampton Lakes Primary School will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part Three of KCSIE. This section should be read in conjunction with the Hampton Lakes Primary School's Recruitment Selection Policy and Procedure is lead by Hampton Academies Trust and can be found Policies, Reports and Financial Information | Hampton Academies Trust - Peterborough

89. The governing body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

90. **The following members of staff have undertaken Safer Recruitment training**

Zoe Trigg and Katie Steel

Allegations that may Meet the Harms Threshold (KCSIE Part Four, Section One)

91. Any allegation of abuse made against any person in paid or unpaid capacity that meets the harms threshold as set out in KCSIE's Part Four, Section One, will be reported straight away to the Head Teacher.

92. In cases where the Head Teacher the subject of an allegation, it will be reported to the Chair of Governors. Hampton Lakes Primary School must follow the procedures set out in Part Four of KCSIE.

93. Hampton Lakes Primary School will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made and adhere to the relevant procedures set out in KCSIE, Part Four and the setting's HR Policies Policies, Reports and Financial Information | Hampton Academies Trust - Peterborough as well as seek advice from their HR provider.

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

95. Before contacting the LADO, Hampton Lakes Primary School will use the guidance chart found in Appendix A - Dealing With Allegations Or Concerns About An Adult Working With Children to support their decision-making.

96. If Hampton Lakes Primary School identifies that a child has been harmed, may be at risk of harm, or requires an immediate safeguarding response, the DSL (or deputy) will make a referral to the LADO, Children's Social Care and the police without delay, as appropriate.

97. Hampton Lakes Primary School will use the local LADO Procedures set out by the Cambridgeshire & Peterborough Safeguarding Partnership Board.

98. Hampton Lakes Primary School will follow the duty of care set out on page 111 of KCSIE regarding the welfare of those involved.

Concerns that do not Meet the Harms Threshold

99. Low level concerns that do not meet the harms threshold should be reported to the Headteacher The term low level does not mean that it is insignificant, it means that the

behaviour towards a child does not meet the harms test.

100. In cases where the Head Teacher or Principal is the subject of an allegation, it will be reported to the Chair of Governors. Hampton Lakes Primary School will follow the procedures set out in Part Four, Section Two of KCSIE.

101. As good practice governing bodies and proprietors should set out their low level concerns policy within their staff code of conduct Policies, Reports and Financial Information | Hampton Academies Trust - Peterborough)

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

103. Hampton Lakes Primary School can decide where these records are kept, but they must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK GDPR. Policies, Reports and Financial Information | Hampton Academies Trust - Peterborough

104. Hampton Lakes Primary School will promote an open culture where concerns about adults working in or on behalf of Hampton Lakes Primary School are addressed promptly and appropriately. This helps identify inappropriate behaviour early, reduce the risk of abuse, and ensure all adults understand and follow professional boundaries, the setting's ethos and values.

105. Hampton Lakes Primary School should ensure that **all** staff are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils, parents or carers as advised within the Professional and Personnel Relationships Guidance. Signed confirmation is required.

106. Hampton Lakes Primary School will ensure that staff, supply staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

Other Related Policies and Procedures

107. See the Context section for the Hampton Lakes Primary School's list and links to relevant policies.

108. Within Hampton Lakes nursery and primary provision, safeguarding arrangements will also comply with the safeguarding and welfare requirements of the statutory Early Years Foundation Stage (EYFS) framework, where applicable.

109. Hampton Lakes Primary School must have a Whole-School Allergy Policy for supporting children with medical conditions. This will be displayed on the school website in accordance with section 34 of the Children's Wellbeing and Schools Act 2026, Allergy safety in schools statutory guidance, Stronger protections for children with allergies in school.

Governing Body Safeguarding Responsibilities

Use of Setting Premises for Non-Setting Activities

110. If the governing body extended facilities or before or after setting activities directly under the supervision or management of setting staff, the setting's arrangements for safeguarding as written in this policy shall apply.

111. Where services or activities are provided separately by another organisation or individual, either on or off setting site, the governing body will seek assurance that they have appropriate policies and procedures in place to keep children safe and there are arrangements to liaise with the setting on these matters where appropriate.

112. The governing body will use the guidance on After-school clubs, community activities, and tuition - safeguarding guidance for providers, which details the safeguarding arrangements that settings should expect these providers to have in place.

Definitions

113. Terms and definitions used in this policy:

Term	Definition
SRO	Senior Responsible Officer
PCC	Peterborough City Council
DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead
SEND	Special Educational Needs and Disabilities
CSE	Child Sexual Exploitation
FGM	Female Genital Mutilation
MARAC	Multi Agency Risk Assessment Conference
HBA	Honour Based Abuse
CCE	Child Criminal Exploitation
LADO	Local Authority Designated Officer
EYFS	Early Years Foundation Stage

Context

114. Internal and external context relevant to this policy:

Internal Documents *List of internal documents related to this policy. Include reference numbers and links for easy access.*	• Alternative Provision Procedures • Anti-bullying policy • Attendance policy (including Children who are absent from Education) • Behaviour policy • Complaints policy • Critical Incident plan • Equality policy • First Aid policy • Health and Safety policy • HR Policies • Intimate Care policy • Lone Working policy • Low Level Concerns Policy • Online Safety and Acceptable Use policy • Physical Intervention and/or Use of Reasonable Force policy • Protocol for children not collected from school at the end of the school day/activity • Record Keeping Policy • Responding to Prejudice Related incidents policy • ROTH Procedures • Safer Recruitment Policy • SEND Policy • Staff Code of Conduct/Safer Working Practice • Staff Discipline and Grievance procedures • Supporting Pupils with Medical Conditions policy • Use of Mobile Phone and Other Smart Devices Policy • Whistleblowing policy Located with Hampton Academies Trust Polices: Policies, Reports and Financial Information | Hampton Academies Trust - Peterborough Located within Hampton Lakes Policies: Policies and Reports | Hampton Lakes Primary School
Legislation, Standards, etc. *List of external legislation or government regulations, etc. relating to this policy.*	• After-school clubs, community activities, and tuition - safeguarding guidance for providers • Allergy safety in schools statutory guidance • Alternative Provision • Cambridgeshire & Peterborough Safeguarding Partnership Board Procedures

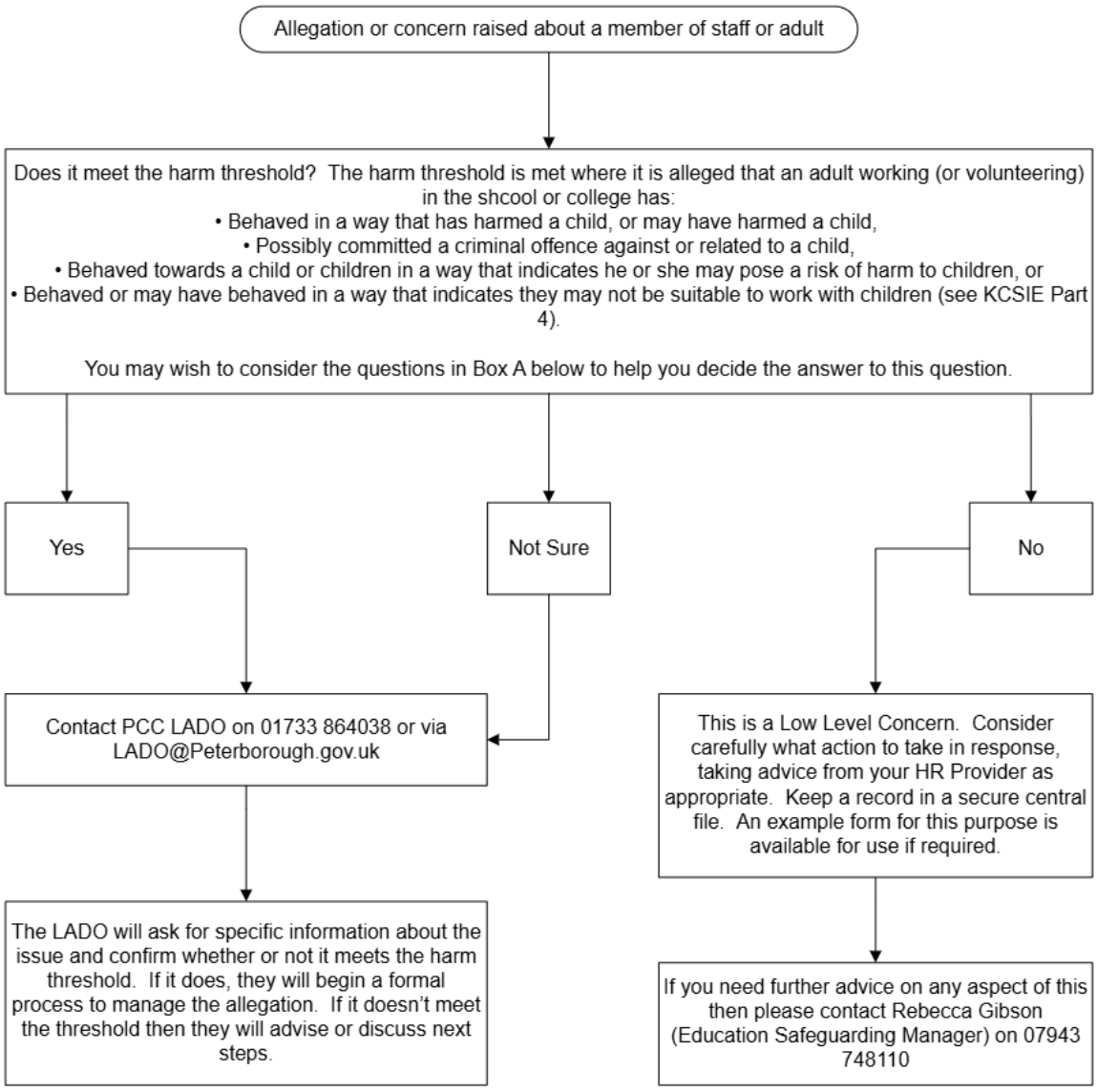
Include website links for easy access.	• Cambridgeshire and Peterborough Joint Agency Protocol for Domestic Abuse Notifications to Schools, Colleges and Early Years Settings • Children Act 1989 • Children Act 2004 • Children's Wellbeing and Schools Act 2026 • Cyber security training for school staff • Data Protection Act 2018 • Domestic Abuse Act 2021 • Education for children with health needs who cannot attend school • EYFS statutory framework for group and school-based providers • Female Genital Mutilation Act 2003 • Generative AI: product safety expectations • Home - Shore • KCSIE • Keeping children safe in education 2026 • LADO Procedures • Lucy Faithfull Foundation - Preventing child sexual abuse • Marriage and Civil Partnership (Minimum Age) Act 2022 • Meeting digital and technology standards in schools and colleges • Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges • Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance • National Prevent referral form • Operation Encompass • Prevent duty guidance: England and Wales (2023) • Professional and Personnel Relationships Guidance • Professional Referral Process • Relationships Education, Relationships and Sex Education and Health Education • Risk Outside the Home (ROTH) Assessment Guidance • Risk Outside the Home (ROTH) Assessment Tool • Safer Corridors Action Toolkit • Safer Spaces Action Toolkit • Sexual Offences Act 2003

	• Sharing nudes and semi-nudes: advice for education settings working with children and young people • Sharing nudes and semi-nudes: how to respond to an incident • Shore - Lucy Faithfull Foundation • Stronger protections for children with allergies in school • The Education Act 2002 • The Equality Act 2010 • The Human Rights Act 1998 • The Prevent duty: an introduction for those with safeguarding responsibilities • UK GDPR • When to call the police: Guidance for schools and colleges • Working Together to Improve School Attendance • Working together to safeguard children 2026

Review Actions

115. At the next review, the following actions should be taken:
    - Review all sections, language and links
    - Re-submit for approval

Appendix A - Dealing With Allegations Or Concerns About An Adult Working With Children



Box A

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