



Hidelow Grange School Safeguarding Policy and Child protection Policy



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DSL**



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Written: April 2026
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Reviewed: May 2026
Next April 2027
Review:
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1. Safeguarding Management Team

| Role | Name |
|--------------------------|--------------|
| Regional Lead (Caretech) | Rob McConomy |
| Head of Service (Branas) | Kate Jones |

| Role | Name |
|---|--------------------|
| Principal Deputy Designated Safeguarding Lead(s) | Juliet Smith |
| Designated Safeguarding Lead | Benjamin J. Neasom |

2. School Key Contacts

| | |
|------------------------------|---|
| Principal | Name Benjamin J. Neasom Phone 01886 884832 Email benjamin.neasom@caretech-uk.com |
| Proprietor Representative | Name Andrew Sutherland Phone Email andrew.sutherland@caretech-uk.com |
| Safeguarding Director | Name Kate Jones Phone 01490 413782 Email kate.jones@branas.co.uk |
| Designated Safeguarding Lead | Name Benjamin J. Neasom Phone 01886 884832 Email benjamin.neasom@caretech-uk.com |
| Deputy Safeguarding Leads | Name Juliet Smith Phone 01886 884832 Email Juliet.smith@caretech-uk.com |
| Mental Health Lead | Name Juliet Smith Phone 01886 884832 Email Juliet.smith@caretech-uk.com |

Key County Contacts

Children & Families Service: Early Help [Early Help Family Support - Herefordshire Council](#)
Locality Telephone Numbers 01432 260261

Making a referral to the Multi-Agency Screening Team (MASH)

Herefordshire Multi-Agency Safeguarding Hub (MASH)
Tel: 01432 260800 (office hours: Monday-Thursday 8:45am-5:15pm, Friday 8:45am-4:45pm)
Tel: 01432 383340 (out of hours emergency duty team)
Email: mash@herefordshire.gov.uk

For making a referral outside of Hereford this [online tool](#) directs you to the relevant local children's social care contact number.

| | |
|--|--|
| West Mercia | In an emergency call 999 / For all non-emergencies call 101 Home Police.uk (www.police.uk) |
| Designated Officers for Managing Allegations (LADOs) | |
| Duty LADO contact details (consultations, new referrals and urgent matters) | Name Carol Ifill Phone 01432 261739 Email LADO@herefordshire.gov.uk |

3. Introduction

This policy applies to Hidelow Grange School, an independent SEMH/HSB specialist school in England, and is written in accordance with statutory legislation and guidance applicable to schools in England.

This policy is written in line and must be read with the following statutory legislation and guidance:

Statutory Guidance (England)

| Document | Status | Link/Reference |
|--|---|---|
| Keeping Children Safe in Education (KCSIE) 2025 | STATUTORY - All schools | https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 |
| Working Together to Safeguard Children 2023 | Statutory | https://www.gov.uk/government/publications/working-together-to-safeguard-children--2 |
| Relationships, Sex and Health Education (RSHE) | Statutory (when published September 2026) | https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education |
| Gender Questioning Children Guidance | Statutory (when published) | https://www.gov.uk/government/publications/gender-questioning-children-guidance-for-schools |
| Working Together to Improve School Attendance 2024 | Statutory (from 19 August 2024) | https://www.gov.uk/government/publications/working-together-to-improve-school-attendance |
| Designated Teacher for Looked-After and Previously Looked-After Children 2018 | Statutory | https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children |
| Prevent Duty Guidance 2023 | Statutory | https://www.gov.uk/government/publications/prevent-duty-guidance |
| Sexual Violence and Sexual Harassment Between Children | Statutory | https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges |

in Schools and Colleges 2021
Legislation

| Act/Regulation | Year | Relevant Sections | Link |
|---|-------------|---|---|
| Children Act | 1989 & 2004 | All sections | https://www.legislation.gov.uk/ukpga/1989/41/contents |
| Education Act | 2002 | Section 175 (duty to safeguard and promote welfare) | https://www.legislation.gov.uk/ukpga/2002/32/section/175 |
| Human Rights Act | 1998 | All sections | https://www.legislation.gov.uk/ukpga/1998/42/contents |
| Equality Act | 2010 | Including Public Sector Equality Duty | https://www.legislation.gov.uk/ukpga/2010/15/contents |
| Data Protection Act | 2018 | Including UK GDPR | https://www.legislation.gov.uk/ukpga/2018/12/contents |
| Counter-Terrorism and Security Act | 2015 | Prevent Duty (Section 26) | https://www.legislation.gov.uk/ukpga/2015/6/contents |
| Serious Violence Duty | 2022 | Part 2, Police, Crime, Sentencing and Courts Act 2022 | https://www.gov.uk/government/publications/serious-violence-duty |

Technology and Online Safety

| Document | Purpose | Link |
|---|---|---|
| Generative Artificial Intelligence (AI) in Education | DfE guidance on safe use of AI in schools | https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education |
| Meeting Digital and Technology Standards in Schools and Colleges | Standards for filtering, monitoring and online safety | https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges |
| Generative AI: Product Safety Expectations | Guidance on AI filtering and monitoring requirements | https://www.gov.uk/government/publications/generative-ai-product-safety-expectations |

Additional Key Resources

| Resource | Purpose | Link |
|--|---------------------------------|---|
| NSPCC - Spotting Signs of Child Abuse | Recognising indicators of abuse | https://www.nspcc.org.uk/what-is-child-abuse/spotting-signs-child-abuse/ |



| | | |
|--|--|---|
| NSPCC - Child Neglect | Understanding and identifying neglect | https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/neglect/ |
| NSPCC - Child Exploitation | Information on CSE and CCE | https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-exploitation/ |
| NPCC - When to Call the Police | Guidance for schools on police involvement | https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf |
| UK Safer Internet Centre | Online safety resources and reporting | https://www.saferinternet.org.uk |
| CEOP (Child Exploitation and Online Protection) | Reporting online abuse | https://www.ceop.police.uk/Safety-Centre/ |

Department for Education’ publications for schools and local authorities. Links below include:

[Working Together to Safeguard Children](#) (2023)

[Keeping children safe in education 2025](#) (2025)

[Working together to improve school attendance - GOV.UK](#) (2024)

[Designated teacher for looked-after and previously looked-after children](#) (2018)

[Human Rights Act](#) (1998) and [Equality Act](#) (2010), including the Public Sector Equality Duty

[Data Protection Act](#) (2018) and [UK GDPR](#)

[Prevent Duty Guidance](#) (2023)

[NYSCP \(safeguardingchildren.co.uk\)](https://safeguardingchildren.co.uk)

[Working together to improve school attendance \(applies from 19 August 2024\)](#)

[Generative artificial intelligence \(AI\) in education - GOV.UK](#)

[Meeting digital and technology standards in schools and colleges - Guidance - GOV.UK](#)

This policy is for all staff in schools/colleges in England only. There is an extension to this policy for those offering accommodation to individuals such as:

- A Residential Special School
- A Children’s Home attached to the School
- Post 16 Specialist college and attached accommodation.

This policy outlines a framework for all staff, at all levels, permanent or agency basis, to meet their statutory duties in relation to Safeguarding and to ensure consistency of good practice across the school/college. This policy ensures all staff have clear guidance on how to manage a concern of abuse, harm, neglect or exploitation to a child externally and internally.

This policy, its procedures and associated policies will be reviewed at least annually, ratified by the Proprietor, and published on the school’s website in accordance with KCSIE 2025.



Please refer to the Adult Safeguarding Policy for students over the age of 18 years.

Wider Policies support this Safeguarding/Child Protection Policy. They are outlined below and are in line with KCSIE 2025 and Working Together to Keep Children Safe 2023 guidance. These policies are embedded within the school's approach to safeguarding and child protection.

This Safeguarding and Child Protection Policy should be read alongside the following school policies:

Safeguarding-Related Policies:

1. Child-on-Child Abuse Policy
2. Role of the DSL Policy
3. Online Safety Policy
4. Filtering and Monitoring Policy
5. Acceptable Use Policy (staff and pupils)
6. Anti-Bullying Policy
7. Behaviour Policy
8. Physical Intervention/Restrictive Practice Policy
9. PREVENT Policy (Counter-Radicalisation)

Operational Policies:

10. Safer Recruitment Policy
11. Staff Behaviour Policy/Code of Conduct
12. Managing Allegations Against Staff Policy
13. Low-Level Concerns Policy
14. Whistleblowing Policy
15. Attendance Policy
16. Children Missing from Education Policy
17. SEND Policy
18. Supporting Pupils with Medical Conditions Policy
19. First Aid Policy
20. Health and Safety Policy
21. Data Protection and Information Sharing Policy

Note: All policies are available on the school website and from the school office upon request.

4. Aims of this policy

This policy aims to ensure that:

For Children:

- All children at Hidelow Grange School are safe and protected from harm, abuse, neglect and exploitation
- Children know who they can talk to if they are worried or feel unsafe
- Children understand how to keep themselves safe, including online



- Children's voices are heard and their views inform our safeguarding practice
- Children receive the right help at the right time to address risks and prevent issues escalating

For Staff:

- All staff understand the difference between safeguarding and child protection
- All staff can identify signs and indicators of abuse, neglect and exploitation
- All staff know how to respond to disclosures and concerns appropriately
- All staff understand their individual responsibility to report concerns immediately
- The DSL and deputies have clear procedures for responding to and recording concerns
- Staff feel confident to raise concerns about adults' behaviour (including low-level concerns)

For Our School:

- We maintain a strong safeguarding culture where children's welfare is paramount
- We adopt an "it could happen here" attitude and remain professionally curious
- We work effectively with partner agencies as part of a multi-agency approach
- We provide early help to prevent concerns from escalating
- Our approach to managing risk is proportionate, child-centred and contextual
- We comply with all statutory safeguarding requirements

For Parents and Carers:

- Parents and carers understand our safeguarding responsibilities
- Parents and carers know how to raise concerns about their child or another child
- We work in partnership with parents and carers (unless this would place the child at risk)

5. Child Protection and Safeguarding – What's the difference?

Safeguarding is an overarching, **preventative** action that is taken to promote the welfare of children and protect them from harm.

Safeguarding means:



- protecting children from abuse, neglect or exploitation whether that is within or outside the school/home, including online
- preventing harm to children's health or development
ensuring children grow up with the provision of safe and effective care
- acting to enable all children and young people to have the best outcomes

Child protection is part of the safeguarding process. It is **responsive** and focuses on protecting individual children identified as suffering or likely to suffer significant harm. Child protection procedures outlined within the body of this policy detail how to respond to concerns about a child.

6. The Safeguarding Culture

At our school, safeguarding permeates all aspects of the school life and is everyone's responsibility; the school forms part of a wider safeguarding system. In order to fulfil our responsibilities, we adopt a child-centred approach. This means safeguarding systems and procedures are oriented around the wishes, feelings and best interests of children. We also seek to give children a 'voice', listen to what they say, take them seriously and work collaboratively in order to meet their needs. We are also aware that certain issues may impact children's ability to speak openly such as being from a SEND or LGBTQ background and work hard to ensure such children are supported to express their views and feel heard.

The school's safeguarding culture can best be described as the following;

- **Proactive**, being professionally curious to determine further information in the interests of the child. It is essential that staff exercise professional curiosity at all times, as it is likely that signs of any form of abuse including neglect will be identified when dealing with an un-associated incident. Having strong governance and leadership, raising awareness through and enhancing children's and young people's capacity around the risks and their own safety, regular reflective supervision).
- **Reactive** (taking swift actions, reducing the risk of harm to a minimum, involving other professionals in timely manner, active listening, applying theory in practice in a methodical way).
- **Reflective** (understanding 'how we got there in the first place', completing a chronology to identify 'lessons learned' with other key professionals in order to identify ways to improve practice)

Our Safeguarding Priorities (2025/26)

In line with KCSIE 2025 and local safeguarding partnership priorities, we are particularly focused on:

1. Online Safety and Digital Risks

Schools must now be aware of risks related to:

- Misinformation and disinformation (including fake news)
- Conspiracy theories
- Traditional online risks (content, contact, conduct, commerce)
- Artificial Intelligence (AI) – including risks from generative AI tools and AI-generated content

Our response:

- Regular review of filtering and monitoring systems to cover AI-generated content



- Staff and pupil education on identifying misinformation
- Clear acceptable use policies for AI tools
- Ongoing risk assessment of technology use

2. Violence Against Women and Girls (VAWG)

- Commitment to an anti-sexist ethos
- Zero-tolerance approach to sexual harassment and sexual violence
- Challenging harmful attitudes and behaviours
- Teaching about healthy relationships and consent

3. Child-on-Child Abuse

- Recognition that children can abuse other children
- Clear procedures for responding to all forms of child-on-child abuse
- Education on respectful relationships
- Robust response to sexual violence and sexual harassment

4. Mental Health and Wellbeing

- Early recognition of self-harm, eating disorders and anxiety
- Staff training on mental health awareness
- Clear pathways for mental health support
- Integration of mental health into safeguarding practice

5. Contextual Safeguarding

- Understanding risks children face outside school and online
- Addressing child criminal exploitation (CCE) and child sexual exploitation (CSE)
- County lines awareness
- Serious violence duty compliance

6. Equality and Inclusion

- Anti-racist practice embedded across the school
- Supporting LGBTQ+ pupils
- Recognising additional vulnerabilities of SEND pupils
- Challenging all forms of discrimination

7. Physical Security

- Regular lockdown drills
- Perimeter security checks
- Visitor management procedures
- Intruder response protocols

Emerging Safeguarding Priorities:

- **Commitment to an anti-racist, anti-sexist ethos and tackling violence against women and girls as cross-cutting safeguarding themes.**
- **Embed recognition and early response to self-harm, eating disorders and anxiety in staff training and reflective practice.**
- **Protective security measures: regular lockdown drills, perimeter checks and intruder procedures**



7. Roles and Responsibilities

Proprietor and representative (Regional Lead)

The Proprietor has a strategic leadership responsibility for safeguarding. They facilitate a whole school approach, ensuring all relevant aspects of process, policy and systems development are in line with promoting the child's safety and welfare.

The Proprietor's representative (Regional Lead) is responsible for all strategic aspects of the policy and ensures senior staff receive appropriate training and support to undertake their roles and that a log of their training is maintained. Through site-based reviews and termly safeguarding reports, they identify themes with training, compliance, attendance/escalation, AP monitoring, online-safety incidents, low-level concern trends amongst others and ensure gaps are addressed effectively. They make certain safeguarding related policies and procedures are transparent, clear and easy to understand for staff, visitors, pupils, parents and carers.

Additionally, the Proprietor's representative (Regional Lead) is responsible for receiving concerns/allegations about the headteacher or principal and agreeing any appropriate course of action for investigation. This includes liaison with the Local Authority Designated Officer (LADO) if the matter meets the criteria for being considered as an allegation.

Headteacher/Principal

The Headteacher will support staff and governors to understand their individual roles and responsibilities by ensuring all approved safeguarding related policies and procedures are fully implemented. They liaise with the LADO and partner agencies in the event of allegations being made against a member of staff or volunteer. They ensure staff receive appropriate updated safeguarding and child protection training whilst providing support to the DSL, ensuring cover for this role in the DSL's absence. The headteacher also ensures that curriculum supports children to understand how to keep themselves safe alongside promoting a strong, open and positive culture of safeguarding across the school.

Designated Safeguarding Lead (DSL) and Deputies

The roles and responsibilities for the DSL for this school are set out in full in KCSIE 2025 Annex C. The DSL and Deputies are responsible for ensuring multi-agency working, information sharing and attendance at all safeguarding and child protection meetings. They are also responsible for raising safeguarding awareness throughout the school/college in addition to ensuring appropriate support and training for staff. In addition, the DSL should maintain effective recording systems of all concerns and outcomes.

Upon receipt of a concern, the DSL must pass the concern to:

- the host Local Authority Designated Officer (LADO) if the allegation/disclosure is against a staff member
- the child's Social Worker when the allegation/disclosure concerns someone other than a staff member and, where appropriate, the child's parent/carer
- If the DSL believes a crime has been committed, the police should also be informed.
- The DSL must also inform their headteacher/principal and Regional Director.

The DSL must ensure immediate action is taken to ensure the child is safe. If unsure the DSL must discuss these actions with the LADO and/or child's Social Worker depending on



the nature of the concern. The DSL must record the allegation/disclosure and any relevant actions on BehaviourWatch.

The LADO and/or Social Worker will inform the DSL of next steps and whether an investigation is required. If an internal investigation is required the DSL must consult with the Regional Director and the Compliance & Regulation Team.

The DSL must also:

- **Maintain a formal record of DSL supervision sessions to reflect complex case oversight.**
- **Oversee online safety risks and ensure regular review of the school's filtering/monitoring systems.**
- **Maintain local information-sharing protocols with social care, police and health partners, referencing DfE Data Protection Guidance for Schools (2024).**
- **Engage with the Virtual School Head for children/students who have a care experienced background, are in kinship care or have social work involvement**

Designated teacher

The designated teacher works closely with the DSL to ensure safeguarding concerns of looked after children are addressed quickly and effectively. They should assume a strong advocacy position; recognising the signs of abuse and harm whilst reporting concerns as outlined in the reporting process within the body of this policy. They should maintain a record of concerns and actions, reporting these to the DSL.

All School Leaders, Staff and Volunteers

All staff should have children's safety and well-being at the heart of all they do and should understand the policies and processes to follow where they suspect a child is suffering, or is likely to suffer from harm. All staff should maintain an attitude of 'it could happen here' and remain vigilant to signs and indicators of abuse and harm. Staff receive safeguarding training and are aware they must report all allegations and concerns to the DSL immediately. If staff do not feel they have relevant safeguarding skills, knowledge or experience they must inform the DSL immediately so that additional training can be sourced. Staff are familiar with the Early Help process and are in a position to identify children who may benefit from it.

Designated Safeguarding Lead (DSL) and Deputies

The roles and responsibilities for the DSL are set out in full in KCSIE 2025 Annex C. Key responsibilities include:

Managing Referrals

- Refer cases to children's social care, police and/or LADO as appropriate
- Support staff who make referrals to children's social care
- Refer cases to the Channel programme where radicalisation concerns exist
- Refer cases where a crime may have been committed to the police
- Liaise with the headteacher to inform them of safeguarding issues, especially ongoing enquiries and police investigations



Working with Others

- Liaise with the headteacher and relevant strategic leads to inform them of safeguarding issues
- Act as a source of support and advice for all staff
- Act as a point of contact with the three safeguarding partners (local authority, health, police)
- Liaise with the "case manager" and LADO for child protection concerns involving staff
- Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety)
- Work with the Virtual School Head for children with a social worker or care experience
- Attend and contribute to child protection conferences, core groups and other multi-agency meetings
- Coordinate the school's contribution to child protection plans
- Develop effective links with relevant statutory and voluntary agencies

Training and Knowledge

The DSL and deputies should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The DSL's knowledge and skills should also be updated at regular intervals, or at least annually, through:

- E-bulletins
- Meetings with other DSLs
- Taking time to read and digest safeguarding developments

The DSL should have a good understanding of harmful sexual behaviour (HSB), which will aid in:

- Planning preventative education
- Implementing preventative measures
- Drafting and implementing an effective child protection policy
- Incorporating the approach to sexual violence and sexual harassment into the whole school safeguarding approach

Raising Awareness

- Ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Ensure the child protection policy is available publicly
- Ensure parents know that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with safeguarding partners to stay up to date with local policies
- Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues with teachers and school leadership

Child Protection File Management

- Ensure child protection files are kept up to date
- Ensure information is kept confidential and stored securely
- Keep a written record of concerns about children (even where there is no need to make an immediate referral)
- Ensure records include a clear and comprehensive summary of concerns, how they were followed up and resolved, and notes of action taken, decisions reached and outcomes



- Transfer child protection files to new schools/colleges within 5 days for in-year transfers or within the first 5 days of a new term
- Ensure secure transit of files and obtain confirmation of receipt
- Consider whether it's appropriate to share information with the new school/college in advance of the child leaving

Availability and Cover

- The DSL or a deputy should always be available during school hours for staff to discuss safeguarding concerns
- Arrangements should be in place for cover during out-of-hours/out-of-term activities
- The DSL or deputy should be available (in person or remotely) during term time

Additional Responsibilities Specific to Our School

- Maintain a formal record of DSL supervision sessions to reflect complex case oversight
- Oversee online safety risks and ensure regular review of the school's filtering/monitoring systems
- Maintain local information-sharing protocols with social care, police and health partners
- Engage with the Virtual School Head for children who have care experience, are in kinship care or have social work involvement

All School Leaders, Staff and Volunteers

All staff should receive appropriate safeguarding and child protection training (including online safety) at induction. This should be updated regularly and at least annually.

All staff have a responsibility to:

Maintain a Safeguarding Mindset

- **Adopt an "it could happen here" attitude** – never assume abuse or neglect cannot happen in our school
- Remain vigilant to signs and indicators of abuse, neglect and exploitation
- Exercise **professional curiosity** – if something doesn't feel right, explore further
- Understand that safeguarding is everyone's responsibility
- Be aware that children may not feel ready or know how to tell someone they are being abused

Know and Follow Procedures

- Read and understand at least Part 1 of KCSIE 2025 (or Annex A for staff who don't work directly with children)
- Read and understand the school's child protection, behaviour and staff behaviour policies
- Know who the DSL and deputies are
- Report ALL concerns to the DSL immediately – no matter how small
- Understand the early help process and how to make an early help referral
- Follow the school's procedures for online safety, including reporting concerns about online abuse

Recognise and Respond

- Be alert to signs of abuse, neglect and exploitation
- Understand the specific safeguarding issues that can put pupils at risk of harm
- Be aware of the extra vulnerabilities of SEND children
- Recognise that children with SEND may display behaviour, mood or injury that relates to abuse rather than their SEND
- Understand that peer-on-peer abuse can occur
- Know how to respond appropriately to a disclosure



- Never promise confidentiality to a child
- Reassure children that they are being taken seriously and will be supported

Support Safeguarding Culture

- Contribute to creating an environment where children feel safe to speak up
- Challenge inappropriate behaviour or comments from adults or children
- Model respectful relationships
- Maintain appropriate professional boundaries
- Report any concerns about adult behaviour (including low-level concerns)
- Participate in safeguarding training and updates

Specific Responsibilities

- **Teaching staff:** Incorporate safeguarding themes into curriculum delivery
- **Support staff:** Remain vigilant during unstructured times (breaks, lunches, before/after school)
- **All staff:** Attend safeguarding meetings (e.g., child protection conferences) when required

7a. Staff Training Requirements

All staff at Hidelow Grange School receive appropriate safeguarding and child protection training to enable them to recognise, respond to and report concerns effectively. Training is provided at induction and updated regularly to ensure staff remain current with statutory requirements, emerging risks and best practice.

Mandatory Training for All Staff

All staff (teaching, support, administrative, residential, therapeutic, catering, maintenance, and volunteers) must complete the following training:

| Training | Frequency | Delivered By | Format |
|---|----------------------------------|--|--------------------------|
| Safeguarding and Child Protection (including KCSIE Part 1) | At induction, then annually | Hereford Safeguarding/ Safeguarding network | Face-to-face / eLearning |
| Online Safety | At induction, then annually | YourHippo | eLearning |
| Prevent (Counter-Radicalisation) | At induction, then every 3 years | YourHippo | eLearning |
| Child-on-Child Abuse | At induction, then annually | DSL Safeguarding Network | Face-to-face |



| Training | Frequency | Delivered By | Format |
|---|--|-------------------|--------------------------|
| Recognising and Responding to Harmful Sexual Behaviour (HSB) | At induction, then annually | Therapeutic Lead | Face-to-face |
| Good Lives Model | At induction, then annually | Therapeutic Lead | Face-to-face |
| Equality, Diversity and Inclusion | At induction, then every 2 years | YourHippo | eLearning |
| Data Protection and GDPR | At induction, then every 2 years | YourHippo | eLearning |
| Health and Safety | At induction, then annually | YourHippo | eLearning |
| Fire Safety | At induction, then annually | YourHippo | eLearning |
| First Aid | As required (designated first aiders only) | External provider | Face-to-face (certified) |

Additional Training for Specific Roles

| Role | Additional Training Required | Frequency |
|----------------------------|--|--------------------------------|
| DSL and Deputy DSLs | DSL training (Level 3 or equivalent) | Every 2 years |
| | HSB-specific training (e.g., AIM-3, NSPCC HSB Framework) | Every 2 years |
| | Multi-agency working and information sharing | Every 2 years |
| | Mental health awareness | Every 2 years |
| | Therapeutic Lead | AIM-3 Risk Assessment training |



| Role | Additional Training Required | Frequency |
|---|---|---------------|
| | Good Lives Model training | Every 3 years |
| | Trauma-informed practice | Every 2 years |
| Teaching Staff | MAYBO Behaviour management and de-escalation | Annually |
| | SEND awareness | Every 2 years |
| | Curriculum-based safeguarding (e.g., RSHE, online safety) | Annually |
| Designated Teacher for Looked-After Children | Virtual School training | Every 2 years |
| | Attachment and trauma | Every 2 years |

8. Early Help

Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children than reacting later.

What is Early Help?

Early help means providing support as soon as a problem emerges, at any point in a child's life. Effective early help relies upon local agencies working together to:

- Identify children and families who would benefit from early help
- Undertake an assessment of the need for early help
- Provide targeted early help services to address the assessed needs

When Should We Consider Early Help?

Staff should consider early help when a child:

- Is disabled or has certain health conditions and has specific additional needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines



- Is frequently missing/goes missing from care or from home
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation
- Is at risk of being radicalised or exploited
- Has a family member in prison, or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- Is a privately fostered child
- Is persistently absent from education

Our Early Help Process

At Hidelow Grange School, we follow the Herefordshire Early Help process:

Step 1: Identify

- Staff identify a concern or emerging need
- Staff discuss with DSL
- DSL considers whether early help is appropriate

Step 2: Discuss

- DSL discusses with parents/carers (unless this would place child at risk)
- Obtain consent for early help assessment
- If parents refuse and concerns remain, consider whether safeguarding threshold is met

Step 3: Assess

- Complete Early Help Assessment with family
- Identify strengths and needs
- Agree desired outcomes

Step 4: Plan

- Develop Early Help Plan with family
- Identify lead professional
- Agree actions and review dates

Step 5: Deliver and Review

- Implement plan
- Regular reviews (usually every 6-8 weeks)
- Step up to children's social care if needs escalate
- Step down when outcomes achieved

Key Contacts for Early Help

Herefordshire Early Help:



- Tel: 01432 260261
- Email: earlyhelpfamilysupport@herefordshire.gov.uk

Important Points

- Early help is not a substitute for action when a child is suffering or likely to suffer significant harm
- If at any point concerns escalate, staff should not delay in making a referral to children's social care
- Early help assessments should be kept under constant review
- Staff should be particularly alert to the potential need for early help for children who:
Are at risk of exclusion or have been excluded
Have SEND
Have mental health needs
Are young carers
Show signs of abuse or neglect

The DSL should ensure all staff understand the early help process and feel confident to identify children who would benefit from it.

9. Abuse, Neglect and Exploitation

Staff are aware that abuse, neglect and exploitation are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.

If staff believe a child is not their 'usual self' or have reason for concern, they must report this in writing to the DSL.

The Four Categories of Abuse

All staff should be aware of the four categories of abuse as defined in Working Together to Safeguard Children 2023:

1. 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.

Indicators may include:

- Unexplained injuries or injuries inconsistent with the explanation given
- Injuries in unusual locations or patterns
- Reluctance to undress or participate in physical activities



- Fear of going home or of parents being contacted
- Flinching when approached or touched
- Aggressive behaviour or severe temper outbursts
- Depression or withdrawn behaviour

Fabricated or Induced Illness (FII):

This is a rare form of child abuse where a parent or carer exaggerates or deliberately causes symptoms of illness in a child. Staff should be alert to this possibility and report concerns to the DSL.

2. Emotional Abuse

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

- Conveying to a child that they are worthless, unloved, inadequate or valued only insofar as they meet another person's needs
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children
- Interactions that are beyond a child's developmental capability
- Overprotection and limitation of exploration and learning
- Preventing the child from participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying)
- Exploitation or corruption of children

Indicators may include:

- Developmental delay
- Attachment difficulties
- Aggressive or withdrawn behaviour
- Low self-esteem
- Difficulty forming relationships



- Neurotic behaviour (e.g., rocking, hair twisting)
- Self-harm

3. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve:

Physical contact:

- Penetrative acts (rape, assault by penetration, oral sex)
- Non-penetrative acts (masturbation, kissing, rubbing, touching)

Non-contact activities:

- Involving children in looking at or producing sexual images
- Watching sexual activities
- Encouraging children to behave in sexually inappropriate ways
- Grooming a child in preparation for abuse (including via the internet)

Important: Sexual abuse is not solely perpetrated by adult males. Women and other children can also commit acts of sexual abuse.

Indicators may include:

- Sexual knowledge or behaviour inappropriate for the child's age
- Sexualised behaviour or language
- Reluctance to undress for PE or medical examination
- Urinary infections, bleeding or soreness in genital or anal areas
- Pregnancy, especially if reluctant to name the father
- Self-harm, eating disorders, depression
- Sudden changes in behaviour or school performance
- Fear of particular people or places
- Running away from home

4. 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.

Types of neglect:

- **Physical neglect** – A child's basic needs, such as food, clothing or shelter, are not met or they aren't properly supervised or kept safe
- **Educational neglect** – A parent or carer doesn't ensure their child is given an education
- **Emotional neglect** – A child doesn't get the nurture and stimulation they need. This could be through ignoring, humiliating, intimidating or isolating them
- **Medical neglect** – A child isn't given proper health care. This includes dental care and refusing or ignoring medical recommendations
- **Neglect in Care** – occurs when a person deliberately withholds, or fails to provide, suitable and adequate care and support needed by the child

Signs of Neglect:

- Being frequently absent from school
- Inappropriate clothing (e.g. shoes too small, clothes are ill-fitted or unsuitable for the weather conditions)
- Clothes are consistently dirty or smelly
- Being hungry
- Unkempt appearance and poor hygiene
- Lacking necessary medical or dental care, including immunisations or glasses
- Missing medical appointments
- Health problems, including anaemia, body issues, poor muscle tone or prominent joints, regular illness or infections, repeated accidental injuries
- Developmental problems, including poor language or social skills
- Being underweight or losing weight
- Begging or stealing things like money or food
- Changes in behaviour, such as becoming clingy, aggressive, withdrawn, depressed or anxious, displaying obsessive behaviour
- Changes in eating habits
- Using drugs or alcohol



- Self-harm or attempts at suicide
-

Sexual Violence and Sexual Harassment

This is a critical area that requires specific attention.

Definitions

Sexual violence refers to sexual offences under the Sexual Offences Act 2003:

- **Rape:** penetration of the vagina, anus or mouth with a penis, without consent
- **Assault by penetration:** penetration of the vagina or anus with a part of the body or object, without consent
- **Sexual assault:** intentional sexual touching without consent

Sexual harassment means unwanted conduct of a sexual nature that can occur online and offline. It includes:

- Sexual comments, jokes, taunts or "banter"
- Physical behaviour, such as deliberately brushing against someone, interfering with clothes, or displaying sexually suggestive pictures
- Online sexual harassment, including:
 - Non-consensual sharing of sexual images and videos (often called "sexting" or "youth produced sexual imagery")
 - Inappropriate sexual comments on social media
 - Exploitation, coercion and threats
 - Upskirting (taking a picture under someone's clothing without consent)

Consent

Consent is about having the freedom and capacity to choose. Key points about consent:

- A child under 13 can never consent to sexual activity
- Sexual intercourse without consent is rape
- Consent must be freely given and can be withdrawn at any time
- Where there is any question of consent, this should be treated as sexual violence

Harmful Sexual Behaviour (HSB)



It is effective safeguarding practice for the DSL (and deputies) to have a good understanding of harmful sexual behaviour (HSB). This understanding aids in:

- Planning preventative education
- Implementing preventative measures
- Drafting and implementing an effective child protection policy
- Incorporating the approach to sexual violence and sexual harassment into the whole school safeguarding approach

What is HSB?

HSB can occur between children of any age and gender, both in and outside of school and online. When considering HSB, ages and stages of development are critical factors.

Sexual behaviour between children can be considered harmful if:

- One child is much older (particularly if more than two years' difference)
- One child is pre-pubescent and the other is not
- There is a power imbalance (e.g., size, ability, status)
- One child uses aggression, force, threats or coercion
- The behaviour is compulsive, secretive or coercive
- One child is upset, afraid, hurt or seeking help

Important: A younger child can abuse an older child, particularly if they have power over them (e.g., if the older child is disabled or smaller in stature).

Our Response to Sexual Violence and Sexual Harassment

We take a zero-tolerance approach – this means:

- We will always take reports seriously
- We will never pass them off as "banter," "just having a laugh" or "part of growing up"
- We will never tolerate or dismiss sexual violence or harassment as "boys being boys"

However, zero-tolerance does NOT mean:

- Automatic exclusion for every incident
- One-size-fits-all response
- Ignoring the needs of both victim and alleged perpetrator



Our response will be:

1. **Immediate:** We will respond immediately to reports
2. **Proportionate:** Our response will be proportionate to the concern
3. **Considered:** We will consider the needs of all children involved
4. **Supportive:** We will support both victims and alleged perpetrators
5. **Decided case-by-case:** Each case will be considered on its individual merits

What to Do if a Child Reports Sexual Violence or Harassment

Staff should:

1. **Listen carefully** and take the report seriously
2. **Reassure** the child they have done the right thing in telling you
3. **Do not promise confidentiality** – explain you will need to tell the DSL
4. **Do not investigate** or ask leading questions
5. **Report immediately** to the DSL
6. **Record** what the child has said in their own words

The DSL will then:

1. Consider the immediate safety of the victim and other children
2. Consider whether a crime has been committed (if so, report to police)
3. Follow the school's procedures for managing reports of sexual violence and sexual harassment

10. Mind of My Own

Mind of My Own is available to support all children and young people in the day school sector across CareTech Children's Services. This is used via an app or computer log in and enables a child's views, wishes and feelings to be shared digitally as well as, or, instead of verbally. To access Mind of My Own, young people can set up their own account and this can be supported by the use of staff 'Practitioner Accounts'.

Mind of my own is not an emergency service and should a concern arise staff need to follow the reporting in this policy and should not rely on the app to perform this role. Regarding child protection, young people have the opportunity to raise concerns if they wish. More specifically the One App has a function called 'Safety Link' which is triggered if a young person mentions or chooses the words 'unsafe', 'scared' or 'unhappy'. Portal admins are instantly notified of such statements, which then provides opportunity to discuss directly with the young person when they next meet. As already mentioned above if young people raise any safeguarding concerns, this information needs to be treated exactly the same as any other form of safeguarding concern and reported as per the procedures within this policy.

Mind of My Own enhances our ability to hear and listen to a child's voice and does not replace any existing methods that are already working for our young people. All we know is that sometimes even when we have a good positive relationship with a young person they can find it difficult to share their true thoughts, feelings and emotions. By sending a statement via Mind of My Own young people have the opportunity to share those thoughts, feelings and emotions without the need for face to face interaction and when they feel ready



not when we are asking. Our children felt able to tell adults via Mind of My Own of their concerns if they did not feel comfortable talking to adult's face to face.

11. Child on Child abuse

The school is aware that children are capable of abusing other children and maintain an attitude of 'it could happen here'. All staff understand the Child-On-Child Abuse policy with regard to child on child abuse. Please refer to child-on-child abuse policy.

12. Children's homes who are attached to schools

Staff working in these children's homes must follow [the home's policy](#) when a safeguarding/child protection concern arises and not the school policy. Communication is strong between the Registered/Homes Manager and the Responsible Individual for the home. This, in most cases is the School Principal/Headteacher.

KCSiE 2025, also requires staff in these children's homes to consider the following areas -

- be alert to the extra vulnerabilities of SEND children
- inappropriate pupil or student relationships and the potential for child-on-child abuse, particularly in schools and colleges where there are significantly more girls than boys or vice versa.
- Be Vigilant in reporting inappropriate relationships or where behaviours are a cause for concern
- Be compliant with the additional safeguarding requirements relating to National Minimum Standards and regulations for all schools and colleges with residential provision for children
- Be compliant with Standard 13 in National Minimum Standards for residential special schools. [Residential special schools national minimum standards](#)
- Compliant with the standards of the relevant regulatory body (SCCiff/DfE NMS/CQC)

More information regarding the SEND vulnerabilities of your children can be sourced from the Headteacher and must be clear throughout children's plans.

The group policy for anti-bullying in homes and the school child-on-child abuse policy will give more information regarding the risks children face in a larger setting. Staff must follow these policies.

[Insert Link for anti-bullying and child-on-child abuse policy](#)

13. Children Missing from Education

Staff recognise that a child who is absent from education could be at risk of harm, abuse and exploitation, particularly those who are absent frequently or for prolonged periods of time. All staff understand the Missing from Education Policy and are aware of the processes to follow in such circumstances. **Staff must also follow Working Together to Improve School Attendance (2024), now statutory guidance, to identify, escalate and address persistent or unexplained absence.**

Schools retain ongoing safeguarding responsibility for pupils placed in alternative provision and must designate a lead liaison to liaise with the provider.



Insert link for Children Absent from Education Policy

[Working together to improve school attendance - GOV.UK](#)

14. Preventing Radicalisation – The PREVENT Duty

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is a part of a schools safeguarding approach` (Keeping Children Safe in Education) The School adopts the PREVENT policy and procedures in the event of related concerns.

15. Online Safety

The school adopts a whole school approach to online safety which enables the protection and education of young people and staff in the use of technology. There are mechanisms in place to identify, intervene in and escalate any concerns. The school recognises technology may be a significant feature in safeguarding/child protection issues and that children can use this forum to abuse other children. The school also ensures appropriate filters and monitoring systems are in place.

Online risks now include disinformation, misinformation and conspiracy theories. This is in addition to potential risks from AI generated content. Our school therefore assesses and manages risks from pupils' use of AI tools, ensuring filtering and monitoring systems cover AI-generated content, as per DfE guidance on AI.

Please refer to the school's Online Safety and Filtering/Monitoring policies.

16. Special Education Needs & Disabilities

As a provider of specialist education and care services it is imperative all staff are aware that individuals with special educational needs (SEN) and disabilities:

- Are more likely to be abused or neglected;
- May display behaviour, mood and/or injury, which may relate to possible abuse and not just their SEN or a particular disability.
- Have a higher risk of peer group isolation.
- Can be disproportionately impacted by things like bullying without outwardly showing any signs.
- Experience communication barriers and difficulties in overcoming these barriers.

Please refer to the SEND Policy



16a. The Good Lives Model: Our Approach to Supporting Young People with Harmful Sexual Behaviour

What is the Good Lives Model?

Hidelow Grange School uses the **Good Lives Model (GLM)** as part of our integrated approach to supporting and rehabilitating young people who display harmful sexual behaviour (HSB). The Good Lives Model is a strengths-based, holistic framework that focuses on helping young people build fulfilling lives while addressing the factors that contribute to their harmful behaviour.

Unlike traditional risk-focused approaches, the Good Lives Model recognises that all human beings, including young people who have displayed harmful behaviour, seek to meet fundamental human needs (called "primary goods"). When these needs are met in healthy, pro-social ways, the risk of harmful behaviour is reduced.

The Principles of the Good Lives Model

The Good Lives Model is based on the following core principles:

1. Strengths-Based Approach

- We focus on what young people **can do**, not just what they have done wrong
- We identify and build on their strengths, interests, skills and positive relationships
- We help young people develop a positive identity beyond their harmful behaviour

2. Meeting Human Needs

- We recognise that harmful behaviour often occurs when young people try to meet legitimate needs (e.g., connection, achievement, autonomy) in harmful ways
- We help young people identify healthier ways to meet these needs

3. Holistic Support

- We address all aspects of a young person's life: education, relationships, mental health, physical health, leisure, creativity and future goals
- We work collaboratively across education, care and therapeutic services

4. Future-Focused

- We help young people develop a positive vision for their future
- We support them to build the skills, relationships and opportunities needed to achieve that vision

5. Collaborative and Empowering

- Young people are active participants in their own rehabilitation
- We work **with** young people, not **on** them
- We respect their autonomy while maintaining appropriate boundaries and safeguards

The Primary Goods: What Young People Need

The Good Lives Model identifies **11 primary goods** (fundamental human needs) that all people seek:

1. **Life** (including healthy living and physical functioning)
2. **Knowledge** (understanding themselves and the world)
3. **Excellence in play** (hobbies, interests, leisure activities)
4. **Excellence in work** (including education and meaningful activity)
5. **Excellence in agency** (autonomy, self-directedness, making choices)
6. **Inner peace** (freedom from emotional distress, self-acceptance)
7. **Relatedness** (connection with others, intimacy, belonging)
8. **Community** (being part of a wider social group)
9. **Spirituality** (meaning, purpose, values)
10. **Happiness** (experiencing pleasure and satisfaction)



11. **Creativity** (expressing oneself, problem-solving)

"The Good Lives Model is used alongside AIM-3 risk assessment (see Section 16b) to ensure we balance risk management with strengths-based, rehabilitative support."

How We Apply the Good Lives Model at Hidelow Grange School

In Education:

- Curriculum is designed to help young people develop skills, knowledge and interests that support their good lives goals
- We recognise and celebrate achievements, no matter how small
- We provide opportunities for excellence in work and play through varied learning experiences
- We help young people develop a sense of agency through choice and voice in their learning

In Relationships:

- We model healthy, bounded relationships
- We teach about consent, respect and healthy intimacy
- We support young people to build positive peer relationships
- We help young people repair harm and rebuild trust where possible

In Therapeutic Work:

- Therapy focuses on understanding **why** harmful behaviour occurred (what needs were being met)
- Young people develop alternative, pro-social ways to meet those needs
- Trauma, attachment difficulties and mental health needs are addressed
- Young people develop emotional regulation skills and inner peace

In Care and Daily Living:

- Care plans are individualised and strengths-based
- Young people are supported to develop life skills (life/healthy living)
- Opportunities for creativity, leisure and community participation are prioritised
- Young people are supported to develop a sense of meaning and purpose (spirituality)

In Risk Management:

- Risk assessments consider both risk factors **and** protective factors (strengths)
- Safety plans are developed **with** young people, not imposed on them
- Restrictions are proportionate and explained in terms of supporting the young person's good life goals
- We focus on building internal controls (self-regulation, values) not just external controls (rules, supervision)

Good Lives Plans

Each young person at Hidelow Grange School has a **Good Lives Plan** that:

- Identifies their strengths, interests and goals
- Outlines which primary goods they are seeking and how they have tried to meet these needs (both pro-socially and harmfully)
- Sets out healthier ways to meet these needs
- Describes the support, skills and opportunities they need to achieve their good life goals



- Is reviewed regularly with the young person, education staff, care staff and therapists

Staff Responsibilities

All staff at Hidelow Grange School have a responsibility to:

- Understand the principles of the Good Lives Model
- Recognise and build on young people's strengths
- Support young people to meet their needs in healthy, pro-social ways
- Model healthy relationships and pro-social behaviour
- Contribute to Good Lives Plans through observations and feedback
- Maintain hope and optimism about young people's capacity to change

Balancing Good Lives and Risk Management

The Good Lives Model **does not mean** we ignore risk or fail to protect others. Instead:

- We recognise that the best way to reduce risk is to help young people build fulfilling, pro-social lives
- We maintain robust safeguarding procedures and risk assessments
- We use restrictive practices only when necessary and proportionate
- We explain restrictions in terms of supporting the young person's long-term goals
- We work to reduce restrictions over time as young people develop internal controls

Integration with Safeguarding

The Good Lives Model is fully integrated into our safeguarding approach:

- **Prevention:** By helping young people meet their needs pro-socially, we reduce the likelihood of further harmful behaviour
- **Protection:** We maintain vigilance and respond swiftly to any concerns, while also supporting young people to develop self-regulation
- **Support:** We provide trauma-informed, strengths-based support that addresses the root causes of harmful behaviour
- **Rehabilitation:** We help young people move beyond their harmful behaviour and build positive identities and futures

Training and Support

All staff receive training on:

- The principles and application of the Good Lives Model
- How to identify and build on young people's strengths
- How to support young people to meet their needs in healthy ways
- How to balance Good Lives principles with safeguarding and risk management

Further Information

For more information about the Good Lives Model and how it is applied at Hidelow Grange School, please contact:

- **Headteacher/DSL:** Benjamin Neasom
- **Deputy Headteacher/Deputy DSL:** Juliet Smith
- **Therapeutic Lead:** Carl O'Neil

Key Resources:

- Ward, T., & Gannon, T. A. (2006). Rehabilitation, etiology, and self-regulation: The comprehensive good lives model of treatment for sexual offenders. *Aggression and Violent Behavior*, 11(1), 77-94.



- Print, B., & O'Callaghan, D. (2004). Essentials of an effective treatment programme for sexually abusive adolescents: A developmental, systemic approach. In M. C. Calder (Ed.), *Children and young people who sexually abuse: New theory, research and practice developments*.

16b. AIM-3 Risk Assessment for Harmful Sexual Behaviour (HSB)

What is AIM-3?

AIM-3 (Assessment, Intervention and Moving On) is an evidence-based framework for assessing and managing the risk posed by young people aged 12-18 who display harmful sexual behaviour (HSB). It is widely used across the UK and is considered best practice for HSB risk assessment.

AIM-3 provides a structured approach to:

- **Assess** the level of concern and risk posed by a young person's harmful sexual behaviour
- **Intervene** with appropriate, proportionate and evidence-based strategies
- **Move on** by supporting the young person to develop a pro-social identity and reduce risk over time

When We Use AIM-3

At Hidelow Grange School, AIM-3 risk assessments are completed:

1. **On admission** – for all pupils with a known history of HSB
2. **Following an incident** – if a pupil displays new or escalating HSB
3. **At regular intervals** – reviewed at least every 6 months, or more frequently if risk changes
4. **Before transitions** – when a pupil is moving to a new placement, returning home, or transitioning to college
5. **As part of multi-agency planning** – to inform safety plans, care plans, and therapeutic interventions

Who Completes AIM-3 Assessments

AIM-3 assessments at Hidelow Grange School are completed by:

- **Therapeutic Lead** (Carl O'Neil) – primary responsibility for AIM-3 completion; individual therapists working with young people chair meetings
- **DSL** (Benjamin Neasom) – oversight and quality assurance
- **External specialists** – where additional expertise is required (e.g., CAMHS, specialist HSB services)

All staff involved in completing AIM-3 assessments have received appropriate training and supervision.

How AIM-3 Informs Our Practice

AIM-3 assessments inform:

1. **Individual Safety Plans** – tailored strategies to manage and reduce risk
2. **Supervision Levels** – appropriate levels of adult oversight and monitoring
3. **Therapeutic Interventions** – targeted work to address underlying factors contributing to HSB
4. **Education Strategies** – curriculum adaptations, RSHE content, and peer relationship management
5. **Care Strategies** – residential support, activities, and routines



6. **Multi-Agency Planning** – information shared with social workers, YOTs, CAMHS, and placing authorities (with appropriate consent/legal basis)

The AIM-3 Framework

AIM-3 assesses four key domains:

1. **Strengths and Protective Factors** – what reduces risk (e.g., positive relationships, engagement with therapy, insight, pro-social interests)
2. **Concerns** – factors that increase risk (e.g., lack of victim empathy, sexual preoccupation, access to potential victims, substance misuse)
3. **Risk of Harm to Others** – likelihood and severity of future HSB
4. **Vulnerability** – the young person's own safeguarding needs (e.g., exploitation, abuse, mental health)

Each domain is rated on a scale:

- **Low Concern**
- **Medium Concern**
- **High Concern**
- **Very High Concern**

The overall risk level informs the intensity and nature of intervention required.

Integration with the Good Lives Model

AIM-3 risk assessment is fully integrated with our Good Lives Model approach (see Section 16a). While AIM-3 identifies risk factors and concerns, the Good Lives Model ensures we also focus on:

- Building strengths and protective factors
- Helping young people meet their needs in healthy, pro-social ways
- Supporting young people to develop positive identities and futures

This dual approach ensures we manage risk effectively while also supporting rehabilitation and recovery.

Review and Monitoring

AIM-3 assessments are:

- **Reviewed at least every 6 months** – or more frequently if risk changes
- **Shared with relevant professionals** – DSL, therapeutic team, care team, education team (on a need-to-know basis)
- **Used to update safety plans** – ensuring strategies remain proportionate and effective
- **Quality assured** – by the DSL and Therapeutic Lead to ensure consistency and accuracy

Information Sharing and Confidentiality

AIM-3 assessments contain sensitive information and are stored securely in line with GDPR and data protection requirements. Information from AIM-3 assessments is shared:

- **Internally** – with staff who need to know to keep the young person and others safe
- **Externally** – with partner agencies (e.g., social workers, YOTs, CAMHS) where there is a legal basis and/or consent
- **With parents/carers** – where appropriate and safe to do so
- **With the young person** – in an age-appropriate way, as part of their involvement in safety planning



Staff Responsibilities

All staff at Hidelow Grange School have a responsibility to:

- Understand that AIM-3 risk assessments inform safety planning and intervention
- Follow safety plans and risk management strategies arising from AIM-3 assessments
- Report any changes in behaviour or circumstances that may affect risk
- Participate in AIM-3 review meetings when required
- Maintain confidentiality and only share information on a need-to-know basis

Training and Support

Staff receive training on:

- The principles and purpose of AIM-3
- How AIM-3 assessments inform practice
- How to implement safety plans arising from AIM-3 assessments
- How to recognise and respond to changes in risk

Further Information

For more information about AIM-3 and how it is used at Hidelow Grange School, please contact:

- **Therapeutic Lead:** Carl O'Neil
- **DSL:** Benjamin Neasom
- **Deputy DSL:** Juliet Smith

Key Resources:

- AIM Project (2016). *AIM3: An Initial Assessment Model and Intervention Framework for Young People who Display Harmful Sexual Behaviour*. Manchester: AIM Project.
- NSPCC (2023). *Harmful Sexual Behaviour Framework*. London: NSPCC.

17. Staff management of allegations and concerns

This part of the guidance should be followed where it is alleged that anyone working in the school or a college that provides education for persons under 18 years of age, including supply teachers, volunteers and contractors has:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children - including behaviour that may have happened outside of school or college

This policy will guide staff in how to record and pass information quickly to prevent the child from risk of further harm.

Staff should not:

- Investigate or ask leading questions
- Make assumptions or offer alternative explanations
- Promise confidentiality - the person/persons should be advised that the concern will be shared on a 'need to know' basis



- Share information outside of the reporting process

Staff should make sure the child is safe

- Stay calm.
- Listen to and take seriously any disclosure or information.
- Try not to show signs of shock or disbelief.
- Do not express feelings or judgements
- Allow the child to talk freely and avoid asking leading questions (TED questions are advised – tell me, explain and describe).
- Reassure the child and explain that they have done the right thing in telling you.
- Explain to the child, what you have to do next and who you have to contact.
- Record the information / disclosure immediately in the child's 'own words.'
- Record the facts and do not put your own judgement within the record. Always record who was present, date, time, the questions you asked and what the child has said in their own words.
- Immediately report to the DSL
- Immediately report to Police if the child is at risk of imminent significant harm
- Reassure the child they will be supported and kept safe
- Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This will not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

18. Child Protection Process - Timescales for staff sharing an allegation/concern

Immediately

- Staff to report allegation to the DSL or DSL Deputy if DSL not available
- Staff to ensure the child is kept safe from immediate danger and risk
- Staff to call Police if the child is in immediate danger
- If allegation is about the DSL, staff to report allegation to Head Teacher/Principal

Throughout the processes

- Staff fully support any investigative processes undertaken by police or social services
- Staff keep the child and the child's circumstances under review and should make the DSL aware if concerns escalate
- Staff adhere to the communication strategies outlined in this policy and are aware that attempts to ask probing or leading questions may hamper any potential police/social services investigations

19. Child Protection Process - Timescales for DSL/Headteacher/Principal when dealing with an allegation/concern

At the earliest opportunity/end of the working day

- DSL completes LADO initial referral/notification form (**if allegation relates to staff member and merits referral**) or refers to social services (if required)



- DSL informs Headteacher/Principal
- If allegation is about Head Teacher/Principal/RD, DSL informs the appropriate line manager
- If required Head Teacher/Principal informs HR (**if allegation relates to a staff member**)
- Head Teacher/Principal considers whether SUI should be completed
- If LADO/social services referral not required, DSL considers actions such as pastoral support, early help referral and monitoring

Within 24 hours

- DSL attempts to communicate with LADO regarding potential safeguards required to keep child safe (**if allegation relates to a staff member**) and in all other circumstances communicates with social services. LADO to implement any necessary risk assessment/risk management plans that arise from discussions.
- DSL attempts to ascertain feedback from LADO and/or social services as to whether a s47 is required.
- If required, Head Teacher/Principal completes sections 1, 2 AND 3 of SUI and sends to Managing Director
- If appropriate, DSL completes a 'check in' with the child and records this as part of the concern pack
- DSL ensures identified actions to keep the child safe have been implemented
- In the event of a police or section 47 investigation, the DSL and Headteacher/Principal take guidance from police and/or social services regarding their approach to any management investigation as direct communication with the child about the allegation may impact the outcome of any investigations. DSL and/or Headteacher/Principal issues appropriate guidance to staff about this also
- Consideration to be given to a referral being made to the regulatory body which the accused is member of, e.g. TRA, CQC, Ofsted (**if allegation relates to a staff member**)

Within 5 days

- Headteacher/Principal commences Management Investigation (if appropriate and no S47)
- Headteacher/Principal consults HR as part of the process if required
- DSL or Head Teacher/Principal pursues all agencies for dates of any up and coming investigative meetings and facilitate these on-site if required

If a S47 remains ongoing

- DSL or Headteacher/Principal attempts to pursue agencies every 3-5 days for updates.
- Head Teacher/Principal updates SUI inbox and Regional Director of any significant updates.

Within 30 days

- If there is no outcome after 30 days, DSL or Head Teacher/Principal attempts to pursue outcome of any social services investigations
- Head Teacher/Principal updates Regional Director with outcomes and lessons learned
- Head Teacher/Principal updates Compliance & Regulation Team of the above
- Head Teacher/Principal sends email to Head of Quality and Head of Policy regarding any gaps in staff practice which will lead to a revision of policy



Upon conclusion of S47

- Head Teacher/Principal updates the Regional Director and Compliance and Regulation Team with outcomes and lessons learned
- DSL to communicate with identified staff members to ensure child's plans including risk assessments of children involved are updated
- Head Teacher/Principal to E-mail to Head of Quality and Head of Policy of any gaps in staff practice which will lead to a revision of policy.
- If a member of staff has been found guilty of gross misconduct on a safeguarding issue, the manager must inform DBS and the regulatory body with the outcome of any disciplinary action.
- If the member of staff leaves their post prior to completion of disciplinary process then the hearing will continue in their absence in line with the disciplinary policy with DBS and the regulatory body still being informed

See appendix 1 for a flow chart of the above process

20. When to call the police

Guidance from NPCC (National Police Chief's Council Guidance) – 'When to call the Police' helps the team to understand when they should consider calling the police and what to expect. It also ensures that any contact with the police is appropriate and timely. Please refer to the link below.

[When-to-call-the-police--guidance-for-schools-and-colleges.pdf](#)

21. Allegations against the DSL or Head Teacher/Principal

Where the Head Teacher/Principal is the subject of an allegation, the report should be made directly to their line manager.

Where the DSL is the subject of an allegation, the report should be made directly to the Head Teacher/Principal.

22. Managing concerns or allegations that do not meet the harm threshold

As part our whole school / college approach to safeguarding, our schools / colleges promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. In doing this we aim to:

- identify inappropriate, problematic or concerning behaviour early
- reduce the risk of abuse, neglect or exploitation
- ensure that adults working in or on behalf of the school/college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school/college



All concerns must be reported to the DSL immediately. The DSL will need basic information to decide on how to escalate, this information will include, the names of the child/children involved, their age, a description of the allegation and any factors which could place the child at further risk.

The DSL will then discuss with the headteacher/principal and the rest of designated team to decide whether this can be managed as a low-level concern or will require a referral to an external agency such as LADO and/or child's Social Worker.

The school takes all concerns seriously no matter how small and just because a concern may be deemed as 'low level' it does not mean that it is insignificant and should not be taken seriously. A 'low level' concern is still a concern and should be addressed effectively as set out in Section 2 of Part Four of KCSIE 2025 and in line with local multi-agency safeguarding arrangements. Staff should familiarise themselves with multi-agency safeguarding arrangements for their respective area and ensure they adhere to these. For example, what may be considered a 'low level' concern in one area may constitute a safeguarding concern requiring LADO/Social worker involvement in another.

Please refer to the Managing Low Level Concerns Policy for further guidance

23.SUI Process

The Serious and Untoward Incident process (SUI) is an important component of the safeguarding process and must be completed where it is deemed necessary. A Serious and Untoward Incident is an event resulting in, or posing the risk of, significant harm, distress, or death. It could also have been a 'near miss' where an event could have led to a serious incident but was averted.

The SUI process is one which promotes the immediate safety of those harmed, allows for a timely investigation of the circumstances surrounding the incident, ensures post-incident actions are undertaken in addition to creating opportunities for review and evaluation.

Furthermore, the process enables serious incidents to be communicated to relevant heads of service about issues including potential financial risk (e.g. potential insurance claims), reputational risk (e.g. media coverage) in addition to alerting the Director of Safeguarding who upon receipt of the SUI form will provide guidance and support to schools throughout any child protection/safeguarding processes.

The SUI Reference Form outlines 5 risk categories that would merit the completion of an SUI Form. Staff refer to this for guidance about what incidents would require to be dealt with under the SUI process and ensure the form is completed within set timescales. Please refer to the SUI Reference Form and SUI Briefing Form links below for further guidance

<https://www.onrezume.com/wp-content/uploads/caretech/sui-process/sui-part-1-risk-categories-reference-form-002-updated.docx>

<https://www.onrezume.com/wp-content/uploads/caretech/sui-process/sui-part-2-briefing-form-simple-version.docx>

24.Safer Recruitment



Our school complies with part three of Keeping Children Safe in Education 2025 and takes steps to prevent people who pose a risk of harm from working with children. We do this by adhering to statutory responsibilities to check staff who work with children, by carrying out the required checks and verifying the applicant's identity, qualifications and work history. The school will take proportionate decisions on whether to ask for additional checks beyond what is required whilst ensuring volunteers are appropriately supervised. Please refer to Safer Recruitment Policy link below.

Please refer to safer recruitment policy for further guidance

25. Whistleblowing

The Whistleblowing process offers a route to report safeguarding concerns for staff who feel unable to raise these with the DSL or Headteacher. By promoting transparency and accountability, it helps uncover risks early and ensures vulnerable children and young people are protected. To reinforce this commitment, our school operates a dedicated whistleblowing telephone number for anyone who needs an alternative channel to speak up. This independent hotline underscores that every concern is taken seriously and that no one should ever feel silenced when welfare is at stake. The Whistleblowing Hotline number is open 24 hours a day/7-days a week and can be reached on 0800 086 9128. Alternatively, concerns can be logged using their online portal at caretech.ethicspoints.com

Please refer to the Whistleblowing Policy link below for further information.

[\(Corporate\) Group Whistleblowing Policy – onrezume.com](#)

26. Sharing Information

Effective safeguarding and child protection depend on sharing relevant information promptly and securely with the right people. Information regarding concerns, disclosures, or observations are never held back due to uncertainty; when in doubt, staff seek advice. The General Data Protection Regulation does not prevent the sharing of information where it is necessary to safeguard a child; in fact, GDPR explicitly permits the lawful exchange of personal data in the vital interests of a child's safety.

27. Review History

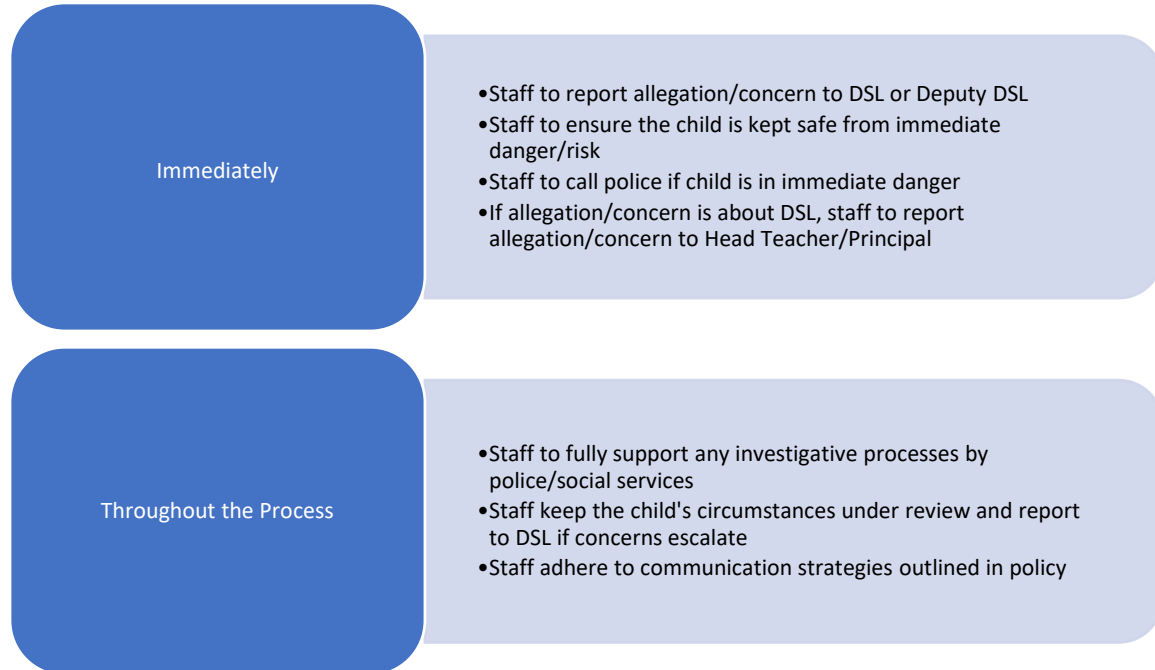
A review will be undertaken annually as a minimum. However, subject to a significant safeguarding concern this policy and all other attached policies will be reviewed and monitored as part of a lessons learned review.

This policy was reviewed in August 2025 by Laura Dickie (Head of Policy), Jo Dunn (Director of Compliance, Quality and Regulation - Children), Lindsey Appleby-Flynn (Head of Learning & Development), the DSL of the School and agreed by the head of the Governance Board.



Next Review – September 2026

Appendix 1 – Child Protection Process – Staff sharing an allegation/concern





Appendix 2-Child Protection Process –DSL/Head Teacher/Principal dealing with allegation/concern



Earliest Opportunity/End of Working Day

- DSL completes LADO/social services referral/notification form (if required)
- DSL informs Headteacher/Principal
- Head Teacher/Principal informs HR (if required and allegation about staff)
- Head Teacher/Principal considers whether SUI form required
- DSL considers Early Help, Pastoral Care etc

Within 24 hours

- DSL attempts to communicate with LADO or social services about safeguards and whether s47 investigation is required
- Head Teacher/Principal completes SUI - Section 1, 2 and 3 (if required)
- If appropriate DSL completes and records 'check in' with child
- DSL ensures actions to keep child safe have been implemented
- DSL/Head Teacher/Principal takes advice from police and social services regarding their approaches towards management investigation
- Head Teacher/Principal to consider referral to regulatory body

Within 5 days

- Head Teacher/Principal commences Management Investigation (if appropriate and no S47)
- Head Teacher/Principal consults HR if required
- If section 47 required -attempts to pursue agencies for potential investigation and facilitates meetings on-site if required

If a S47 remains ongoing

- DSL or Head Teacher/Principal attempts to pursue agencies every 3-5 days for updates
- Head Teacher/Principal informs SUI inbox and Regional Director of any significant updates

Within 30 days

- DSL or Headteacher/Principal attempts to pursue outcomes of any social services investigations
- Head Teacher/Principal updates Regional Director with outcomes and lessons learned
- Head Teacher/Principal updates Compliance &Regulation Team
- Head Teacher/Principal sends email to Head of Quality and Head of Policy regarding any gaps in staff practice which will lead to a revision of policy

Upon conclusion of S47

- Head Teacher/Principal updates Regional Director & Compliance and Regulation Team with outcomes and lessons learned
- DSL to communicate with identified staff to update the child's plans including risk assessments of children involved
- Head Teacher/Principal to E-mail Head of Quality and Head of Policy of any gaps in practice
- Head Teacher/Principal to inform DBS and regulatory body of any staff gross misconduct and the outcome of any disciplinary action
- If a member of staff leaves before completion of any disciplinary process the hearing will continue in their absence and DBS/regulatory body will be informed of outcome