

SOHK Safeguarding Policy

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Senior Safeguarding Lead (trustee): Mikel Mellick

Safeguarding Lead: Director of Programmes

Regional Safeguarding Leads: Regional Managers England, Scotland, Wales

SCHOOL OF HARD KNOCKS

SAFEGUARDING POLICY

Promoting and protecting the rights, safety, well-being and dignity of everyone in our programmes

SAFEGUARDING POLICY

School of Hard Knocks has a duty to ensure that their functions, and services provided on their behalf, are discharged with regard to the need to safeguard and promote the rights and wellbeing of children and adults at risk.

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1 GLOSSARY

This glossary defines some of the key terms in the Policy.

1.1.1.1 Abuse and neglect

Forms of physical, emotional, sexual or material/financial maltreatment or misconduct of another person or persons resulting in a potentially harmful experience.

1.1.1.2 Children

Any individual that has not reached their 18th birthday.

1.1.1.3 Adult at Risk

Any individual aged 18 or over who is or appears to be eligible for Local Authority/Mental Health Services' assistance by reason of mental ill health, physical or learning disability, illness or age related frailty and may be unable to take care of him/herself or unable to protect him/herself against significant harm or exploitation.

1.1.1.4 Participant

Any individual who takes part in SOHK activity and who is not an employee or volunteer or contractor (see 1.1.1.5)

1.1.1.5 Employee

Those employed and deployed by School of Hard Knocks, its sub-contractors, and volunteers involved in the delivery of learning activities or in its premises or facilities. Contractors should also meet these guidelines or have their own arrangements, which meet the requirements of this policy.

1.1.1.6 Activity / Activities

Refers to the delivery of the programmes developed and implemented by SOHK through its charitable work.

1.1.1.7 Local authority

County, city, district and borough councils.

1.1.1.8 Parent

Generic term to include birth parents, legal guardians, step-parents and carers. The term will specify parental responsibility where necessary.

1.1.1.9 Safeguarding

The process of protecting from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care which is undertaken so as to enable children to have optimum life chances and enter adulthood successfully.

1.1.1.10 Adult Social Care

The Adult Social Care, Local safeguarding children boards (LSCB) helps people who need extra support, or vulnerable people to live as independently as possible. Information regarding LSCB can be found at:

http://www.safenetwork.org.uk/training_and_awareness/pages/lscbs.aspx

2 Scope of policy

2.1 Introduction

2.1.1 School of Hard Knocks (“SOHK”, “our”, “us”, “we”) is committed to ensuring that all participants and especially those who are children or vulnerable adults are protected and kept safe from any form of harm.

We have a responsibility to safeguard and promote the well-being of children and vulnerable adults and ensure that they understand their right to be safe on our programmes.

2.2 Policy aims

2.2.1 The aims of this policy are to:

ensure that School of Hard Knocks’ role and responsibility in protecting children and vulnerable adults from abuse is clear to all employees and participants;

implement and maintain systems of working practice to safeguard children and vulnerable adults during activities;

ensure that participants and their parents or their legal guardian have confidence in School of Hard

Knocks policies and practices in respect of the safe supervision of children and vulnerable adults;

formalise the commitment to providing safeguarding guidance, training and support to all employees, volunteers and members involved in School of Hard Knocks’;

ensure that concerns about abuse, maltreatment and misconduct are reported promptly by our workforce, or by participants, or their families significant carers/others and where necessary to the appropriate authorities; and

create synergy with School of Hard Knocks’ other policies, such as

Professional Boundaries Policy and Safer Recruitment Policy to create safe and respectful environments for activity.

2.3 Key principles

2.3.1 The guidance given in this policy document is based on the following key principles:

the safety and well-being of children and vulnerable adults is the primary concern of everyone at School of Hard Knocks;

all children and vulnerable adults, whatever their age, culture, disability, gender, language, race, religion or belief and/ or sexual orientation have the right to protection from abuse;

all those participants as well as employees have a right to express their needs, wants and concerns and for those to be taken seriously; and

all incidents and concerns of suspected abuse, maltreatment and /or poor or unsafe working practice, must be taken seriously and responded to quickly and appropriately.

2.3.2 School of Hard Knocks and our employees form part of the wider safeguarding system for children and vulnerable adults. This system is described in statutory guidance Working together to safeguard children. School of Hard Knocks will work with social care, the police, health services and other services to promote the welfare of children and vulnerable adults to protect them from harm.

2.4 Policy scope

2.4.1 The policy covers all of the activities (including programmes, functions and services) of School of Hard Knocks as well as the related operations of our partners, contractors and voluntary organisations that are delivered as services on our behalf.

2.4.2 The policy covers all children up to the age of 18 years of age who are affected by the services delivered by or on behalf of School of Hard Knocks.

2.4.3 Many of the principles set out in this document also relate to vulnerable adults. These are defined as people aged 18 and over who may be vulnerable due to mental or other disability or illness and may not be able to protect themselves against abuse.

2.4.4 School of Hard Knocks typically conducts work within schools with children and in community sport settings (such as rugby clubs). SOHK recognises that everyone has a

responsibility for safeguarding, including all employees and members of staff, teachers, external rugby coaches, maintenance staff and staff involved with venue management.

2.4.5 As a service provider, School of Hard Knocks is committed to equality and fairness. We will endeavor to work with parents/legal guardians and other relevant parties (including schools, carers, and other public services) to plan and organise activities to ensure that all children and vulnerable adults are able to take part at levels appropriate to their needs.

2.4.6 This is an internal company policy for School of Hard Knocks. However, different service areas and venues may have specific additional policies and operating procedures that need to be adhered to when working in those areas. When working in schools for example, the schools' Safeguarding Policy will have primacy over our own, although the general requirements should align. This policy is updated annually in line with changes made to the government's Keeping Children Safe in Education Policy. This is due to majority of our work occurring in schools. The current version of this policy is here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf

2.5 Working with partners

2.5.1 School of Hard Knocks regularly works with partners and contractors from a variety of sectors. This policy will be drawn to the attention of, and made available to, all agencies and organisations that we engage with in partnership working arrangements. A current version will be published on our website.

2.5.2 There is an equal responsibility on SOHK to understand external contractor's safeguarding policies and procedures and work to align these with our own. This may include schools, rugby clubs, community sports venues, Job Centres and council-owned facilities.

2.6 Contractors

2.6.1 Contractors will be expected to follow this policy unless they have their own policy, which has been recognised as an adequate substitute.

The principles of safeguarding, including safe recruitment practices will therefore be included in the terms of any contract drawn up between School of Hard Knocks and contractors or agencies that provide services for us.

2.6.2 When a contractor is working for SOHK alongside a public sector body (such as a school), they will also be expected to follow the policy of the public sector body, especially if this policy

includes additional statutory or regulatory requirements.

2.6.3 School of Hard Knocks will monitor compliance with the contract that will also include a requirement that the provider will not sub-contract to any personnel who have not been part of a safe recruitment process.

2.7 Roles and responsibilities

2.7.1 There are a number of roles, responsibilities and duties of different people within School of Hard Knocks that work directly with and/or whose work affects children and vulnerable adults.

2.7.2 Everyone who comes into contact with children and their families/carers has a role to play in safeguarding children and vulnerable adults. Staff from the external organisations (such as schools or the Job Centre) are particularly important as they are in a position to identify concerns early and provide help for children and vulnerable adults, to prevent concerns from escalating.

2.7.3 Voluntary, private and community sector providers working in partnership with School of Hard Knocks will be made aware of this Safeguarding Policy. Organisations that work with School of Hard Knocks (for example within co-delivery or where SOHK provides staffing for externally run provisions such as camps), will check to ensure they have good safeguarding practices in place, including an up to date Safeguarding Policy. SOHK will ensure any external organisation we have a delivery arrangement with has planned to deliver safely and that our staff understand their protocols along with copies of risk registers/assessments.

2.7.4 The Chief Executive Officer (“CEO”) will be responsible for approving the Safeguarding Policy via the SOHK Board and for ensuring that it is reviewed regularly.

2.7.5 A Board Member will be appointed the designated board Senior Safeguarding Lead (“SSL”) and have oversight of our practices and provide to challenge to executive staff as to the effectiveness of this policy. This person will also ensure that the entire board have received appropriate training. This is currently Dr Mikel Mellick, a HCPC Registered Practitioner Psychologist.

2.7.6

Director of Programmes will be assigned SOHK Designated Safeguarding Lead (“DSL”). This person will be responsible for the development and implementation of this policy and the enactment of its requirements. Their contact details or method of contact will be published on our website and made available to all participants and employees. They will be the main point of contact for all individuals at SOHK and any external bodies who may wish to contact us in relation of any safeguarding matter. They will liaise closely with the SSL and the CEO.

Regional Safeguarding Leads (SOHK Regional Managers) will work with the DSL to lead safeguarding in their particular delivery region.

2.7.7 Director of Programmes and Regional Managers will ensure that the policy is implemented by ensuring that their staff understand their responsibilities, appropriate training is provided and incidents and concerns are monitored and reviewed by the DSL.

2.7.8 GDPR, Privacy & Data Protection: All employees have a statutory obligation to safeguard confidentiality of personal information. The relevant legislation includes the Data Protection Act 1998, the Human Rights Act 1998 and the Freedom of Information Act 2000. Access to personal information should be on strict need-to-know basis when you are sharing information with School of Hard Knocks and with other agencies. Children and vulnerable adults of all ages have equal rights to confidentiality. If a child or vulnerable adult is making a disclosure you must always explain that some of this information will need to be shared with appropriate people and/or agencies.

3 SAFER RECRUITMENT

3.1 Safe Recruitment of employees

School of Hard Knocks will take all reasonable steps to prevent unsuitable people from working on any of its programmes. Specifically, we will:

evaluate the need for Disclosure and Barring Service (DBS) for all vacancies or new posts and the level at which that check should take place (ie Basic / Standard / Enhanced and/or Barred List);

establish candidates experience of working with children, young people and vulnerable adults;

check validity and suitability of qualifications and relevant professional registration;

explore gaps in employment history as part of a recruitment process;

confirm the identity and right to work of the prospective appointee (this will normally be done at interview stage);

provide full induction on the job role and the provision of this, and related, policies;

complete regular monitoring during a new employees probationary period;

ensure that all employees who come into contact with children and vulnerable adults will be DBS re-checked on a 3-yearly basis and sign a declaration of no new convictions form each year;

Where an employee leaves and returns within 3 months, a new check will not be required, after longer periods checks will be re-run; and

retain records of DBS checks in accordance with our privacy obligations

Every induction of new staff will include the SOHK Professional Boundaries Policy. Part of the discussion around this should involve staff members clearly understanding the limitations around the support we are able to provide our beneficiaries. For example, we are unable to provide housing or financial advice to adult participants. With our schools work, our intervention is limited to our time spent with the beneficiaries on school grounds and cannot extend to their lives at home or within their community.

3.2 Recruitment of Ex-offenders

As an organisation using the Disclosure and Barring (DBS) checking service assessing applicants' suitability for positions of trust, School of Hard Knocks complies fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly. We:

undertake not to discriminate unfairly against any subject of a DBS check on the basis of a conviction or other information revealed;

are committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background; and

will not necessarily bar someone from working with us who has a criminal record - this will depend on the nature of the position and the circumstances and background of the offences and will include offence type, conviction information, pattern of offending and potential of to risk to participants or others; and

Will undertake an individual risk assessment and this will be completed taking all relevant information into account.

4 INDUCTION & EDUCATION

4.1.1 School of Hard Knocks has a responsibility to ensure all new employees undertake an induction programme. As part of this induction programme, School of Hard Knocks will ensure employees are made aware of and understand their responsibilities in respect of the Safeguarding Policy.

4.1.2 As part of the service induction, line managers will go through this policy with all new employees who may work with or have access to children or vulnerable adults and issue them with a copy.

4.1.3 All employees will be trained to a relevant, accredited Level 1 Safeguarding qualification as a minimum standard.

4.1.4 Specifically identified employees will then be trained at Level 2 and on specific issues, which may be more pertinent to the work they are doing or the geography of where they are doing it.

4.1.5 School of Hard Knocks staff will receive training to help to identify signs of extremism (e.g. Prevent or similar), Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) School of Hard Knocks staff should be trained to understand the concept of Private Fostering, as incidents of this have occurred several times in recent years with children we worked with. More information is here: <https://www.gov.uk/government/publications/children-act-1989-private-fostering>

4.1.6 All SOHK employees will receive training on working in a trauma-informed manner and understand the principles of Contextual Safeguarding (<https://www.contextualsafeguarding.org.uk/>)

4.1.7 Renewal of safeguarding-related training accreditation will take place after three years of service.

4.1.8 All SOHK employees will possess Emergency First Aid Training as a minimum and this will be refreshed for staff every three years.
Good practice guidelines for employees (Appendix C)

4.2.1 We take any allegation seriously and investigate immediately and thoroughly, giving careful and due consideration to the thresholds for statutory referral. However, we also recognise that it is not impossible for our employees to become victim to false accusations. Employees are encouraged to protect themselves from false accusations by adopting good working

practices and maintaining clear professional and personal boundaries at all times. Examples of how to create a positive environment when working with children and vulnerable adults are set out in Appendix C.

5 HEALTH AND SAFETY

5.1 School of Hard Knocks takes its responsibilities under health and safety legislation in the UK very seriously and views these responsibility within the overall safeguarding framework.

5.2 Protecting the health and safety of young people and vulnerable adults must be done in such a way that it complies with School of Hard Knocks' legal responsibilities but at the same time does not restrict the young person or vulnerable adult's rights to autonomy, privacy or dignity.

5.3 Risk Assessments will be carried out for all activities involving young people and vulnerable adults before they begin. The risk assessment will consider a range of risk that participants may be exposed to and will include a determination of the level of supervision that the programme or participants require. The responsibility for the completion of these risk assessments belongs to the Programme Directors. These are all kept electronically with SharePoint, within the related programme folder – e.g. Wales Schools.

5.4 All young people and adult at risk will be inducted before they start in employment, work experience or undertake School of Hard Knocks activities in order to provide them with information and instruction to enable them to carry out their tasks safely, or participate in activities safely. An accident or incident involving a child or adult at risk should be reported to managers using the health and safety accident report form.

5.5 All activity venues will require access to first aid equipment and a qualified first aider – this may be the SOHK employee of a designated person from our delivery partner (eg. a member of school staff).

5.6 All rugby activities are coached and run under RFU/WRU/SRU guidelines. If staff are in any doubt about any element of rugby delivery, they should refer to the relevant RFU guidelines or ask for support from their line manager in identifying these.

All SOHK delivery staff receive training on concussion and head injuries as accredited by world rugby.

6 LONE WORKING

6.1 Lone working is not planned as the 'norm' during SOHK delivery. Both adult courses and schools programmes are staffed by multiple staff members who should generally remain as a team on site. There are a number of scenarios in which lone working may occur at SOHK, either in short period or for a delivery day:

During one-to-one sessions if space within a school is not optimal

If staff absences mean a staff member is effectively lone working for all or part of the day. For example, if the facilitator on an adult course is alone after the sport has finished for the rest of the delivery day

When a school has requested a Behavioural Specialist visit to speak to pupil as a follow-up or a child is in a crisis

When an adult course facilitator or other staff member are required to attend an evening event with participants

6.2 All of the above scenarios and any others that arise should be discussed with a line manager to formulate a plan which minimises any risk of staff or participants coming to harm. If there is any uncertainty about this, the line manager should consult with the safeguarding lead to

develop an effective solution.

6.3 Regarding one-to-one sessions specifically, it is explained within SOHK's Professional Boundaries Policy that any one-to-one support should take place within an open space (such as by the pitch or in an open classroom or café for adults) so that the staff member and participant is safe. Try to make sure that the session is 'observable and/or interruptible' by someone else.

7 GUIDELINES FOR PHOTOGRAPHY AND FILMING

7.1 Obtaining permission

7.1.1 As part of the registration process for all participants on School of Hard Knocks' programmes, permission for use of photos and videos is obtained from adult participant directly and for school pupils, parental/legal guardian permission is sought.

7.1.2 The following guidelines apply to an employee taking photographs:

The photographer should be sensitive to other users/ participants and as far as reasonably possible restrict the images taken to those of the subjects(s)

If at any time another user in the area where the photographs are being taken complains about the activity then the photography or filming must stop immediately

7.2 Publishing images

7.2.1 Before publishing photography, the SOHK staff member in charge of the images will check against the permissions provided within their signed forms. They should also consider the suitability of the content and check with a manager before publishing. Before any photo is shared publicly, child or adult, SOHK will inform participants out of courtesy where this is being published. If participants desire a copy of a photo, they can download it directly from social media.

7.2.2 If a photo accompanies a case study it should not include the case study subject. The case study should clearly state "not pictured" near the beginning so this is clear.

7.3 Photos by participants or their parents or their legal guardian

7.3.1 It is SOHK's policy that only SOHK staff members take photos during delivery of our work. SOHK staff are always easily identifiable by their uniform and will be generally known by everyone on site.

7.3.2 We clearly state to adult participants that no photos should be taken by them during course

delivery, for everyone's sense of security and comfort. If participants wish to photograph each other outside of delivery, this should be with explicit consent from those within the photo.

7.3.3 We do not allow parents or legal guardians to take general photographs at SOHK tournaments, as they can inevitably capture pupils who have not expressed permission and also most people on site will not know who they are or why they are taking photos. They can of course take pictures of their own child in isolation.

7.4 Equipment

7.5 Photos taken by the SOHK Head of Comms and Content are taken using a high-resolution, professional camera. Sound is recorded via a clip-on microphone. These are the images and videos used for anything external, other than social media.

7.6 SOHK staff are encouraged to take images and videos of delivery on their phones. These are shared internally to highlight best practice, a new session idea or to praise a particular participant group. Where appropriate and with permission, these are the images and videos used most regularly for social media.

8 DEFINITIONS OF ABUSE AND MALTREATMENT

8.1 Abuse is a form of maltreatment of a child or vulnerable adult. Somebody may abuse or neglect a child or vulnerable adult by inflicting harm, or by failing to act to prevent harm. Any or all other types of abuse may be perpetrated as the result of deliberate intent, negligence or ignorance.

8.2 Individuals may be abused by an adult or adults or another child or children. Abuse may consist of a single act or repeated acts. It may be physical or emotional, it may be an act of neglect or an omission to act, or it may occur when a child or other vulnerable person is persuaded to enter into a financial or sexual transaction to which he or she has not consented, or cannot consent. Abuse can occur in any relationship and may result in significant harm to, or exploitation of, the person subjected to it.

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

8.4 Emotional Abuse - is the persistent emotional maltreatment of a person such as to cause severe and persistent adverse effects on the person's emotional development. It may involve conveying to the person that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what

they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on a person. These may include interactions that are beyond the person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the person participating in normal social interaction. It may involve serious bullying (including cyberbullying) causing individuals frequently to feel frightened or in danger, or the exploitation or corruption of children or vulnerable adults. Some level of emotional abuse is involved in all types of maltreatment, though it may occur alone.

8.5 Sexual Abuse - involves forcing or enticing a child or vulnerable adult to take part in sexual activities, including prostitution, whether or not the person is aware of what is happening. The activities may involve physical contact, including by penetration (e.g. rape, buggery or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children or vulnerable adults in looking at, or in the production of, sexual activities encouraging children or vulnerable adults to behave in sexually inappropriate ways, or grooming an individual in preparation for abuse (including via the internet). Sexual abuse may be perpetrated by other SOHK participants.

Child Criminal Exploitation – occurs when a child is forced, coerced or manipulated into undertaken criminal actions. This may include stealing or selling illegal drugs, for example. It is noted that the experiences of girls and boys may differ greatly within this.

8.6 Child Sexual Exploitation - Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children, young people and vulnerable adults are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

8.7 Neglect - is the persistent failure to meet a child's or vulnerable adult's basic physical and/or psychological needs, likely to result in the serious impairment of the individual's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child or vulnerable adult from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-givers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a person's basic emotional needs.

8.8 Financial and Material Abuse - misappropriation of an individual's funds, benefits, savings etc. or any other action that is against the person's best interests, for example:

- Theft of money, possessions, property or other material goods
- Misuse of money Fraud or extortion of material assets
- Persuading a vulnerable adult to enter into a financial agreement, which is to their detriment.

8.9 Female Genital Mutilation - FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

8.10 Radicalisation and Extremism - The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Some children and vulnerable adults are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form. School of Hard Knocks will remain alert to the risk of radicalisation into white supremacy extremism. School of Hard Knocks staff will receive training to help to identify signs of extremism.

8.11 Grooming – is when someone builds a relationship and trustful bond with a child/vulnerable person in order to exploit, abuse or manipulate them. Grooming can be a precursor to sexual abuse or to involvement within a gang, for example. Grooming can be very subtle, and a person will be often completely unaware that they are being groomed.

8.12 Eating Disorders – are complex patterns of behaviours and emotions associated with unhealthy and potentially damaging feeding patterns. These include bulimia, anorexia, binge eating disorder (BED) and other specified feeding or eating disorder (OFSED), which is the most common. Signs and symptoms of eating disorders may vary from individual so can be hard to spot. SOHK often discusses general principles of healthy nutrition through our work, including specific workshops on this in schools. SOHK staff often regularly discuss body image with schools groups. These activities present an opportunity to highlight if an individual has a problem in this area. SOHK staff will signpost to appropriate NHS agencies and third sector organisations.

8.13 Mental health issues – Individuals may experience issues relating to their mental health at any time in their lives. These can relate to a broad range of conditions such as anxiety, depression, personality disorder, obsessive behaviours, eating disorders (see above) and may manifest themselves through self-harm and self-neglect. SOHK recognise these matters as safeguarding concerns and must be responded to sensitively and appropriately and with signposting or referral to relevant agencies.

8.14 Forced Marriage - A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-social Behaviour, Crime and Policing Act 2014

9 RESPONDING TO SAFEGUARDING CONCERNS

9.1 It is not always easy to recognise when abuse has taken place or a situation that has taken place may develop to become abusive. School of Hard Knocks employees are not expected to be experts at recognising such situations, but employees do have a responsibility to act if they have concerns about the well-being or safety of a participant or the behaviour of someone (worker, other adult, or other participant) towards a child or vulnerable adult.

9.3 SOHK is committed to responding to any concerns whether they originate from inside our activities through the actions (or omission) of our employees or our participants or from outside of our activities but are reported or witnessed during our activities (eg a participant discloses abuse from their domestic setting)

9.3 All employees have a duty to report or discuss any concerns they may have about the well-being or safety of a child or vulnerable adult, or the conduct of another employee or other stakeholder, with their line manager or another appropriate senior member of staff as soon as possible.

9.4 All safeguarding concerns MUST be reported to the Designated Safeguarding Lead within one working day, though ideally the same day.

9.5 This process is outlined in Appendix F at the very end of this document.

9.6 If a child or vulnerable adult indicates that they are being abused, or information is obtained which gives concern that a person is being abused, this should never be ignored, taken seriously and always be acted upon.

9.7 Action to be taken if a disclosure or allegation of abuse is made:

In a medical or criminal emergency, always call 999

React calmly so that you do not frighten the person and reassure the person that they were right to tell you

Do not make promises of confidentiality, let the person know that you will have to tell another adult

Try to reduce any questions you may choose to ask, to an absolute minimum and concentrate on listening to the person

Questions should never be leading, they should only consist of Who...?
Where...? When...? What...?

Make a full written record of what has been said, heard and/ or seen as soon as possible within an email to the SOHK DSL and if within a school, following

the school's on policy of reporting. This is usually also by email, but can be on a form in some schools.

9.8 This report form should then be discussed with your line manager or other senior member of staff. Actions to be avoided:

Panic

Allow shock and/ or distaste to show

Probe to find out more information than offered

Speculate or make assumptions

Make negative comments about the alleged abuser

Make promises to agree to keep it a secret

Doing nothing, expecting someone else to deal with it

Discussing the issue with anyone other than the appropriate line manager or senior member of staff.

9.8.1 It is not the responsibility of any employee of School of Hard Knocks to decide whether or not abuse is taking place. There is however a responsibility to all employees to act on and/or report any concerns in order that appropriate agencies (such as the school for children, or police/probation usually for adults) can make enquiries and take necessary action to protect the child or vulnerable adult.

9.9 Reporting for Employees

9.9.1 Employees responding to a suspicion of abuse or poor practice should complete an incident report by email or online reporting form in liaison with their line manager. The incident should then be reported to the DSL. The DSL will then decide what appropriate action needs to be taken.

9.9.2 Serious/urgent incidents will be referred to LSCB's Children's Social Care or LSCB's Adult Social Services and/or the Police. School of Hard Knocks will co-operate fully with any investigation carried out by those agencies in line with their procedures.

9.9.3 Employees should also follow the guidelines of the venue or institution they are working in. For example, some schools will have an incident form to complete and others may require an email. This should be understood before work commences in a school. SOHK should always aim to speak to the appropriate school staff member face to face first if they are on site.

9.9.4 SOHK will inform any relevant partners of any safeguarding concerns that are related to their establishment or operations. This will take place through the partner DSL.

9.19 Concerns about School of Hard Knocks employees

9.10.1 Any concerns about the welfare of a child or vulnerable adult arising from alleged abuse, maltreatment or harassment by an employee of School of Hard Knocks must be reported immediately. It can often feel difficult to make a report about a fellow employee, but School of Hard Knocks assures all employees that it will fully support and protect anyone who in good faith reports their concerns about a colleague's practice or misconduct (this is commonly known as 'whistleblowing').

9.10.2 SOHK may have mandatory reporting requirements in these instances and in particular where an allegation is made in relation to the conduct of an employee considered to be in a Position of Trust¹.

9.11 Types of investigation

9.11.1 If there is an allegation about an employee, there may be one or more of the following types of investigation.

Criminal

Child Protection

Internal Disciplinary Process

9.12 Action to be taken if there are concerns about a School of Hard Knocks employee:

9.12.1 If the concern or allegation is related to or suggests an instance of poor working practice, then the line manager and appropriate senior manager should manage this as a misconduct issue and follow School of Hard Knocks' Disciplinary Procedure.

9.12.2 Where it is suspected that the alleged misconduct or maltreatment meets the threshold for a criminal investigation then the following should happen:

Any suspicions that an employee has abused a child or vulnerable adult should be reported to the Safeguarding Lead and CEO

SOHK will follow guidance as published by the National Police Chiefs Council for schools – "When to Call the Police"²

If this is a serious incident or if someone is at risk of harm then the incident should be reported to statutory organisations as mentioned in 4.4.1.

The Safeguarding Lead will then seek advice from the Independent Safeguarding Advisor

The Disciplinary Procedure will then be followed

1 'Position of trust' is a legal term in England, Wales and NI that refers to certain roles and settings where an adult has regular and direct contact with children.

2 <https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf>

Any serious incident will be reported to the Charity Commission by SOHK's CEO with support of board of trustees.

There will be instances where concerns require further information to be gathered to resolve a matter or determine the facts relating to that concern. In such instances SOHK will:

Maintain confidentiality throughout;

Liaise with external authorities (police / child protective services) to avoid conflict with their jurisdiction and any investigation;

Convene a meeting of internal stakeholders to agree the next steps to take;

Appoint a concern manager and someone else to conduct information-gathering;

Speak to relevant witnesses as far as is reasonably practical making, detailed notes on the information received;

Compile a report presenting all the related evidence and statements;

Reconvene a meeting of internal stakeholders at regular points through the process to update and evaluate progress;

Refer to internal disciplinary processes, in particular where the matter relates to the conduct of a worker; and

Record all information including outcomes.

10 Confidentiality

10.1.1 School of Hard Knocks will make every effort to maintain confidentiality. Information should be handled on a need to know basis. This includes the following:

Members of the team leading the internal investigation

The parents/ guardian / carer of the person who is alleged to have been abused

The person making the allegation

External/statutory stakeholders like the police

The alleged perpetrator.

10.1.2 Sharing confidential information without consent is normally justified:

Where there is evidence that a child or vulnerable adult is suffering or is at risk of suffering significant harm.

Sharing information as part of preventative services

Obtaining consent should be the first consideration. Where this is not possible the key factor on deciding whether to share confidential information without consent is proportionality i.e. whether the proposed sharing is a proportionate response to the need to protect the public interest in question. The senior officer should record any decision and the reasons for it relating to whether or not to share information.

If the decision is to share, a record of what information was shared and with whom must be made. You should also record any consultations and views sought which were undertaken as part of the process.

10.1.3 Any information should be stored in a secure place with limited access and in-line with GDPR laws.

10.1.4 Gathering Information – During one-to-one mentoring sessions, staff will listen carefully and conduct themselves in line with the SOHK Professional Boundaries Policy and also follow the guidelines set out within the SOHK One-to-one guide. This includes collecting as much information as possible from the individual, while not leading the participant in any way.

10.1.5 Any electronic information will be password protected and only made available to relevant individuals.

10.1.6 Every effort will be made to prevent unauthorised access, and sensitive information should not routinely be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. [If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage.] Child protection information will be stored separately from the routine files and the file will be 'tagged' to indicate that separate information is held.

11 HANDLING OF DIFFICULT SITUATIONS (APPENDIX D).

11.1.1 There may be situations when individuals pose an immediate risk to others, property or themselves.

11.1.2 Where dialogue and diversion tactics fail there are two types of simple control methods that can be used.

Simple physical presence as control. This involves no contact e.g. standing in front of an exit.

Holding or touching to persuade a child, young person or vulnerable adult to comply with verbal requests e.g. holding a person's hand or using the shoulders to steer a person away from a situation.

11.1.3 If a situation is approaching the point where these methods will not or don't work or if the person is threatening or using violence then the police should be contacted immediately.

11.1.4 Set procedures must be applied if these control methods are used (please see APPENDIX).

12 FURTHER INFORMATION

12.1.1 Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for Training Providers and colleges can be found on the Foundation Online Learning website and NSPCC website. You can also access broad government guidance on the issues listed below via the GOV.UK website.

12.1.2 Children and Young People (Scotland) Act 2014 . Every area has a Children's Trust which is responsible for the wider planning and delivery of services. The contact details of relevant bodies that may need to be contacted, when reporting concerns or allegations externally, should be held locally and kept up to date.

12.1.3 Local Contacts for onward referrals (non-emergency):

If you are delivering in a new area/area outside the below, please check your local contacts in the area before delivery begins.

Child Protection in Fife	03451 551503	sw.contactctr@fife.gov.uk	Out of hours	03451 550099
Fife Adult Protection	03451 550099			
Cardiff and Vale of Glamorgan Child Protection	01446 725 202	(Intake and Family Support Team, Glamorgan)	Out of hours	02920 788570
Cardiff Children's Services	029 2053 6490			
Vale of Glamorgan Adult Services	01446 700111			
Cardiff Multi-Agency Safeguarding Hub (MASH)	02922 330888			
Edinburgh City Social Care Direct (for adults and children)	0131 200 2324	socialcaredirect@edinburgh.gov.uk	Out of Hours	0800 731 6969
Lambeth Safeguarding Adults Board	Report via online form	https://www.lambethsab.org.uk/		
Lambeth Safeguarding Children Board	020 7926 5555	https://www.lambethsab.org.uk/children (24 hours)		
Hertfordshire Safeguarding Children Partnership	0300 123 4043	(24 hours)		

12.2 National Agencies

NSPCC Helpline	0800 800 5000 help@nspcc.org.uk
Childline	0800 1111
Churches Child Protection Advisory Service	0845 120 4550
Disability Rights Commission Helpline (DRC)	08457 622 633 / 08457 622 644
Domestic Violence Helpline	0800 2000 247
The Forced Marriage Unit	020 7008 0151 Emergency Duty Officer (out of hours): 020 7008 1500 www.fco.gov.uk/forcedmarriage
Muslim Youth Helpline	0800 808 2008
Rape Crisis	0800 802 9999 www.rapecrisis.org
Refuge – Domestic Abuse	0800 200 247

Mental Health	
MIND	0845 766 0165 www.mind.org.uk
Relate	www.relate.org.uk
Parentline Plus (confidential and anonymous helpline for parents on any parenting issue)	020 7284 5500 0800 800 2222
SANE	0845 767 8000 (12 noon – 2am) www.sane.org.uk
Samaritans	08457 90 90 90
Bereavement Advice and Support	www.survivingsuicide.com www.cruisebereavementcare.org

Sexually Transmitted Infections	
National Aids/HIV helpline	0800 567 123
Terrence Higgins Trust	0845 1221 200 www.tht.org.uk

Sexuality	
Bisexual helpline	0181 569 7500
Stonewall	www.stonewall.org.uk

Conception, Pregnancy and Sexual Health	
Brook Advisory Centres	0800 0185 023 www.brook.org.uk

Drugs and Alcohol	
Al-Anon and Alateen	0171 0 0888
Alcohol and drugs support	www.adfam.org.uk

Eating Disorders Association	01603 619 090
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Bullying	
Kidscape	08451 205 204 www.kidscape.org.uk

Accident and incident Form

Following a protocol review with staff in summer 2023, this has been moved to an entirely online form, located here:

Accident/Incident Report Form (office.com)

This form asks the following information, which is then logged automatically:

Accident/Incident Report Form

<https://forms.office.com/Pages/ResponsePage.aspx?id=GbljfP5TqUSIERQ1EaU-IKnfHENqE7NBjc7VGIUdR-RUQVo0NIJGME5NWVc1OFFSNTk2SEpTTFkyTi4u>

SOHK Schools

- 1.Name of person who had the accident
- 2.School Attended and School Year.
- 3.Please state: Date, Time and Location (where did it happen)
- 4.About the accident- what happened, what injuries were sustained
- 5.Action taken and care given
- 6.Additional information-
- 7.School informed
- yes
- no
- 8.Name of person completing form
- 9.SOHK region
- ENG
- SCO
- WAL
- Submit

In line with feedback with staff, this makes accident and injury reporting easily actionable by phone and during delivery.

APPENDIX A: SHARING INFORMATION

Key Points for sharing information:

Staff should explain to the child, vulnerable adult and parent at the outset, openly and honestly, what information will, or could be shared. They should explain how, and why, it needs to be shared, and seek their agreement. The exception is where to do so would put the person or others at risk of significant harm, or undermine prevention, detection or prosecution of a serious crime including where seeking consent might lead to interference with a potential investigation. Staff must always consider the safety and welfare of a child or vulnerable adult when making decisions on whether to share information about them. Where there is concern that the person may be suffering or is at risk of significant harm, the individual's safety and welfare must be the overriding consideration.

Staff should, wherever possible, respect the wishes of children, vulnerable adults or their parents who do not consent to share confidential information. Staff may still share information, if in their judgement on the facts of the case; there is sufficient need to override that lack of consent.

Staff should seek advice from the appropriate professional bodies where they are in doubt, especially where their doubt relates to a concern about possible significant harm to a child, vulnerable adult or to others.

Staff should ensure that the information they share is accurate and up-to- date, necessary for the purpose for which they are sharing it, shared only with those people who need to see it and shared securely.

Staff should always record the reasons for their decision-whether it is to share information or not.

Obtaining Consent

The individual's consent should always be sought. However, a lack of consent should never compromise the safety or welfare of a child or vulnerable adult. However, consideration should be given to why consent is being withheld in line with their human rights. Written consent to share information should be sought wherever possible.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

1. The situation is an emergency and the Designated Safeguarding Lead, line manager and Chief Executive are all unavailable
2. They are convinced that a direct report is the only way to ensure the individuals safety

3. For any other reason they make a judgement that direct referral is in the best interests of the child or vulnerable adult.

APPENDIX B: RECOGNITION OF ABUSE AND BULLYING

Indicators of abuse

Indications that a person may be experiencing abuse could include the following:

Unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated in a part of the body not normally prone to such injuries.

Bruises that reflect hand marks or fingertips could indicate pinching or slapping.

Cigarette burns and scalds would also be a concern.

An injury for which the explanation seems inconsistent

The child, young person or vulnerable adult describes what appears to be an abusive act involving him or her

Someone else (a child, young person or adult) expresses concern about the welfare of another person

Unexplained changes in behaviour e.g. becoming very quiet, withdrawn or having severe temper outbursts

Inappropriate sexual awareness

Engaging in sexually explicit behaviour

Discomfort when walking or sitting down

Distrust of adults, particularly those with whom a close relationship would normally be expected

Has difficulty making friends

Is prevented from socialising with other people

Displays variations in eating patterns including overeating and loss of appetite

Loses weight for no apparent reason

Becomes increasingly dirty and unkempt.

This list is not exhaustive and the presence of one or more of the indicators is not proof that abuse is actually taking place or has taken place.

Abuse and Children and Vulnerable Adults with a Disability

Children and vulnerable adults with a disability are at increased risk of abuse and those with multiple disabilities are at even more significant risk both of abuse and neglect. Parents of children with a disability may experience multiple stresses. This group of children and vulnerable adults may be particularly vulnerable to abuse for a number of reasons including:

Having fewer social contacts than other children

Receiving intimate personal care from a larger number of carers

Having an impaired capacity to challenge abuse

Having communication difficulties resulting in difficulties in telling people what is happening

Being reluctant to complain for fear of losing services

Being particularly vulnerable to bullying or intimidation

Being more vulnerable to abuse by peers than other children.

Bullying

In some cases of abuse it may not always be an adult abusing a child or vulnerable adult. In the case of bullying the abuser may be another child or vulnerable adult. Bullying is deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for the victim to defend themselves.

Anyone can be a target for bullying, sometimes victims are singled out for being overweight, physically small, having a disability, being shy and/or sensitive or belonging to a different race, faith or culture. Bullying can and does occur anywhere there is inadequate supervision. Bullying may be:

Physical including hitting, kicking and theft

Verbal including name calling, teasing, racist or homophobic taunts, threats and graffiti

Emotional including tormenting, ridiculing, humiliating and ignoring

Sexual including unwanted physical contact or abusive comments

Cyber bullying e.g. email, text messaging etc.

Bullying can cause a considerable amount of stress to children and vulnerable adults, it can affect their health and development and in extreme cases it can cause them significant harm including self-harm.

Indicators that a child or vulnerable person is being bullied could include:

Behavioural changes such as reduced concentration, becoming withdrawn, clingy, depressed, tearful, having mood swings, having a reluctance to go to training, events or sports clubs

A drop in performance at training, events, rehearsals etc

Physical signs such as stomach aches, headaches, scratching and bruising and damaged clothes

A shortage of money or frequent loss of possessions.

The following action to help the victim and prevent bullying should be taken:

All signs of bullying should be taken seriously

All children and vulnerable adults should be encouraged to share their concerns

The victim should be helped to speak out and tell the person in charge or

someone in authority

All allegations should be investigated and action taken to ensure the victim is safe.

The victim and bully/ bullies should be spoken to separately

Employees should reassure the victim that they can be trusted and will help them, but do not promise not to tell anyone else

Records should be kept of what is said.

The following action should be taken towards the bully/ bullies:

The situation should be explained to the bully/ bullies

An effort should be made to get the bully/ bullies to understand the consequences of their behaviour

An apology to the victim should be sought

Any items belonging to the victim should be returned

Encouragement to the bully/ bullies to change their behaviour should be offered

Meetings should be held with parents or carers to report on progress

All appropriate employees should be informed of action taken

A written record of action taken should be kept.

Appendix C: Good Practice Guidelines for Employees

Examples of how we to create a positive environment when working with children and vulnerable adults:

Work in an open environment, avoid private or unobserved situations

Treat all children and vulnerable adults with equal dignity and respect

Put the welfare, success and achievement of each child first, before the winning or achieving of goals

Make activities enjoyable and promote fair play

Maintain a safe and appropriate distance with children and vulnerable adults

If physical contact is necessary for demonstrating skills etc, explain and discuss these actions with the person first

Recognise that caution is required especially when dealing with sensitive moments e.g. when dealing with bullying, bereavement or abuse

Keep up to date with technical skills, qualifications and insurance requirements

Be an excellent role model, this includes not drinking alcohol or smoking in the company of children and vulnerable adults in any work related environment

Give constructive feedback rather than negative criticism

Recognise the development needs of children and vulnerable adults and avoid excessive training or competition.

Things to avoid:

You should NEVER allow or take part in any of the following:

Engage in sexually provocative games

Engage in or allow any form of inappropriate touching

Allow children and vulnerable adults to use inappropriate language unchallenged

Make sexually suggestive comments to a child or adult, even in fun

Reduce a child, young person or vulnerable adult to tears, as a form of control
Allow allegations made by a person to go unchallenged, unrecorded or not acted upon

Do things of a personal nature for a child, young person or vulnerable adult that they can do for themselves including things like applying sun cream

Transport or take children, young people or vulnerable adults to their home unsupervised

Administer medication unless specifically trained and approved by the person's parents to do so

Take a child or vulnerable adult to the toilet unsupervised.

The list is not exhaustive. Some specific posts and activities may need more detailed guidance. If employees have any concerns about the appropriateness of any practice or action, they should contact their line manager where possible or a senior manager.

APPENDIX D: HANDLING DIFFICULT SITUATIONS

Handling Difficult Situations – Control

Two types of simple control methods can be used in order to prevent injury to the child or vulnerable adult, other children and vulnerable adults or significant damage to a property. Simple physical presence as a control involves no contact e.g. standing in front of an exit. Holding or touching to persuade a child or vulnerable adult to comply with verbal requests e.g. holding a person's hand or using the shoulders to steer a person away from a situation. Wherever possible, steps should be taken in advance to avoid the need for these control methods through dialogue and diversion. If a situation is approaching the point where these methods will not or do not work or if the person is threatening or using violence then the Police should be contacted immediately. If other children or vulnerable people are present in the area, they should, if possible be moved away from the situation.

Procedures to be followed if these control methods are used:

Notify your line manager immediately after the incident has occurred.

Complete an accident report form and send this to your line manager and the Health and Safety Officer.

Line managers should then:

Ensure the report is comprehensive

Ensure that the parents of the child or vulnerable adult are informed of the incident and provided with a copy of the report

Arrange a meeting to discuss the incident with the employee within 24 hours of the incident if possible

Write up the meeting with the employee and obtain the employees signature to the accuracy of the discussion notes

Keep all records of the incident in a secure locked cabinet

Ensure further training to reduce the risk of this type of incident recurring is provided to the employee if appropriate. Training could include preventative measures and strategies.

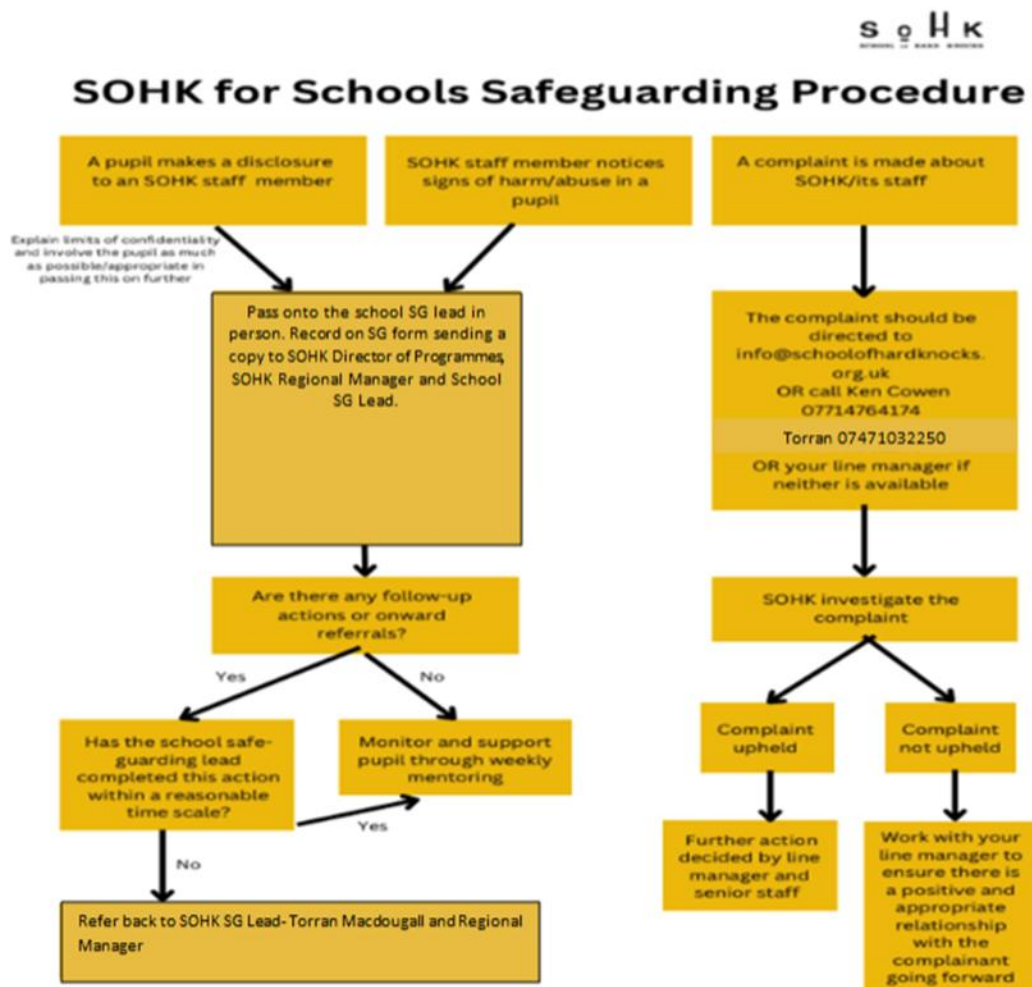
APPENDIX F: REPORTING

Safeguarding Process

Please complete form and send copy to School Safeguarding Lead including Regional Manager and SOHK Safeguarding Lead Torran@schoolofhardknocks.org.uk into the email.



[SOHK Safeguarding Doc V2.docx](#)



If a pupil is ever at risk of **immediate harm** and you are either off school site (with no school staff) or cannot reach the school safeguarding lead; you should always pass information on by calling 111 or in an emergency 999.

APPENDIX G: Handling Student Contacts on Staff Personal Social Media

1. Student Contacts Staff on Personal Social Media



2. Respond to the Student Contact

- Thank the student for reaching out.
- Politely redirect them to our Info@schoolofhardknocks.org.uk multi-access email inbox.



3. Does the Message Raise a Concern?

- Yes → Forward the message to the Safeguarding Channel.
- No → No further action required.



4. End of Process

APPENDIX H: A Young persons guide to Safeguarding



A Young Person's Guide to Understanding our Safeguarding Policy

We want you to feel safe, valued and respected during your time with SOHK. This guide outlines some key parts of our safeguarding policy, so you can understand how we are working towards this. The full policy can be read at www.schoolofhardknocks.org.uk/policies-and-reports

It is important that you know:

- You have a right to be kept safe
- What we are supposed to do to keep you safe
- How to protect yourself and stay safe
- How you can get help if you need it

SOHK Staff

Anyone working for SOHK is expected to:

- Keep you safe during sessions
- Be a positive role model and treat everyone fairly
- Understand different types of abuse and harm and their responsibilities for reporting any concerns

SOHK Staff should not:

- Form personal relationships with any pupils, or contact you outside of school
- Be aggressive, threatening, embarrass or bully you, or touch you inappropriately
- Take photos or videos without your consent

If you have any complaints or concerns about SOHK staff, you can email info@schoolofhardknocks.org.uk

Abuse and Harm

SOHK staff are really passionate about keeping you safe while you are with us and trying to help you be as safe as possible outside the school environment.

It is important you understand what types of abuse and harm are, so that you can recognise these in yourselves and others. Types of abuse include: physical (hurting you), sexual (being pressurised, forced or tricked into sexual activity), emotional (seriously and deliberately hurting your feelings), neglect (not giving you your basic needs, like food & clothes). Other types of harmful behaviour toward children can include: bullying & cyber-bullying, gang-related initiations and activities, discrimination.

For more information on all of these and what you can do about them, visit www.childline.org.uk/info-advice/bullying-abuse-safety.

What happens if I tell SOHK?

If you decide to speak to SOHK staff about any abuse or harm that you or someone else is facing, SOHK staff will:

- Listen carefully, take you seriously and not grill you with questions
- Ensure that you or the person in question gets the help you need
- Need to pass this information on to your school safeguarding team, or in an emergency, the police

Other sources of help

You can contact Childline to get help and advice about anything from abuse and bullying to exam stress and relationships. Visit www.childline.org.uk or call 0800 1111.

You should contact the Police by calling 999 if you or anybody else is in any sort of danger.