

KONNECT WITH SPORT

SAFEGUARDING AND CHILD PROTECTION POLICY

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1. Statement of Purpose

Konnect With Sport (the **Organisation, we, our or us**) is committed to preventing and responding to risks of harm to and promoting the welfare of all children and adults at risk that we work with (i.e. as Konnect With Sport's clients). These individuals are referred to as the '**Beneficiaries**' of this Safeguarding Policy.

We recognise the importance of this commitment to safety and welfare and, further, are committed to safeguarding all Beneficiaries without discrimination due to an individual's age, disability, race, religion or belief, sex, gender reassignment, pregnancy or maternity leave status, marriage or civil partnership status, or sexual orientation.

This Safeguarding Policy is based on the safeguarding laws of England, Wales, and Scotland, including related guidance issued by the UK Government and relevant governmental departments, agencies, and public bodies. If this Policy is at any time inconsistent with this body of law, Konnect With Sport will act to meet the requirements of up-to-date safeguarding laws in priority to the requirements set out in this Policy.

Konnect With Sport has implemented this Safeguarding Policy in order to meet its obligations as a childcare provider.

Any questions in relation to this Policy should be referred to Kieran Wells - DSL in the first instance, by emailing konnectwithsport@outlook.com or by contacting 07730445442.

2. Scope of this Safeguarding Policy

This Policy explains key aspects of how Konnect With Sport prevents harm in relation to its Beneficiaries via its practices and its Staff Members' conduct.

This Safeguarding Policy covers the organisation and operation of all of Konnect With Sport's activities involving children and adults at risk (i.e. our **Relevant Activities**). These primarily include:

Running school holiday sports activities.

This Policy's guidelines and obligations apply to all individuals working for or acting on behalf of Konnect With Sport in the UK at all levels, including senior managers, officers, employees, consultants, trainees, homeworkers, part-time and fixed-term workers, casual workers, agency workers, volunteers, and interns (collectively '**Staff Members**').

This Policy does not form part of any contract of employment or similar and Konnect With Sport may amend it at any time at our absolute discretion.

3. Defining Safeguarding

'Safeguarding' is an umbrella term that refers to work (e.g. practices and procedures) aimed at preventing or responding to harm or risks of harm posed to vulnerable individuals, and at promoting these individuals' wider welfare. Safeguarding is particularly important for children and adults at risk. Most safeguarding legal obligations relate to the care of these groups and these are the groups to whom the protections set out in this Policy apply. For safeguarding purposes:

Children are individuals younger than 18 years old.

Adults at risk are individuals 18 years old or over (in England and Wales) or 16 years old or over (in Scotland) who have care and/or support needs and who are, because of these needs, unable to protect themselves from harm (e.g. due to illness or disability). This need not be on a permanent basis.

The commitments and practices contained in this Safeguarding Policy apply to the safeguarding of Konnect With Sport's Beneficiaries from harm caused by either:

The activities and practices of Konnect With Sport and any conduct of its Staff Members, or

People and situations outside of Konnect With Sport's and its Staff Members' control, where Konnect With Sport's Staff Members are aware of, ought to be aware of, or reasonably suspect the risks posed by a situation.

For the purposes of this Policy, a **'Safeguarding Concern'** is any conduct or situation that is known or reasonably suspected by a Staff Member or another party that risks violating the safeguarding commitments set out above.

4. Key Measures that Konnect With Sport is Committed to Implementing and Maintaining to Safeguard its Beneficiaries

Following applicable local safeguarding arrangements when safeguarding children. These arrangements include leadership and guidance issued by the safeguarding partners for a local area (i.e. the local authority, chief officers of police, and a clinical commissioning group).

Following applicable leadership and guidance provided by local Safeguarding Adults Boards when safeguarding adults.

Complying with specific safeguarding obligations for childcare providers, including:

Complying with relevant statutory regulations, for example, the Statutory Framework for the Early Years Foundation Stage (when caring for children up to 5 years of age) and The Childcare (General Childcare Register) Regulations 2008 (when caring for children under 8 years old).

Making appropriate registrations with Ofsted.

Ensuring that Staff Members are aware of potential signs of child abuse and neglect and understand what actions to take to protect children in situations of suspected abuse or neglect.

Having due regard to the need to prevent people from being drawn into terrorism (i.e. meeting the 'Prevent' duty imposed by the Counter-Terrorism and Security Act 2015) by, for example, providing Staff Members with training on recognising signs of radicalisation and on responding to these.

Ensuring that Staff Members are trained to, and encouraged to, report any Safeguarding Concerns that they identify. Staff Members will be encouraged to follow Konnect With Sport's safeguarding reporting procedures as closely as possible when reporting concerns (set out below under the heading **'Procedures: Reporting'**).

Ensuring that all Staff Members listen to all safeguarding-related queries and concerns raised by other Staff Members, Beneficiaries, or relevant other parties, with respect and professionalism. Staff Members should be trained how to, and encouraged to, then assist with reporting any such concerns via Konnect With Sport's regular reporting procedures.

Ensuring that all reported Safeguarding Concerns are dealt with by appropriate individuals and teams and in accordance with Konnect With Sport's relevant procedures (set out below under the heading **'Procedures: Investigation and Response'**).

Implementing and maintaining comprehensive, accessible, fair, and efficient procedures for Staff Members to use when reporting and dealing with Safeguarding Concerns. These procedures will be made known and easily accessible to all Staff Members.

Procedures will be designed to ensure all safeguarding issues are dealt with fairly and objectively even when allegations are made against one of Konnect With Sport's Staff Members. Any such allegations will be treated in a manner that takes into account the gravity of the accusations, but which does not vilify or presume the guilt of an accused individual without a fair investigation.

Any reports that qualify as protected disclosures under whistleblowing law will be treated securely and in a protected manner in line with whistleblowing law.

Appointing Kieran Wells to hold responsibility for managing safeguarding policies and procedures within Konnect With Sport.

Following appropriate recruitment processes when recruiting new Staff Members, including volunteers. This includes:

Conducting all appropriate pre-employment checks (e.g. Disclosure and Barring Service (DBS) criminal record checks).

Ensuring new Staff Members take part in, and understand the content of, all necessary safeguarding training before having any contact with Konnect With Sport's Beneficiaries.

Following Konnect With Sport's policies and procedures on hiring and recruitment.

Providing appropriate safeguarding training for all relevant Staff Members. Every Staff Member should be provided with, and required to undertake, training that is appropriate to their role, responsibilities, and degree and type of contact with Beneficiaries. This should, where appropriate, include training on:

How to define and identify potential signs of different types of abuse, including physical abuse, emotional abuse, sexual abuse and exploitation, neglect, and others.

How to listen to and respond to concerns or disclosures about safeguarding issues during an initial conversation (e.g. how to explain when information can and cannot be kept confidential).

How to use Konnect With Sport's safeguarding reporting procedures and when doing so is appropriate.

Which additional resources (e.g. policies, other supporting documents, or external educational resources) are available to ensure Staff Members remain informed about safeguarding.

Ensuring that all information related to Safeguarding Concerns, including the content of reported concerns as well as the personal data of anybody involved, is handled safely and securely. This involves:

Following the requirements set out by the UK's data protection laws, including The UK General Data Protection Regulation (GDPR) and the Data Protection Act 2018.

Following Konnect With Sport's data protection policies and procedures, including our Data Protection and Data Security Policy.

Providing Staff Members with training on data protection and privacy, where appropriate.

Ensuring Staff Members always have an identifiable point of contact for questions or concerns about data protection and privacy. This is currently Kieran Wells, who can be contacted by emailing konnectwithsport@outlook.com or at 07730445442.

Only sharing information about a Safeguarding Concern internally as far as is necessary to manage the concern for the relevant Beneficiary's benefit.

Ensuring transparency and awareness regarding safeguarding information and procedures. For example, by:

Providing information to Beneficiaries about our safeguarding procedures so that they are aware of how to raise any concerns.

Ensuring all Staff Members are aware of safeguarding laws, Konnect With Sport's safeguarding commitments and procedures, and Staff Members' responsibilities in relation to these.

Regularly reviewing all safeguarding policies and procedures to ensure that they are up-to-date with safeguarding law and that they remain suitable for Konnect With Sport's Relevant Activities and workforce, and meeting any review and evaluation requirements specific to Konnect With Sport's industry and organisation type.

Annex 1 - Staff Members' Responsibilities

All Staff Members have a responsibility to promote the safety and wellbeing of all of Konnect With Sport's Beneficiaries. This means that all of Konnect With Sport's policies and procedures relevant to safeguarding and all UK laws relevant to safeguarding must be followed at all times. Specifically:

All Staff Members must contribute to upholding the key measures that Konnect With Sport has committed to taking to safeguard its Beneficiaries (set out above) to an extent that is appropriate for their role, responsibilities, and degree and type of contact with Beneficiaries. Specific ways that Staff Members should do this will be clarified during training. If a Staff Member is uncertain as to their responsibilities, it is their responsibility to raise this with Kieran Wells - DSL.

Staff Members must actively participate in all safeguarding training they are assigned and, if they do not understand any aspects of their training, must raise this with Kieran Wells - DSL.

Staff Members must never do anything to actively risk the safety or wellbeing of any of Konnect With Sport's Beneficiaries. This includes, but is not limited to:

Subjecting them to or facilitating abuse of any sort.

Engaging in any sexual activity with children (i.e. anybody under the age of 18).

Participating in or facilitating any activities that may commercially exploit Beneficiaries. For example, failing to report suspected child labour or trafficking.

Staff Members must report all Safeguarding Concerns that they have regarding Beneficiaries, regardless of whether the concerns relate to potential wrongdoing of other Staff Members, other Beneficiaries, or external parties (e.g. parents, teachers, other organisations, or members of the public).

Annex 2 –Online Safety and Artificial Intelligence (AI)

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

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

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

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

We ensure that online safety is a running and interrelated theme when devising and implementing policies and procedures.

There should be appropriate filtering and monitoring in place on all school devices and school networks. That staff training should include understanding roles and responsibilities in relation to filtering and monitoring. To support

schools with this the DfE have produced the following guidance: [Appropriate Filtering and Monitoring - UK Safer Internet Centre](#)

Education settings are directly responsible for ensuring they have the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on e-security is available from the [National Education Network](#). In addition, schools and colleges should consider meeting the [Cyber security standards for schools and colleges.GOV.UK](#). Broader guidance on cyber security including considerations for governors and trustees can be found at [Cyber security training for school staff - NCSC.GOV.UK](#)

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

The Online Safety Act 2023 (the Act) is a new set of laws that protects children and adults online. It puts a range of new duties on social media companies and search services, making them more responsible for their users' safety on their platforms. The Act will give providers new duties to implement systems and processes to reduce risks their services are used for illegal activity, and to take down illegal content when it does appear.

[Online Safety Act: explainer - GOV.UK](#)

Artificial Intelligence (AI)

The Department has published Generative AI: product safety expectations to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education

[Generative AI: product safety expectations - GOV.UK](#)

[Using AI in education settings: support materials - GOV.UK](#)

Annex 3 - Dealing with disclosures

All staff should

A members of staff who are approached by a child should maintain a positive attitude and try to reassure them. They should not promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

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

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

Guiding principles, the Three R's

Recognise

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable
- Reassure the pupil, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I am listening to you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

Respond

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

Report

- Share concerns with the DSL as soon as possible
- If you are not able to contact your DSL or the Deputy, and the child is at risk of immediate harm, contact the children's services social care department directly.
- If possible, make some very brief notes at the time, and write them up as soon as possible
- Keep your original notes on file
- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising or marks
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'.
- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it.
- All staff should be aware that children may not feel ready or know how to tell somebody that they are being abuse, exploited or neglected and/or they may not recognise their experiences as harmful.

Consideration

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

What happens next?

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

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

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

Annex 4 - Allegations against adults who work with children

There is now a requirement to produce a Lower Level Concern (LLC) policy and process to be set out in your existing Codes of Conduct/Safeguarding Policy.

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

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

Complaints could include: -

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

Concerns could include: -

- Inappropriate use of language, shouting or swearing
- Discussing personal or sexual relationships with, or in the presence, of pupils
- Making (or encouraging others to make) unprofessional comments which scapegoat, demean or humiliate children, or might be interpreted as such.

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

Procedure for Allegations that meet the harm threshold.

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

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

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

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

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

In line with our referral process:

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

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

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

If the matter is investigated internally, the LADO will advise the school to seek guidance from their personnel/HR provider in following procedures set out in Part 4 of 'Keeping Children Safe in Education' (2025) and the WSSCP procedures.

Annex 5 - What is child abuse?

The following definitions are taken from *Working Together to Safeguard Children* HM Government (2023) In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, through honour-based violence, forced marriage or female genital mutilation. To support the local context, all staff have access to the West Sussex Safeguarding Children Partnership (WSSCP) threshold chart. <https://www.westsussexscp.org.uk/wp-content/uploads/2024/02/Thresholds-on-a-page-FINAL-Feb2024.pdf>

What is abuse and neglect?

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

Physical abuse

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

Emotional abuse

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

Sexual abuse

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

Neglect

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

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

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

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

Indicators of abuse

Neglect

The nature of neglect

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

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

Neglect can include parents or carers failing to:

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

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

- frequently going hungry

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

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

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

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

Indicators of neglect

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

Physical indicators of neglect

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

Behavioural indicators of neglect

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

Emotional abuse

The nature of emotional abuse

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

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

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

Indicators of emotional abuse

Developmental issues

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

Behaviour

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

Social issues

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

Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations ("I deserve this")
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Physical abuse

The nature of physical abuse

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

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

Indicators of physical abuse / factors that should increase concern

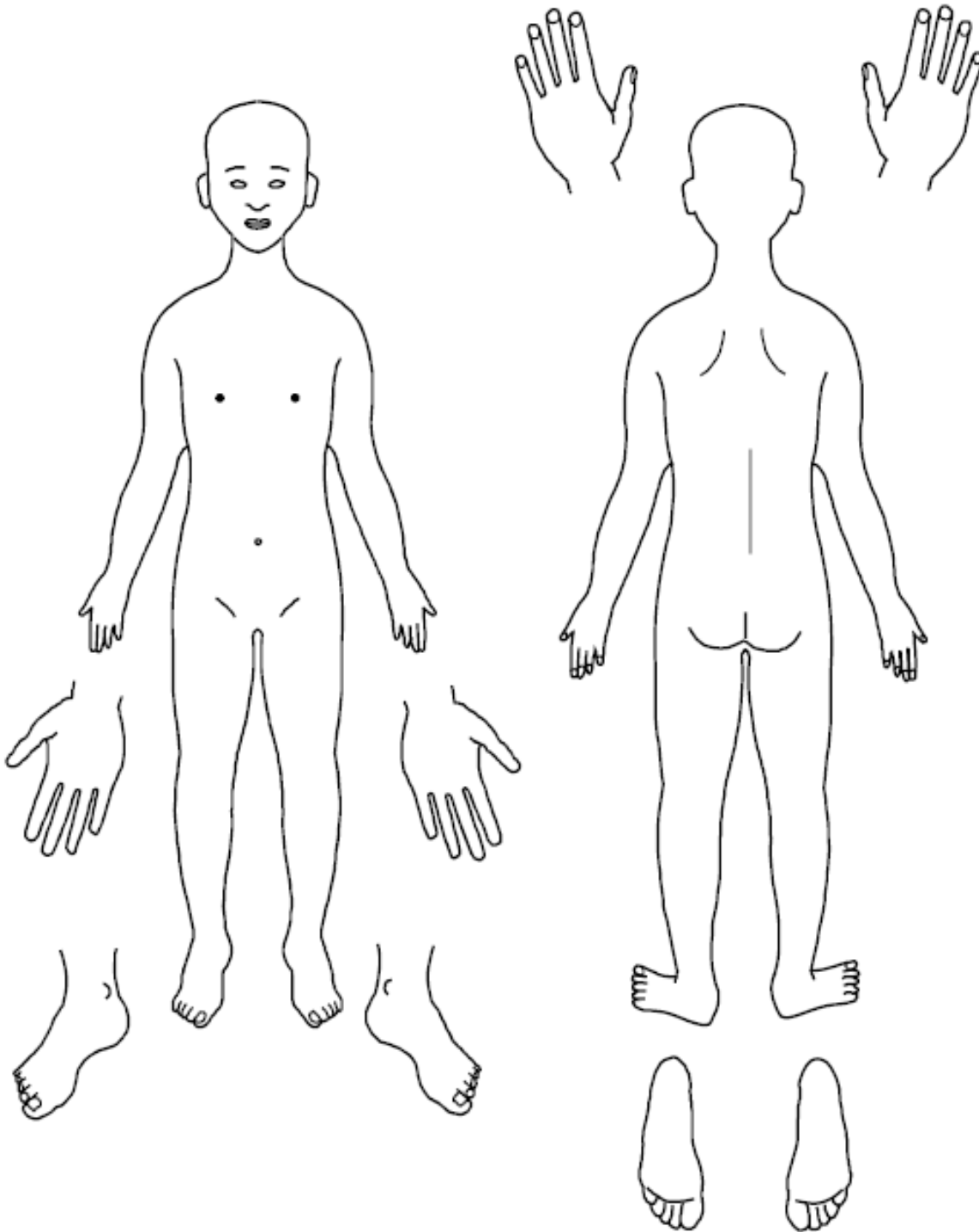
- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the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

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

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

You should be concerned if the child or young person:

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



Sexual abuse

The nature of sexual abuse

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

Sexual exploitation is seen as a separate category of sexual abuse.

Characteristics of child sexual abuse:

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic

- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

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

Indicators of sexual abuse

Physical observations

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

Behavioural observations

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

Annex 6 - Procedures: Reporting

Staff Members will receive safeguarding training that should enable them to identify Safeguarding Concerns (e.g. suspected abuse, neglect, or threats to wellbeing) relevant to Konnect With Sport's Beneficiaries.

If a Staff Member identifies a Safeguarding Concern, to report it they should:

For minor incidents complete a safeguarding incident form.

For serious safeguarding concerns, contact the designated safeguard lead immediately.

If a Staff Member feels unable to follow the above steps, they should report their Safeguarding Concern in a reasonable alternative manner. This may be the case if, for example:

Following the above procedure would require disclosing the concern to somebody who is implicated in the Safeguarding Concern or who the Staff Member is otherwise uncomfortable contacting about this concern, or

The matter is time sensitive and involves a risk of serious harm to somebody, in which case contacting an external agency (e.g. the police, the ambulance service, or a mental health crisis line) or a more senior member of Konnect With Sport's staff first may be more appropriate.

Annex 7 - Procedures: Investigation and Response

Reported Safeguarding Concerns will be dealt with promptly by appropriate individuals within Konnect With Sport, in accordance with our safeguarding response procedures and safeguarding laws. Details of these procedures are available on request from Kieran Wells - DSL.

Staff Members who report a Safeguarding Concern will be kept informed about the progression of the matter they reported to an appropriate degree. Note that, depending on the nature of the concern and consequent investigations, some information about matters may be kept confidential and not shared with the reporter.

If a Staff Member is found to be in breach of this Safeguarding Policy or safeguarding law in general, they will be treated fairly and in line with Konnect With Sport's Disciplinary Policy and/or Disciplinary Procedure.

Referrals or notifications to external organisations (e.g. police services, local authorities, or regulatory bodies) will be made when, and only when, this is appropriate, and will always be made in accordance with the law (e.g. data protection law).

Annex 8 - Supporting Documents and Other Protections

Konnect With Sport has various other documents in place that support this Safeguarding Policy. These include:

Detailed safeguarding investigation and response procedures.

This Safeguarding Policy does not cover all of Konnect With Sport's commitments relevant to protecting its Beneficiaries. We also have other policies in place that protect our Beneficiaries, Staff Members, and/or others. These include:

An Anti-Harassment and Bullying Policy.

A Data Protection and Data Security Policy.

A Disciplinary Procedure.

All of the policies, procedures, and other documents set out above are available on request from the person within the Organisation responsible for HR matters or via Staff Members' line managers.

Annex 9 - Attribution

This Safeguarding Policy was created using a document from Rocket Lawyer (<https://www.rocketlawyer.com/gb/en>).

Annex 10 – Useful Contacts

| Key Personnel | Name (s) | Telephone No. |
|---|---|---|
| DSL | Kieran Matthew Wells | 07730445442 |
| Integrated Front Door | | 01403 229900 |
| NSPCC | | 0808 800 500 |
| Anti-terrorist hotline | | 0800 789 321 |
| Safeguarding in Education Team | Sally Arbuckle (Manager) Gabby Rodrigues Natasha Cherryman Sarah Young | 0330 222 4030 Safeguarding.education@westsussex.gov.uk |
| Police | | 101 or in emergencies 999 |
| Safeguarding advisors / Local Authority Designated Officers (LADOs) | Miriam Williams Donna Tomlinson Vic Williams | Online Portal |
| OFSTED | | 0300 123 1231 |

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| This policy was adopted by: Konnect With Sport | Date: 02-01-26 |
| To be reviewed: 02-01-27 | Signed: Mr. Kieran Matthew Wells |