



# Hampton Hargate Primary School

## **Safeguarding and Child Protection Policy**

Date: AUTUMN 2026

Review date: AUTUMN 2027

Hampton Hargate Primary School believes that all children, regardless of ability and behaviour are valued equally. Groups of pupils (eg. SEND pupils, children in care, EAL pupils etc) are not viewed as separate but are part of the whole school approach. As a Dyslexia Friendly School, we understand the importance of pupils acquiring literacy and numeracy whilst promoting a broad and balanced curriculum, accessible to all. We recognise that different children's needs are met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. Every Child Matters (ECM) is an important part of the school ethos and we encourage all staff, governors, visitors, helpers etc to play their part in promoting this. This policy therefore applies to all our children, regardless of their gender, faith, race, culture, family circumstances or sexuality.

This school is committed to safeguarding and promoting the welfare and safety of all children and expects all staff to share in this commitment. All staff must follow the guidelines set out in the relevant section of **myconcern®** which is available online.

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## Background

- **Hampton Hargate Primary School is committed to safeguarding and promoting the welfare of all children. Safeguarding is everyone's responsibility.**
- Our safeguarding arrangements are underpinned by:
  - [Keeping children safe in education 2026](#),
  - [Working together to safeguard children 2026](#),
  - [The Education Act 2002](#),
  - [Children Act 1989](#) and [Children Act 2004](#),
  - [The Human Rights Act 1998](#),
  - [The Equality Act 2010](#),
  - [Data Protection Act 2018](#) and [UK GDPR](#), and
  - [Cambridgeshire & Peterborough Safeguarding Partnership Board Procedures](#).
- The welfare of the child is paramount and all decisions made by Hampton Hargate Primary School will be taken in the best interests of children.
- This responsibility is more fully explained in the statutory guidance for schools and colleges [Keeping children safe in education 2026](#) (KCSIE). **All** staff must be made aware of their duties and responsibilities under Part One of this document.
- It is essential that everyone working in a school or college understands their safeguarding responsibilities. The governing body, working in partnership with the senior leadership team and the Designated Safeguarding Lead (DSL), will ensure that all staff, including those who do not work directly with children, read and understand at least Part One of [KCSIE](#).
- Governing bodies and proprietors should ensure that mechanisms are in place to assist staff to understand and discharge their roles and responsibilities as set out in [KCSIE](#).
- Through their day-to-day contact with pupils, and direct work with families, all staff in school have a responsibility to:
  - Identify concerns early, offer support, and prevent issues from escalating,
  - Provide a safe environment in which children can learn,
  - Identify children who may benefit from Family Help and early support,
  - Know what to do if a child tells them he/she is being abused or neglected in line with the setting procedures, and
  - Follow the referral process if they have a concern and support children's social care and other agencies following this (paragraphs 55-61 of [KCSIE](#)).
- This policy is consistent with the [Cambridgeshire & Peterborough Safeguarding Partnership Board](#) procedures.

## Purpose

- There are four main elements to this policy:
  - 1) **Prevention** – Through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos,
  - 2) **Procedures** – For identifying and referring cases, or suspected cases, of abuse or exploitation,
  - 3) **Supporting children** – Particularly those who may have been abused or witnessed violence towards others, and
  - 4) **Preventing unsuitable people working with children** – Processes are followed to ensure that those who are unsuitable to work with children are not employed.
- This policy is available to parents on request and is on [Hampton Hargate Primary School's website](#).

## Scope

- This policy sets out how the setting's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the setting. Our policy applies to **all** staff, paid and unpaid, working in the setting including governors.
- We use the terms "must" and "should" throughout the guidance. We use the term "must" when the person in question is legally required to do something, and "should" when the advice set out should be followed unless there is good reason not to.
- Safeguarding and promoting the welfare of children is defined as:
  - Providing help and support to meet the needs of children as soon as problems emerge,
  - Protecting children from maltreatment, whether that is within or outside the home, including online,
  - Preventing the impairment of children's mental and physical health or development,
  - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care,
  - Promoting the upbringing of children with their birth parents, or otherwise within their family network through a kinship care arrangement, whenever possible and where this is in the child's best interests, and
  - Taking action to enable all children to have the best outcomes.

# Useful Contacts

## Useful Contacts

| Useful Contact                                                                                        | Communication Route                                                                                                              |
|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| PCC Education Safeguarding Team                                                                       | <a href="mailto:Peterborougheducationsafeguarding@peterborough.gov.uk">Peterborougheducationsafeguarding@peterborough.gov.uk</a> |
| PCC Education Safeguarding Manager                                                                    | <a href="mailto:Rebecca.gibson@peterborough.gov.uk">Rebecca.gibson@peterborough.gov.uk</a>                                       |
| PCC Education Safeguarding Advisor                                                                    | <a href="mailto:Louise.hooper@peterborough.gov.uk">Louise.hooper@peterborough.gov.uk</a>                                         |
| PCC Education Safeguarding Advisor                                                                    | <a href="mailto:Gina.hayes@peterborough.gov.uk">Gina.hayes@peterborough.gov.uk</a>                                               |
| PCC Education Safeguarding Operation Support Assistant                                                | <a href="mailto:Melissa.clarke@peterborough.gov.uk">Melissa.clarke@peterborough.gov.uk</a>                                       |
| PCC Education Navigator – MASH                                                                        | <a href="mailto:pcceducationnavigator@peterborough.gov.uk">pcceducationnavigator@peterborough.gov.uk</a>                         |
| Early Help/Targeted Support                                                                           | Tel: 01733 863649                                                                                                                |
| MASH – General Enquiries                                                                              | Tel: 01733 864170                                                                                                                |
| MASH – Professional Consultation Line                                                                 | Tel: 01733 864180                                                                                                                |
| MASH referral Portal                                                                                  | <a href="https://peterborough.gov.uk/professional">Professional (peterborough.gov.uk)</a>                                        |
| Emergency Duty Team (out of hours)                                                                    | Tel: 01733 234724                                                                                                                |
| Local Authority Designated Officer (LADO)                                                             | <a href="mailto:lado@peterborough.gov.uk">lado@peterborough.gov.uk</a><br>Tel: 01733 864038                                      |
| Police Child Abuse Investigation Unit                                                                 | Tel: 101                                                                                                                         |
| Prevent Officers                                                                                      | <a href="mailto:prevent@cambs.police.uk">prevent@cambs.police.uk</a><br>Tel: 01480 422596                                        |
| Cambridgeshire and Peterborough Safeguarding Partnership Board – Safeguarding Multi-Agency Procedures | <a href="#">Multi-Agency Policies and Procedures   Cambridgeshire and Peterborough Safeguarding Partnership Board</a>            |

## Prevention

### Standard Commitments

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

- Establish and maintain a culture of safeguarding in which all children feel safe, secure, respected and valued, including within the online environment, and are encouraged and supported to talk openly about anything that worries them,
  - Ensure that all children are listened to and that their wishes, views and feelings are taken seriously and appropriately considered when determining what action to take, in accordance with their age, understanding and individual needs,
  - Ensure children know who they can turn to for help and support within the setting, understand how to report concerns about themselves or others, and are confident that concerns will be taken seriously and acted upon promptly and appropriately,
  - Promote protective behaviours, resilience, wellbeing and positive mental health through a broad, balanced and inclusive curriculum and through the wider life of the setting,
  - Provide a curriculum, including [Relationships Education, Relationships and Sex Education and Health Education](#) (where applicable), Health Education and online safety education, that is age, stage and developmentally appropriate and responsive to the specific needs, vulnerabilities and experiences of individual children,
  - Support children to recognise risks both online and offline, including abuse, exploitation, grooming, coercion, harmful sexual behaviour, sexual violence and sexual harassment, criminal exploitation, child-on-child abuse, radicalisation, misinformation and disinformation, and to know how to seek help and support,
  - Recognise that children may be at greater risk of harm or face additional barriers to disclosing abuse, including children with special educational needs and disabilities (SEND), children who are or have been looked after, young carers, children who identify as LGBTQ+, children experiencing mental health difficulties, and children with protected characteristics, and ensure appropriate support is in place,
  - Ensure all staff understand that safeguarding incidents and behaviours can be associated with factors outside the school/college and can occur between children as well as between adults and children,
  - Promote equality, diversity and inclusion, helping children to develop an understanding of respect, tolerance, healthy relationships, consent, protected characteristics and individual differences,
  - Challenge, address and respond robustly to all forms of prejudice-related behaviour, discrimination and abuse, including sexism, misogyny, misandry, sexual harassment, sexual violence, homophobia, biphobia, transphobia, racism, disablism and other behaviours motivated by prejudice or hate. Such incidents will be recorded, monitored and responded to in accordance with the setting's policies and procedures, and
  - Foster strong and trusted relationships between children and staff to ensure that concerns can be identified early, help can be provided as soon as problems emerge, and children receive the right support at the right time.
- Hampton Hargate Primary School will incorporate into the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse and exploitation in all contexts.
  - Hampton Hargate Primary School uses the 1Decision PSHE resources. Within this resource, learning and activities support children to recognise if they are feeling safe or unsafe in their relationships with family, friends and online. This includes considering the importance of permission seeking and giving in relationships, and the sort of boundaries which are appropriate both on and offline. Children are encouraged to

consider the qualities they would look for in a trusted adult, how to judge whether a secret feels safe or unsafe and how to seek support if they are asked to keep an unsafe secret. Children learn that each person's body belongs to them, the correct language for body parts, including genitals, how to identify unsafe or inappropriate physical contact. With the older children, they learn about what sorts of behaviours constitute abuse and neglect. All children have opportunities to practice seeking help or advice from others, and develop their problem-solving strategies, which can be applied in a range of contexts

## Primary Settings

- We refer to the [Safer Spaces Action Toolkit](#) developed by the Cambridgeshire PSHE Service. This supports schools with listening to pupil voice, building awareness and engaging in reflection as part of a whole school approach to preventing sexist attitudes and behaviours which cause others to feel unsafe.

## Procedures

### Multi-Agency Procedures

- Hampton Hargate Primary School will follow the procedures set out in the [Cambridgeshire & Peterborough Safeguarding Partnership Board](#) Multi-Agency Procedures.
- Hampton Hargate Primary School will liaise with the three statutory safeguarding partners (Local Authority, Health and Police) as appropriate and work with other agencies in line with [Working Together to Safeguard Children 2026](#).

- **The Designated Safeguarding Leads are:**

Andy Lyons (Headteacher) & Amanda Christophi (Assistant Headteacher & SENDCo)

- **The Deputy Designated Safeguarding Leads are:**

Anne Sullivan (SENDCo), Keeley Mooney (Family Support Worker), Becky Colbert (Attendance and Office Administrator)

- **The nominated Governor for Safeguarding and Child Protection is:**

Carolyn Hunt (Chair of Governors)

- **Prevent lead is:**

Andy Lyons (Headteacher)

- **Online Safety Lead is:**

Duncan Milner (UKS2 Lead)

## Staff Induction and Safeguarding Awareness

- The governing body will ensure that all staff, volunteers, governors and trustees receive appropriate safeguarding information at induction and are provided with regular safeguarding updates thereafter.
- From induction onwards, all staff will be made aware of:
  - The identity and role of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead(s) (DDSLs),
  - The setting's safeguarding and child protection procedures,
  - The systems for recording and reporting safeguarding concerns,
  - Their individual responsibility to safeguard children and report concerns without delay,
  - The requirement to read and understand Part One of KCSIE,
  - The setting's staff code of conduct and whistleblowing procedures, and
  - The role of filtering and monitoring systems and the process for reporting concerns relating to online safety.
- Staff must understand:
  - How to identify signs of abuse, neglect, exploitation and child-on-child abuse,
  - That children can be at risk of harm both inside and outside the home, inside and outside the setting and online,
  - The importance of professional curiosity,
  - Their responsibility to provide a safe environment in which children can learn,
  - Their role in Family Help and Early Help processes,
  - The process for making referrals to Children's Social Care,
  - The safeguarding response to children who are absent from education, particularly where absence is repeated or prolonged, and
  - The safeguarding risks associated with misinformation, disinformation, generative AI, deepfakes and other emerging technologies.

## Reporting Concerns

- All staff must act immediately if they have concerns about a child's welfare.
- For example, staff are required to record safeguarding concerns on **MyConcern** immediately and submit them to the DSL or DDSL without delay. Any concerns relating to physical abuse, sexual abuse or a child at immediate risk of harm must also be reported verbally to the DSL/DDSL as soon as possible and followed up in writing.
- If they do not have access to the online system, a paper copy of the logging concern form is available in the staffroom and from DSL/DDSL. This should be brought to the attention of the DSL/DDSL immediately.

## Designated Safeguarding Lead Arrangements

- The governing body will ensure that an appropriately trained DSL and sufficient Deputy DSLs are appointed to provide effective safeguarding leadership.
- The school will ensure that the DSL or DDSL are always available (during school hours, during term-time) to discuss any safeguarding concerns and that all staff are clear upon the course of action they must take if in exceptional circumstances the DSL and DDSL are not available. There are 2 DSLs and 3 DDSLs.
- In the unlikely event that all 5 are out of the building at one time, staff/governors/visitors should speak with the most senior member of staff available at that time (eg Deputy Headteacher or other member of the Senior Leadership Team [SLT]) who will then contact one of the DSL/DDSL staff.
- If unable to speak with a DSL/DDSL, make a direct referral to Children's Social Care or the Police through the safeguarding [Professional Referral](#) process. Staff should never delay action because a DSL is unavailable.
- Whilst there is no statutory requirement for DSL availability during holidays, the setting will ensure that safeguarding arrangements remain proportionate to the needs of pupils. This may include monitoring safeguarding email accounts and providing a nominated safeguarding contact for urgent child protection matters.

## Training

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

Training will include:

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

## Online Safety

- The governing body recognises that safeguarding includes protecting children from online risks and harms.
- Hampton Hargate Primary School's Online Safety Policy reflects the requirements of [KCSIE](#), [Meeting digital and technology standards in schools and colleges](#) and [Generative AI: product safety expectations](#).
- The Online Safety Policy [Online Safety Policy](#) is aligned with the Behaviour Policy [Behaviour Policy](#) and includes procedures for responding to:
  - Online abuse and exploitation,
  - Cyberbullying,
  - Harmful online content,
  - Misinformation and disinformation,
  - Making, possessing or sharing nudes and semi-nudes (see [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)), and
  - Risks associated with generative AI, deepfakes and manipulated imagery.
- Hampton Hargate Primary School operates a phone-free environment for pupils. Any exceptions are set out within the Use of Mobile Phones and Smart Devices Policy [S:\POLICIES\Use of Mobile Phone and other Smart Devices Policy REVIEW AUTUMN 2026.pdf](#)

## Filtering and Monitoring

- The governing body will ensure that appropriate filtering and monitoring systems are in place to safeguard children online and limit exposure to harmful content.
- With support from the DSL and relevant IT providers, the effectiveness of filtering and monitoring systems will be reviewed at least annually by the designated senior leader responsible.

## Whistleblowing and Low-Level Concerns

- The governing body will ensure that all staff recognise their duty to raise concerns about poor, unsafe or inappropriate practice.
- Concerns will be managed sensitively, proportionately and in accordance with the setting's Whistleblowing Policy, Staff Code of Conduct, and procedures for managing allegations and low-level concerns about adults working with children. See [Appendix A - Dealing With Allegations Or Concerns About An Adult Working With Children](#).

## Working with Parents and Carers

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

## Vulnerable Groups of Children

- The governing body recognises that while all children can be harmed, some children may face additional barriers to safeguarding and may be at greater risk of abuse, neglect or exploitation, both online and offline.
- Hampton Hargate Primary School will give particular consideration to children identified within [KCSIE](#) as potentially vulnerable and ensure appropriate support and protective measures are implemented where required.

## Alternative Provision and Off-Site Education

- Where pupils access alternative provision or are educated off-site, Hampton Hargate Primary School remains responsible for ensuring appropriate safeguarding arrangements are in place.
- Hampton Hargate Primary School will:
  - Undertake appropriate due diligence before any placement begins,
  - Obtain written confirmation that relevant safeguarding and safer recruitment checks have been completed,
  - Maintain effective information-sharing arrangements with the provider,
  - Monitor attendance, welfare and safeguarding arrangements throughout the placement, and
  - Review placements immediately where safeguarding concerns arise and end placements where necessary.
- Hampton Hargate Primary School will follow all requirements relating to Alternative Provision, (See page 55 of [KCSIE, Education for children with health needs who cannot attend school](#) or in [Alternative Provision](#)).

## The Governing Body's Obligations

- The governing body at Hampton Hargate Primary School recognise that they have a strategic leadership responsibility for safeguarding and promoting the welfare of children and must ensure that the setting complies with its duties under legislation and statutory guidance. Readers should refer to Part Two of [KCSIE](#) for the full responsibilities of governing bodies, proprietors and management committees.
- The governing body will ensure that safeguarding arrangements are effective, child-centred and embedded throughout the setting. Safeguarding governance includes leadership and oversight, safer recruitment, child protection arrangements, online safety, filtering and monitoring, staff training, and the promotion of a culture where safeguarding is everyone's responsibility.

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

## Multi-Agency Working

- Education settings have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that Hampton Hargate Primary School contributes to multi-agency working in line with [Working Together to Safeguard Children 2026](#).
- Hampton Hargate Primary School will:
  - Work to develop effective links with relevant services to promote the safety and welfare of all pupils and students,
  - Co-operate as required, in line with [Working Together to Safeguard Children 2026](#), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups,
  - In line with [Working Together to Safeguard Children 2026](#), distinguish between universal services, early help and the targeted early help level of Family Help – which is a formal, local-authority-coordinated, consent-based offer, distinct from universal early help.
  - The DfE statutory guidance on school attendance [Working Together to Improve School Attendance](#) will be followed and school must work with local authority children's services where school absence indicates safeguarding concerns,
  - Notify the relevant Social Care Team immediately if:
    - It should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently),
    - There is an unexplained absence of a pupil who is subject to a Child Protection Plan,

- There is any change in circumstances to a pupil who is subject to a Child Protection Plan, and
- When a pupil who is subject to a Child Protection Plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Care Team will also be informed.

## **Record Keeping, Confidentiality and Information Sharing**

- Hampton Hargate Primary School will maintain clear, detailed, accurate, written records of concerns about children, including rationale of action taken in consultation with local threshold guidance.
- Records should include:
  - A clear and comprehensive summary of the concern,
  - The child's lived experience, and where appropriate their views,
  - Details of how the concern was followed up, decision making, use of local partnership tools and note of any actions taken and any outcomes, and
  - A record of discussion/communication with parents and their views.
- Electronic records are stored on an identified, purpose-built, secure platform called MyConcern, and meets the DfE's [Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges](#). All staff are directed to the National Cyber Security Centre's (NCSC) [Cyber security training for school staff](#).
- Information about children and their families is defined as 'special category personal data', i.e. information that identifies a living individual. Collection, storage and sharing of personal data is governed by the [United Kingdom General Data Protection Regulation](#) (UK GDPR) and the [Data Protection Act 2018](#).
- Hampton Hargate Primary School will ensure that information is shared appropriately to safeguard and promote the welfare of children, in accordance with data protection legislation and relevant information-sharing guidance. Staff must understand their responsibility to share information where necessary to protect children. The DSL will ensure that safeguarding information is shared on a need-to-know basis, that decisions to share or withhold information are recorded, and that Subject Access Requests are managed in accordance with the [Data Protection Act 2018](#) and [UK GDPR](#).

## **Communication with Parents/Carers**

- Hampton Hargate Primary School is committed to working openly and collaboratively with parents and carers to safeguard and promote the welfare of children. Parents and carers are informed of the school's safeguarding and child protection responsibilities through the school website and other relevant communications:
  - Where there are concerns about a child's welfare, Hampton Hargate Primary School will, wherever appropriate, seek to discuss these with parents and carers and work in partnership with them to identify the most effective support. However, there may be circumstances where sharing information with parents could place a child or another person at increased risk of harm or could impede a criminal

investigation. In such cases, Hampton Hargate Primary School will act in the child's best interests and seek advice from relevant safeguarding agencies as required, and

- Hampton Hargate Primary School will maintain a clear record of discussions held with parents and carers, including the rationale for any decision not to inform them.

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

- Hampton Hargate Primary School recognises that children can abuse other children, and that child-on-child abuse can occur both inside and outside of school, including online. All forms of child-on-child abuse are taken seriously and will never be dismissed as banter, part of growing up, or simply having fun. This includes, but is not limited to:
  - Bullying (including cyberbullying),
  - Physical abuse,
  - Initiation or hazing behaviours,
  - Prejudice-based abuse,
  - Sexual harassment,
  - Sexual violence,
  - Consensual and non-consensual sharing of nude and semi-nude images and/or videos, and
  - Harmful sexual behaviour.
- Hampton Hargate Primary School will respond to all concerns in a proportionate, appropriate and timely manner, ensuring that the needs and safety of all children involved are considered.
- Staff will maintain an attitude of 'it could happen here' and will follow the procedures set out in this policy and statutory guidance. Further information can be found in Part Five of [KCSIE](#), which sets out the expectations for schools and colleges in relation to child-on-child abuse, sexual harassment, sexual violence and harmful sexual behaviour. Also see [Sharing nudes and semi-nudes: how to respond to an incident](#).

## **Supporting Children**

### **Protecting Children**

- Hampton Hargate Primary School recognises that whilst all children should be protected, it is important that governing bodies and proprietors recognise (and reflect in their policies and procedures) that some groups of children are potentially at greater risk of harm than others (both online and offline). The list below is not exhaustive but highlights some of those groups:
  - Children who need a social worker (Child in Need and Child Protection Plans),
  - Children who are absent from education,
  - Elective home education (EHE),
  - Children requiring mental health support,
  - Looked after children and previously looked after children,

- Care leavers,
  - Young carers,
  - Children with special educational needs, disabilities or health issues,
  - Safeguarding children with medical conditions,
  - Children who are lesbian, gay or bisexual, and
  - Children who are questioning their gender.
- [KCSIE](#) pg 56-70.  
Relevant Hampton Hargate Primary School policies:
    - SEND policy - [S:\POLICIES\SEND Policy REVIEW Autumn 2026.pdf](#)
    - Attendance Policy [S:\POLICIES\Attendance Policy REVIEW September 2026.pdf](#)
    - procedures for children absent from education in line with [Working Together to Improve School Attendance](#)
  - Hampton Hargate Primary School understands that it is important to recognise specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should act on concerns immediately and follow organisation procedures, including recording concerns and speaking with DSL (or a deputy). The list below details those groups as per [KCSIE](#)'s Annex A, which contains detailed definitions:
    - Child abduction and community safety incidents,
    - Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE),
    - County lines,
    - Children and the court system,
    - Children missing from education,
    - Children with family members in prison,
    - Cybercrime,
    - Domestic abuse,
    - Homelessness,
    - Modern Slavery and the National Referral Mechanism,
    - Preventing radicalisation,
    - The Prevent duty,
    - Channel,
    - Serious Violence,
    - Honour based abuse (including Female Genital Mutilation and Forced Marriage),
    - FGM,
    - FGM mandatory reporting duty for teachers, and
    - Forced marriage.
- [Domestic Abuse Act 2021](#),
  - [Marriage and Civil Partnership \(Minimum Age\) Act 2022](#),
  - [Female Genital Mutilation Act 2003](#),
  - [Risk Outside the Home \(ROTH\) Assessment Tool](#), and
  - [Risk Outside the Home \(ROTH\) Assessment Guidance.](#)

- At Hampton Hargate Primary School, we are working in partnership with Cambridgeshire Police and Peterborough City Council to identify and provide appropriate support to pupils who have experienced domestic abuse in their home; this scheme is called [Operation Encompass](#).
- To achieve this, Peterborough's Education Safeguarding Team will share police information of all domestic incidents, where one of our pupils has been present, with the DSL or Domestic Abuse (DA)Lead. On receipt of any information, the DSL or DA Lead will decide on the appropriate support the child may require.
- The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information. All information sharing and resulting actions will be undertaken in accordance with the [Cambridgeshire and Peterborough Joint Agency Protocol for Domestic Abuse Notifications to Schools, Colleges and Early Years Settings](#).
- It is a statutory duty for teachers in England and Wales to personally report cases of FGM in under-18s which they identify in the course of their professional work to the police. Teachers must consider and discuss such cases with the DSL and involve social care as appropriate.
- **FGM (female genital mutilation) is treated as child abuse and a safeguarding issue.** Schools should deal with it through their normal child-protection procedures, alongside the specific legal duty on teachers to report certain cases.

#### **School procedure:**

##### **If a pupil discloses that she has undergone FGM**

- Listen calmly and take the disclosure seriously.
- Do **not** investigate, ask leading questions, or examine the pupil.
- Record the disclosure accurately, using the pupil's own words where possible.
- The teacher who receives the disclosure has a **personal legal duty to report the case to the police** if the pupil is under 18. This duty cannot simply be passed to the Designated Safeguarding Lead (DSL).
- The teacher should normally also inform the **DSL/deputy DSL** and follow the school's safeguarding procedures, unless there is a good reason not to.

##### **2. If a teacher actually sees physical evidence suggesting FGM**

- Do not conduct any further examination.
- The teacher must make the mandatory police report if the pupil is under 18.
- The teacher should also involve the DSL and children's social care as appropriate.

##### **3. If FGM is suspected or a girl is considered at risk**

The mandatory reporting duty **does not apply merely because FGM is suspected or because a girl is at risk**. However, this is still a safeguarding concern. The school should follow its child-protection procedures, normally involving the DSL and referring to **local authority children's social care** where appropriate.

Examples of risk factors can include:

- a family discussing taking a girl abroad for a "special procedure" or "ceremony"
- a girl saying she is going abroad and is frightened about what will happen

- information that a sibling or other family member has undergone FGM
- pressure from family or community members
- a girl talking about being "cut", "circumcised" or similar terminology.

#### **4. If there is immediate danger**

If there is a risk of **serious or immediate harm**, safeguarding action should be taken immediately. This can include contacting the police on **999**.

- Resources available relating to FGM can be found pp170-171 of [KCSIE](#).

#### **Children Who Have Returned Home to their Family from Care**

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

#### **Children Exposed to Risk Outside the Home (ROTH)**

- Extra-familial harms (Risks outside the Home – ROTH) take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation (including county lines and online exploitation), serious youth violence, peer-on-peer abuse and radicalisation.
- All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the Designated Safeguarding Lead (and Deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms (Risks outside the Home – ROTH) take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.
- Hampton Hargate Primary School **ROTH procedure** include:

##### **Recognise and record concerns**

- Staff notice changes in behaviour, attendance, friendships, injuries, unexplained money/items, or disclosures.
- Record factual observations and the pupil's own words where possible.

##### **Report to the DSL**

- Concerns are passed promptly to Designated Safeguarding Lead or deputy.
- Staff should not investigate the concern themselves.

##### **Immediate safety**

- If an immediate danger or serious risk of harm, the school will take urgent protective action and contact police and/or children's social care as appropriate.

### **Safeguarding assessment**

- The DSL considers the nature, seriousness and context of the risk, including exploitation and extra-familial harm.
- Information may be shared with relevant safeguarding partners where necessary.

### **Multi-agency response**

- Depending on the risk, this may involve children's social care, police, youth services, health services, education welfare, or specialist exploitation services.

### **Safety planning**

- Hampton Hargate Primary School works with the pupil and relevant professionals to identify triggers, locations, people and situations creating risk and agrees practical safety measures.

### **Ongoing monitoring**

- Attendance, behaviour, wellbeing and further safeguarding information are monitored.
- The plan is reviewed and escalated if the risk increases.

### **Confidentiality and information sharing**

- Information is handled on a need-to-know basis, while safeguarding information can be shared when necessary to protect a child.

Importantly, ROTH/extra-familial safeguarding is not about blaming the child or assuming the family is responsible. The focus is on understanding and reducing risks in the wider environment around the child.

## **Children at Risk of Radicalisation**

- The governing body will ensure that a DSL has undertaken Prevent Lead training (refreshed every 2yrs) and that all staff receive training about the Prevent Duty within induction and regular updates/annual refreshers.
- **The following member of staff is the Prevent Lead and has undertaken Prevent Lead training**

Andy Lyons (Headteacher) – (training completed 20<sup>th</sup> April 2026)

- Hampton Hargate Primary School's Designated Safeguarding Leads and Deputies should be aware of local procedures for completing a [National Prevent referral form](#).
- See also [The Prevent duty: an introduction for those with safeguarding responsibilities](#), and [Prevent duty guidance: England and Wales \(2023\)](#).
- Prevent Risk Assessment - [S:\POLICIES\Prevent Risk Assessment updated Sept 2026.pdf](#)

## Privately Fostered Children

- Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or close relative, in their own home for 28 days or more.
- Hampton Hargate Primary School will follow the mandatory duty to inform the Peterborough City Council of any Private Fostering arrangements via a [Safeguarding Referral](#).

## Preventing Unsuitable People From Working With Children

### Recruitment

- Hampton Hargate Primary School will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part Three of [KCSIE](#). This section should be read in conjunction with Hampton Hargate Primary School's Safer Recruitment Policy –[S:\POLICIES\Recruitment and Selection Policy and Procedure REVIEW AUTUMN 2027.pdf](#)
- The governing body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.
- **The following members of staff have undertaken Safer Recruitment training**
- Andy Lyons (Headteacher, DSL),
- Sarah Moss (Deputy Head),
- Amanda Christophi (Assistant Head, DSL, SENDCo),
- Roxanne Wilding (KS1 Lead),
- Duncan Milner (UKS2 Lead),
- Julie Wilmot (LKS2 Lead),
- Jane Monaghan (School Business Manager),
- Laura Benge (Senior Midday Supervisor and Swans Manager)
- Carolyne Hunt (Chair of Governors),
- Sophie Harrison (PA to Head & SLT),
- Natalie Ansell-Crook (Office Finance Assistant)

All completed October 2021

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

- Any allegation of abuse made against any person in paid or unpaid capacity that meets the harms threshold as set out in [KCSIE's](#) Part Four, Section One, will be reported straight away to the Head Teacher.
- In cases where the Head Teacher is the subject of an allegation, it will be reported to the Chair of Governors. Hampton Hargate Primary School must follow the procedures set out in Part Four of [KCSIE](#).

- Hampton Hargate Primary School will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made and adhere to the relevant procedures set out in [KCSIE](#), Part Four and the school's [POLICIES](#) as well as seek advice from their HR provider.
- The Headteacher will ensure that all allegations are reported to the LADO within one working day. The LADO will advise on all further action to be taken.
- Before contacting the LADO, Hampton Hargate Primary School will use the guidance chart found in [Appendix A - Dealing With Allegations Or Concerns About An Adult Working With Children](#) to support their decision-making.
- If Hampton Hargate Primary School identifies that a child has been harmed, may be at risk of harm, or requires an immediate safeguarding response, the DSL (or deputy) will make a referral to the LADO, Children's Social Care and the police without delay, as appropriate.
- Hampton Hargate Primary School will use the local [LADO Procedures](#) set out by the [Cambridgeshire & Peterborough Safeguarding Partnership Board](#).
- Hampton Hargate Primary School will follow the duty of care set out on page 111 of [KCSIE](#) regarding the welfare of those involved.

### **Concerns that do not Meet the Harms Threshold**

- Low level concerns that do not meet the harms threshold should be reported to the Headteacher. The term low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms test.
- In cases where the Head Teacher is the subject of an allegation, it will be reported to the Chair of Governors. Hampton Hargate Primary School will follow the procedures set out in Part Four, Section Two of [KCSIE](#).
- As good practice governing bodies should set out their low level concerns policy within their staff code of conduct [S:\POLICIES\Code of Conduct for all Adults Policy - REVIEW SPRING 2029.pdf](#) and Whistleblowing Policy - [S:\POLICIES\Whistleblowing Policy Review Spring 2028.pdf](#)
- All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.
- Hampton Hargate Primary School can decide where these records are kept, but they must be kept confidential, held securely and comply with the [Data Protection Act 2018](#) and the [UK GDPR](#). [S:\POLICIES\Data Protection Policy - REVIEW SPRING 2028.pdf](#)
- Hampton Hargate Primary School will promote an open culture where concerns about adults working in or on behalf of Hampton Hargate Primary School are addressed promptly and appropriately. This helps identify inappropriate behaviour early, reduce

the risk of abuse, and ensure all adults understand and follow professional boundaries, the setting's ethos and values.

- Hampton Hargate Primary School should ensure that **all** staff are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils, parents or carers as advised within the [Professional and Personnel Relationships Guidance](#). Signed confirmation is required.
- Hampton Hargate Primary School will ensure that staff, supply staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the [Sexual Offences Act 2003](#) (Abuse of Position of Trust).

## Other Related Policies and Procedures

- See the [Context](#) section for Hampton Hargate Primary School's list and links to relevant policies.
- [EYFS statutory framework for group and school-based providers](#).
- Hampton Hargate Primary School must have a Whole-School Allergy Policy for supporting children with medical conditions. This will be displayed on the school website in accordance with section 34 of the [Children's Wellbeing and Schools Act 2026](#), [Allergy safety in schools statutory guidance](#), [Stronger protections for children with allergies in school](#).

## Governing Body Safeguarding Responsibilities

### Use of Setting Premises for Non-Setting Activities

- If the governing body provides extended facilities or before or after setting activities directly under the supervision or management of setting staff, the setting's arrangements for safeguarding as written in this policy shall apply.
  - Where services or activities are provided separately by another organisation or individual, either on or off setting site, the governing body will seek assurance that they have appropriate policies and procedures in place to keep children safe and there are arrangements to liaise with the setting on these matters where appropriate.
- The governing body use the guidance on [After-school clubs, community activities, and tuition - safeguarding guidance for providers](#), which details the safeguarding arrangements that settings should expect these providers to have in place.

This policy was ratified on 7<sup>th</sup> October 2026      will be reviewed on    1<sup>st</sup> Sept 2027

Signed by the Headteacher



Signed by the Chair of Governors



## Definitions

- Terms and definitions used in this policy:

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

## Context

- Internal and external context relevant to this policy:

|                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Internal Documents</b><br><i>List of internal documents related to this policy. Include reference numbers and links for easy access.</i> | <ul style="list-style-type: none"> <li>Anti-bullying policy</li> <li>Attendance policy (including Children who are absent from Education)</li> <li>Behaviour policy</li> <li>Complaints policy</li> <li>Equality policy</li> <li>First Aid policy</li> <li>Health and Safety policy</li> <li>HR Policies</li> <li>Intimate Care policy</li> <li>Lone Working policy</li> <li>Online Safety and Acceptable Use policy</li> <li>Physical Intervention and/or Use of Reasonable Force policy</li> <li>Protocol for children not collected from school at the end of the school day/activity</li> <li>Responding to Prejudice Related incidents policy</li> <li>Safer Recruitment Policy</li> <li>SEND Policy</li> <li>Staff Code of Conduct/Safer Working Practice</li> <li>Staff Discipline and Grievance procedures</li> <li>Supporting Pupils with Medical Conditions policy</li> <li>Use of Mobile Phone and Other Smart Devices Policy</li> <li>Whistleblowing policy</li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Legislation,  
Standards, etc.**

*List of external  
legislation or  
government  
regulations, etc.  
relating to this policy.  
Include website links  
for easy access.*

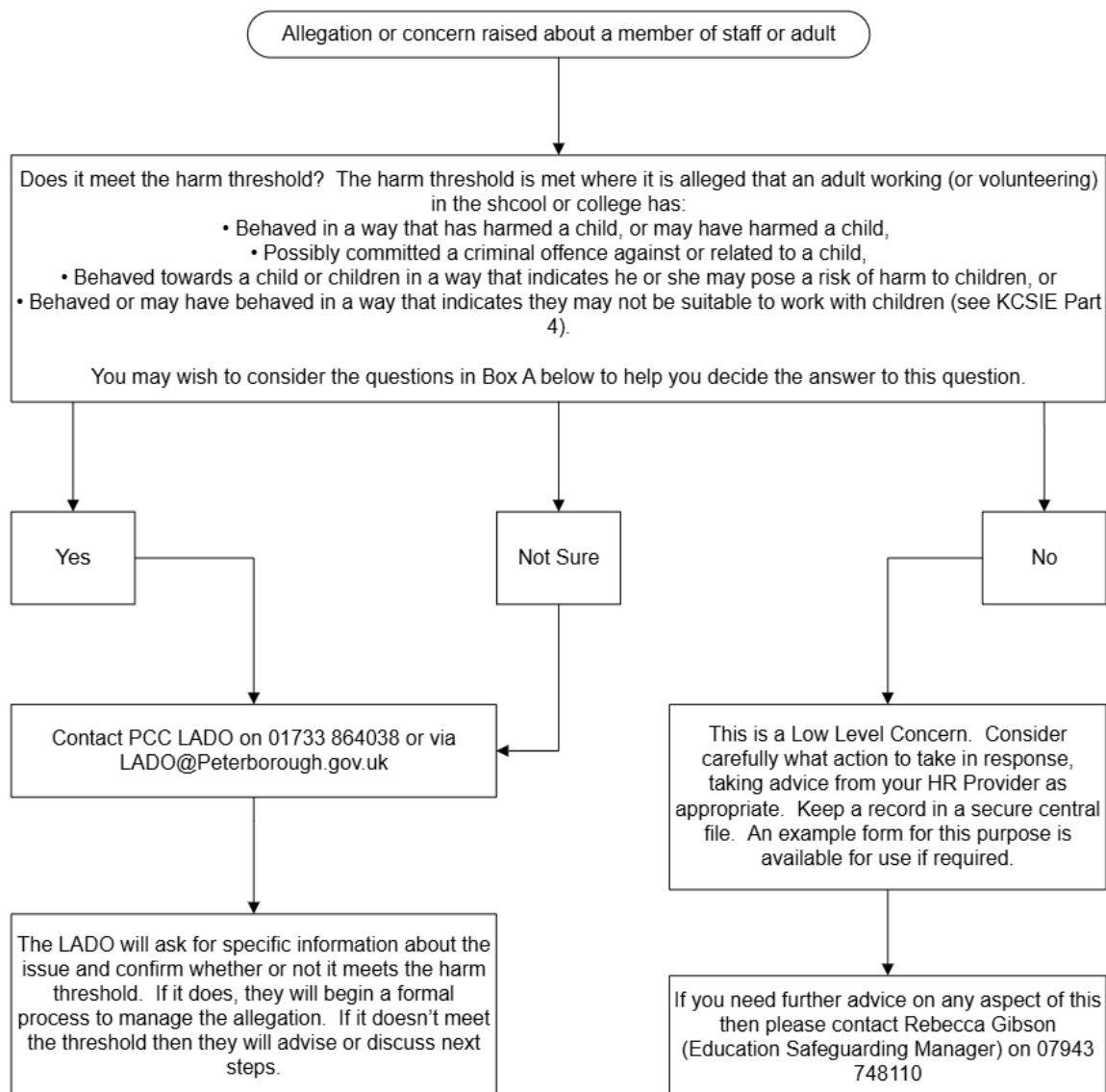
- [After-school clubs, community activities, and tuition - safeguarding guidance for providers](#)
- [Allergy safety in schools statutory guidance](#)
- [Alternative Provision](#)
- [Cambridgeshire & Peterborough Safeguarding Partnership Board Procedures](#)
- [Cambridgeshire and Peterborough Joint Agency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

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• <a href="#">Safer Spaces Action Toolkit</a></li> <li>• <a href="#">Sexual Offences Act 2003</a></li> <li>• <a href="#">Sharing nudes and semi-nudes: advice for education settings working with children and young people</a></li> <li>• <a href="#">Sharing nudes and semi-nudes: how to respond to an incident</a></li> <li>• <a href="#">Shore - Lucy Faithfull Foundation</a></li> <li>• <a href="#">Stronger protections for children with allergies in school</a></li> <li>• <a href="#">The Education Act 2002</a></li> <li>• <a href="#">The Equality Act 2010</a></li> <li>• <a href="#">The Human Rights Act 1998</a></li> <li>• <a href="#">The Prevent duty: an introduction for those with safeguarding responsibilities</a></li> <li>• <a href="#">UK GDPR</a></li> <li>• <a href="#">When to call the police: Guidance for schools and colleges</a></li> <li>• <a href="#">Working Together to Improve School Attendance</a></li> <li>• <a href="#">Working together to safeguard children 2026</a></li> </ul> |
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## Review Actions

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

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



**Box A**

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