David Ross Education Trust

Broadening Horizons

Safeguarding and child protection Contextual appendix

Edward Heneage Primary Academy
2026 –2027 Academic Year

David Ross Education Trust

Broadening Horizons

Academy: Edward Heneage Primary Academy

Safeguarding information for all staff

DESIGNATED SAFEGUARDING LEADS AND STAFF RESPONSIBLE FOR SAFEGUARDING

The designated safeguarding lead should take lead responsibility for safeguarding and child protection including online safety. This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post.

Name	Leadership level	Contact details - email address and contact number
Tracey Maloney	Senior Trust board level of leadership in safeguarding	01509 320148
Rachel Ridgill	HR Director	RRidgill@dret.co.uk
Juliet Jaggs	Core Team leadership level: head of safeguarding	jjaggs@dret.co.uk 075522 229848
Keeley Pearl	Core Team leadership level: Area Safeguarding Lead	kpearl@dret.co.uk
Helen Kidson	Core Team leadership level: Area Safeguarding Lead	HKidson@dret.co.uk
Ellie Kirk	ASC leadership of safeguarding including responsibility for pupils' attendance.	governance@dret.co.uk
Ellis Jackson	ASC colleague overseeing filtering and monitoring standards	governance@dret.co.uk
Kimberley Lawton	Excutive Head of Primary	KLawton1@dret.co.uk
Jake Thompson	DSL on SLT: Academy leadership of safeguarding	JThompson3@edwardheneage.co.uk
Donna Kaye	DSL	DKaye@edwardheneage.co.uk
Tracy-ann Griffin	DDSL	Tgriffin@edwardheneage.co.uk
Katie Wraith	DDSL	KWraith@edwardheneage.co.uk
Tracy-ann Griffin	Safeguarding officer	Tgriffin@edwardheneage.co.uk
Jake Thompson	Designated teacher for LAC	JThompson3@edwardheneage.co.uk
Jake Thompson	Designated safeguarding lead for the EYFS	JThompson3@edwardheneage.co.uk
Donna Kaye	Colleague responsible for pupils educated in alternative provision off site	DKaye@edwardheneage.co.uk
Donna Kaye	Colleague responsible for pupils educated in alternative provision on site	DKaye@edwardheneage.co.uk
Tracy-ann Griffin	Senior mental health lead	Tgriffin@edwardheneage.co.uk
Tracy-ann Griffin	Senior colleague responsible for meeting the filtering and monitoring standards	Tgrriffin@edwardheneage.co.uk

Jake Thompson	**Senior colleague responsible for the implementation of the Allergy Safety Policy**	JThompson3@edwardheneage.co.uk
Louise Lacey	**Colleague leading on First Aid**	LLacey@edwardheneage.co.uk
Louise Lacey	**Colleague leading on H&S**	LLacey@edwardheneage.co.uk
Donna Kaye **Caroline Morley**	**Educational Visits Coordinator**	DKaye@edwardheneage.co.uk CMorley@edwardheneage.co.uk
Donna Kaye	**Careers lead responsible for careers and safeguarding pupils on work experience**	DKaye@edwardheneage.co.uk
Tracy-ann Griffin	Attendance Champion	Tgriffin@edwardheneage.co.uk
Jake Thompson	**Senior colleague responsible for meeting the filtering and monitoring standards**	JThompson3@edwardheneage.co.uk
Jake Thompson	**Colleague responsible for lettings and liaising with external organisations using the academy premises for activities**	JThompson3@edwardheneage.co.uk

COVER/ DUTY ARRANGEMENTS TO ENSURE A SUITABLY QUALIFIED MEMBER OF THE SAFEGUARDING TEAM IS ALWAYS AVAILABLE DURING TERM TIME. The designated safeguarding lead should arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.
Monday: Jake Thompson, Tracy-ann Griffin, Katie Wraith, Donna Kaye
Tuesday Jake Thompson, Tracy-ann Griffin, Katie Wraith, Donna Kaye
Wednesday Jake Thompson, Tracy-ann Griffin, Katie Wraith, Donna Kaye
Thursday Jake Thompson, Tracy-ann Griffin, Katie Wraith, Donna Kaye
Friday Jake Thompson, Tracy-ann Griffin, Katie Wraith, Donna Kaye
On call arrangements for weekends
Jake Thompson
On call arrangements for school holidays
Jake Thompson
Arrangements for using and managing the Safeguarding shared email address and inbox

Safeguarding Partnerships

Locally, the three safeguarding partners (the local authority; integrated care boards and the police) will work together with appropriate relevant agencies to safeguard and promote the welfare of local children and protect them from harm.

Local Authority Safeguarding Partnerships working with the academy	Safeguarding partnership chair details
Chris Todd	Chief Officer of Police, Chief Constable , Humberside Police
Sharon Wroot	Local Authority Head of Paid Service, Interim Chief Executive, North East Lincolnshire Council
Teresa Fenech	ICB's Chief Executive, Chief Executive, Humber and North Yorkshire Health and Care Partnership

Safeguarding Partners

Name	Leadership level	Contact details - email address and contact number
Ann Marie Matson	Designated officer/ Director of Children's Services, NELC	NEL.SCPEnquiries@nelincs.gov
Craig Nicholson,	Designated officer/ Detective Chief Superintendent, Humberside Police	NEL.SCPEnquiries@nelincs.gov
Paula South	Designated officer/ Director of Nursing Governance, Humber and North Yorkshire ICB	NEL.SCPEnquiries@nelincs.gov
No specific person	Operation Encompass contact	**OperationEncompass@nelincs.gov.uk**
Richard Davidson-Guiraud	School attendance support team / Education Welfare	01472 326291(option 4) schooladmissions@nelincs.gov.uk **EWS@nelincs.gov.uk**
Richard Davidson-Guiraud	Children missing education officers	Childrenmissingfromeducation@nelincs.gov.uk Richard.davidson-guiraud@nelincs.gov.uk
Emma Young	Youth Offending Team	YOSAdmin@nelincs.gov.uk

		01472 325252
No specific person	Youth Justice Service	yosadmin@nelincs.gov.uk
No specific person	Women's Aid	01472 575757 support@womensaidnel.org

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Local children's social care provision

The 2004 Children Act made local authorities responsible for ensuring and overseeing the effective delivery of services for children, working closely with others.

Name	Role	Contact details - email address and contact number
Ann Marie Matson	Director of children's services	Ann-marie.matson@nelincs.gov.uk 01472 326292
Charlene Sykes	Director of safeguarding and Early Help	Charlene.sykes@nelincs.gov.uk 01472 326292
Samantha Colley	Deputy Service Director for IFD and Children's Assessment and Safeguarding	Samantha.colley@nelincs.gov.uk 01472 326292
Michelle McMahon	Head of Virtual School	Michelle.McMahon@nelincs.gov.uk 07795982092
Integrated Front Door	Children's Services	01472 326292 (Opt 2) nelcchildrensfrontdoor@nelincs.gov.uk
Team Around The Family	TAF Team	taf@nelincs.gov.uk

Police Liaison

Academy leaders seek to promote a constructive working partnership with the local police force.
Academy leaders will consider the type of incident and possible aggravating offence factors to be considered when calling the police. The context of the offence should always be taken into consideration, as should other vulnerabilities.

Name	Role	Contact details - email address and contact number
Chris Arnold	PCSO	Christopher.arnold@humberside.police uk 07814870533
Intergrated Front Door Lee Ross	Counter terrorism	Lee.ross@humberside.pnn.police.uk
Intergrated Front Door	FGM referrals	01472 326292

Intergrated Front Door Referral to the GRAFT team	County lines	01472 326292
Emily Scott	Manager Child Exploitation Missing and Edge of Care	Emily.scott@nelincs.gov.uk 01472 325415
Allistair Kennedy PC1276	Cyber Prevent/ Protect Officer	Allistair.Kennedy@humberside.pnn.police.uk Tel 101 (ext 1004)
David Mikleburgh	Safer Schools co-ordinator	david.mickleburgh@humberside.police.uk

Health Services

Academy leaders seek to promote a constructive working partnership with local health services. Access to services needs to be timely and responsive to individual and family needs.

Name	Role	Contact details - email address and contact number
Health Visitor Team	Health visitor	01472 323660 HealthVisitingAdvice@nelincs.gov.uk.
School Nursing Team	School nurse	01472 323660 schoolnursingadvice@nelincs.gov.uk
Navigo	Mental health services	01472 252570
Young Minds Matter/Navigo	CYPMHS	01472 252570/01472 583000
Link Worker	Compass Go	01472 494250

Universal services and community-based early help

Universal services and community-based early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. It is not an individual service, but a system of support delivered by local authorities and their partners working together and taking collective responsibility to provide the right provision in their area. This level of early help is provided through universal services such as health, community-based services and including the academy.

Local safeguarding partners must name the relevant agencies they will be working with to safeguard and promote the welfare of local children as follows:

Provider	Name	Contact details - email address and contact number
Central Hub	No specific person	53 Edward Street, Grimsby 01472 326830
East Marsh Hub	No specific person	203 Victor Street, Grimsby

		01472 326860

Family Help

Targeted early help services delivered through Family Help are coordinated by the local authority and/or their partners to address specific concerns within a family. Examples of these include parenting support, mental health support, youth services, youth offending teams and housing and employment services. Targeted early help may be appropriate for children and families who have multiple and or complex needs. It is a voluntary approach, requiring the family's consent.

Family Help and MACPTs operate as one system ensuring the academy has clearer routes into support via Family Hubs in the following ways:
Early help | NELC

LOCAL SPECIALIST SUPPORT

Effective safeguarding practice is demonstrated when schools and colleges are clear, in advance, about what local processes are in place and what support can be accessed

Details of the specialist support available for victims and perpetrators of child-on-child sexual violence and sexual harassment from children's services, police and health as follows:

Within North East Lincolnshire this would be coordinated by the Integrated Front Door but would also involve the PVP (Protecting Vulnerable People) policing team based at Brigg, 01724 241706. We also have the Blue Door who can support victims of abuse, and we are able to make referrals for students where necessary via the online referral form. About Us – The Blue Door Helpline: 0800 197 47 87 Office: (01724) 841 947 Email: info@thebluedoor.org

Details of the local authority guidance regarding young people who are sexually active under the age of 18, including those at risk of child sexual exploitation.

The guidance given below is taken directly from the SCP underage sexual activity RISKS In assessing the nature of any behaviour of children, it is essential to look at the facts of the actual relationship between those involved. Power imbalances are very important and can occur through differences in size, age and development and where gender, sexuality, race and levels of sexual knowledge are used to exert such power. (Of these, age may be a key indicator, e.g. a 15-year-old girl and a 25-year-old man). There will also be an imbalance of power if the young person's sexual partner is in a position of trust in relation to them e.g. teacher, youth worker, carer etc. (and thereby committing an offence under the Sexual Offences Act 2003 irrespective of the age of the victim). In the assessment, workers need to consider exploitation and the use of ''gifts'' to coerce the child into performing sexual acts e.g. clothes, CD's, trainers, alcohol, drugs, cigarettes etc.
If the young person has a learning disability, mental health issue, or communication difficulty, they may not be able to communicate easily to someone that they are, or have been abused, or subjected to abusive behaviour. Staff members need to be aware that the Sexual Offences Act 2003 recognises the rights of people with a

mental disorder to a full life, including a sexual life. However, there is a duty to protect them from abuse and exploitation. The Act includes 3 new categories of offences to provide additional protection.

YOUNG PEOPLE UNDER THE AGE OF 13

Under the Sexual Offences Act 2003, children under the age of 13 are considered of insufficient age to give consent to sexual activity. The Police must be notified as soon as possible when a criminal offence has been committed or is suspected of having been committed against a child unless there are exceptional reasons not to do so. Where a decision is made not to notify the Police/Children's Social Care a full record must be made by the agency recording the rationale for this decision. In all cases where the sexually active child is under the age of 13, a referral (see Referrals Procedure) must be made to Children's social care and a full assessment undertaken in consultation with partner agencies, including the Police. When a girl under 13 is found to be pregnant, a referral to Children's social care and the Police must be made. An Assessment will be undertaken, and a Strategy Discussion with the Police and other agencies will take place. At this stage, a multi-agency support package should be formulated.

YOUNG PEOPLE BETWEEN 13 AND 16

The Sexual Offences Act 2003 recognises that whilst mutually agreed, non-exploitative sexual activity between teenagers does take place and that often no harm comes from it, the age of consent should still remain at 16. This acknowledges that this group of young people are still vulnerable, even when they do not view themselves as such. Sexually active young people in this age group will still have to have their needs assessed using this Protocol. Discussion with Children's social care will depend on the level of risk/need assessed by those working with the young person. This difference in procedure reflects the position that, whilst sexual activity under 16 remains illegal, young people under the age of 13 are not capable to give consent to such sexual activity.

YOUNG PEOPLE BETWEEN 16 AND 18

Although sexual activity is no longer an offence over the age of 16, young people under the age of 18 are still offered protection under the Children Act 1989. Consideration still needs to be given to issues of sexual exploitation and abuse of power in circumstances outlined above. Young people, of course, can still be subject to offences of rape and assault and the circumstances of an incident may need to be explored with a young person. Young people over the age of 16 and under the age of 18 are not deemed able to give consent if the sexual activity is with an adult in a position of trust or a family member as defined by the Sexual Offences Act 2003.

INDICATORS

In order to determine whether the relationship presents a risk to the young person, the following factors may need to be considered. This list is not exhaustive, and other factors may need to be considered:

- Whether the young person is competent to understand and consent to the sexual activity they are involved in.
- The nature of the relationship between those involved, particularly if there are age or power imbalances.
- Whether overt aggression, coercion or bribery is involved including misuse of substances/alcohol as a disinhibitory.
- Whether the young person's own behaviour, for example through misuse of substances, including alcohol, places them in a position where they are unable to make an informed choice about the activity.
- Any attempts to secure secrecy by the sexual partner beyond what would be considered usual in a teenage relationship.
- Whether the sexual partner is known by the agency as having other concerning relationships with similar young people.
- If accompanied by an adult, does that relationship give any cause for concern?
- Whether methods used to secure compliance and/or secrecy by the sexual partner are consistent with behaviours considered to be 'grooming'.

• Whether sex has been used to gain favours. • The young person has a lot of money or other valuable things which cannot be accounted for Underage-sexual-activity-a11y.pdf (www.nelscp.com)
Details of the local authority domestic abuse strategy and the academy's role in complying with this strategy can be found here. SaferNEL | Domestic Abuse - SaferNEL ***https://safernel.co.uk/wp-content/uploads/2022/03/NEL-Domestic-Abuse-Safer-Accommodation-Strategy-2022-FINAL.docx*** We have worked and continue to work to increase the safeguarding and pastoral teams' awareness and understanding around domestic abuse, to be able to recognise that it may be a vulnerability factor for students at our academy. We will continue to develop the wider staff's awareness and understanding around this issue and to ensure that they are able to recognise any signs and symptoms that could infer that DA is an issue within students' lives as we are aware that early intervention is incredibly important. We will continue to support all vulnerable students who we know are at risk of DA through the ART meetings and where necessary put in place personal support plans if necessary and we will ensure that we provide relevant timely information and/or attend any invitation to MARAC (Multi Agency Risk Assessment Conference) we are invited to. Receiving an Operation Encompass report enables our pastoral teams to check in with the children ensuring they receive timely support giving them a chance talk about their worries and concerns. An Operation Encompass report also enables us to offer support to the parent.

ADVOCATING FOR CHILDREN IN CARE AND PREVIOUSLY LOOKED AFTER CHILDREN.

Virtual School Heads manage pupil premium plus funding for Children in care, and receive this funding based on the latest published number of children looked after by the local authority. The Academy designated teacher works with the Virtual School Head from the following Local Authorities to discuss funding decisions on behalf of children as well as promoting their educational achievement as well as that of previously looked after children.

Local Authority	Name of the VSH	Contact details - email address and contact number
North East Lincolnshire	Michelle McMahon	Michelle.McMahon@nelincs.gov.uk

ALTERNATIVE PROVISION: DESIGNATED SAFEGUARDING LEAD

Provider	Address	Registration
Swallow Grange	Caistor Road, Swallow, LN7 6DL 01472 514651	URN: 152461 DFE: 925/6078 UKPRN: n/a

Phoenix Park Academy	Harold St, Grimsby, DN32 7NQ 01472 351412	URN: 141101 DFE: 812/7000 UKPRN: 10046541

Alternative Provision: designated safeguarding lead

Provider (include addresses for all premises used by the provider including satellite sites and subcontracted providers)	**Name**	**Contact details - email address and contact number**
Swallow Grainge	Aimee Steedman	Caistor Road, Swallow, LN7 6DL 01472 514651
Phoenix Park Academy	Rachel Patchett	Harold St, Grimsby, DN32 7NQ 01472 351412 patchettr@pppasev.org.uk

Date academy received written confirmation alternative providers have conducted all necessary vetting checks

When the academy places a pupil with an alternative provider, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. Schools should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

Provider	**Date received DD/MM/YYYY**	**Follow up due DD/MM/YYYY**	**Comments**
Swallow Grange	08/09/26	01/09/2027	Ongoing for pupil placements
Phoenix Park Academy	01/09/2026	01/09/2027	Ongoing for pupil placements

Managed moves: designated safeguarding lead

Academies will maintain daily contact with safeguarding and attendance staff until managed move arrangements for each pupil are confirmed and the pupil leaves the academy.

Provider	Name	Contact details - email address and contact number
N/A currently		

DATE ACADEMY RECEIVED CONFIRMATION SCHOOLS PROVIDING MANAGED MOVES HAVE CONDUCTED ALL NECESSARY VETTING CHECKS

Provider	Date received DD/MM/YYYY	Follow up due DD/MM/YYYY	Comments
N/A currently			

EXTERNAL AGENCIES WORKING WITH THE ACADEMY TO PROMOTE PUPILS' WELFARE AND DEVELOPMENT

Safeguarding leaders should ensure the child's wishes and feelings are considered when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. All systems and processes should operate with the best interests of the child at heart.

Provider	Name	Contact details - email address and contact number
CatZero	Specific to family	General Contact nfo@catzero.org 01482 333303
NSPCC	No specific individual	General Contact 01472 803500
Specialist Advisory Service	Rachel Barnes	01472 323183
Compass Go	Jess link worker	01472 494250
Educational Psychologist	Gisela Agyeman	01472 230110
Cudox/MyCPO	Samantha Ford	Sam@cudox.co.uk
School Nursing Team	Sophia Shaw	Schoolnursingadvice@nelincs.gov.uk 01472 325415

Arrangements for safeguarding pupils working with external agencies to promote pupil development and outcomes

Where services or activities are provided separately by another body, including through the National Tutoring Programme, the academy assures in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and that there are arrangements to liaise with the academy on these matters where appropriate.

Provider	Contact details - email address and contact number	Safeguarding polices exchanged DD/MM/YYYY
North East Lincolnshire Council Young Careers	Joanne McLellan Joanne.mclellan@nelincs.gov.uk	See Northeast Lincolnshire Council website.

Use of academy premises for non-academy activities

Where services or activities are provided separately by another body, we seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place. This includes ensuring that there are arrangements in place for the provider to liaise with the academy on these matters. This applies regardless of whether or not the children who attend any of these services or activities are children on the academy roll.

Provider	Contact details - email address and contact number	Date of annual safeguarding check by the academy DD/MM/YYYY
N/A currently		

The management of safeguarding

Training requirements

The designated safeguarding lead and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years. DSLs (and deputies) will also continue to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters and professional advice groups.

NSPCC Level 2 Safeguard refreshers undertaken every two years.

DSL/DDSLs attend locality half termly meetings to ensure they are up to date with local safeguarding developments. DSL/DDSLs undertake NSPCC refresher training to ensure training is high quality. They also attend locality training for specific training needs.
All staff will receive appropriate safeguarding and child protection training which is regularly updated. Online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach. In addition, all staff will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Online mandatory training is undertaken every two years by all staff. Updates at least annually and as required throughout the academic year in the form of safeguarding masterclasses to meet individual needs of staff, academy or locality as need arises
Online safety training Online mandatory training, updates at least annually and as required throughout the academic year in the form of safeguarding masterclasses to meet individual needs of staff, academy or locality as need arises.
Child on child abuse training Training to take place in September 2026 with updates taking place termly, additionally masterclasses and coaching sessions are delivered to meet individual needs of staff.
Allergy training All staff present during times when pupils are scheduled to be on site receive allergy awareness training. This includes permanent staff, temporary staff, supply teachers, peripatetic staff, agency workers and regular volunteers. It includes catering staff and others who may oversee children and young people at breakfast or after school clubs.
Restrictive intervention The academy seeks to minimise the need for restrictive intervention through prevention and de-escalation. All staff will be informed how to use restrictive interventions safely, appropriately and lawfully when necessary. This includes post-incident support for the staff and the children involved. Specific staff have received additional practical training. All incidents will be recorded in full on the DRET proforma and stored on the child's CPOMS file. Parents will be informed on the same day.
Safeguarding induction training for new staff, supply teachers and volunteers will be led by the **Principal who will** deliver all safeguarding induction training. All staff must complete the online training before commencing work at the academy. Staff must also have read and understood key policies as listed at the end of this document
Additional arrangements to ensure Early Career Teachers fulfil their wider professional safeguarding responsibilities include completing online training before commencing work at the academy, additional training as needed throughout the academic year, safeguarding a standing item on all mentor meeting agendas, additional support/guidance from our safeguarding team.
Low-level concerns. The academy leadership will ensure staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from inappropriate, problematic or concerning behaviour, in themselves and others. This will include guidance on how to share concerns confidentially with the Principal.

INTERNAL REFERRALS

All staff are committed to fulfilling their safeguarding responsibilities and to providing help and support to meet the needs of children as soon as problems emerge. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Any child may benefit from support before statutory intervention, including from universal services and community-based Early Help, or the targeted early help level of Family Help.

All staff will be aware of safeguarding issues that often overlap and can put children at risk of harm. Behaviours and indicators that can be signs that children are at risk include drug taking and/or alcohol misuse, unexplainable and/or persistent absences from school, serious violence, criminal exploitation, radicalisation, and consensual and non-consensual making or sharing of nudes or semi nudes.

Knowing what to look for is vital to the early identification of abuse, neglect and exploitation. All staff should be aware of indicators of abuse, neglect and exploitation so that they are able to identify cases of children who may need help or protection.
All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

Knowing what to look for is vital to the early identification of abuse, neglect and exploitation. All staff should be aware of indicators of abuse, neglect and exploitation so that they are able to identify cases of children who may need help or protection.

Information sharing is vital. Everything must be logged on CPOMS in detail. If staff are tagged in an alert, they must acknowledge this and add any comments/undertake any actions (and log these) as needed. This must be completed in a timely manner; all staff must be signing into CPOMS daily, reading and acknowledging content.
Any significant concerns must be reported face to face to the DSL/DDSL in the first instance, from here next steps will be given by the DSL/DDSL, which must be acted upon. The concern must be recorded on CPOMS, giving all detail.

The academy is committed to ensuring that all children feel able to report incidents of child-on-child abuse.

Staff should:
Challenge inappropriate behaviours;
• Make clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
• Not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys".
• Challenge physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.
• Dismissing or tolerating such behaviours risks normalising them.

Managing a report of Child-on-Child Abuse:
The child will be referred to our pastoral team who will then speak to the child and ascertain next steps based upon this. They will use the 'Hackett Continuum' if sexualised behaviour to ascertain the level of behaviour and support next steps. Listen carefully to the child, reflect, use the child's language, be non-judgmental, be clear about boundaries and how the report will be progressed.

Staff will take statements from those involved, staff members will not ask leading questions and only prompt the child where necessary with open questions – where, when, what. If appropriate the child may be asked to write their statement, this will be scanned onto CPOMS. After completing the fact finding it is necessary to immediately write up a thorough summary on CPOMS. It is essential a written record is made that includes the facts as the child presents them.
The notes should not reflect the opinion of the note taker.
You must Inform the designated safeguarding lead immediately. If they are not available, then report to the deputy designated safeguard lead. Do not promise confidentiality at this initial stage as it is very likely a concern will have to be shared further. Where the report includes an online element, consult searching screening and confiscation advice (for schools) and UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people.
Staff MUST not view or forward illegal images of a child.
Staff must consult Trust Policy.
All incidents will also be recorded on Bromcom.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The academy has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Information sharing is vital. Everything must be logged on CPOMS in detail. If staff are tagged in an alert, please acknowledge this and add any comments/undertake any actions (and log these) as needed.
Staff must check CPOMS daily and respond with appropriated actions as necessary.

CHILD CENTRIC SYSTEMS

Information sharing is vital in recognising indications that a child is being harmed, identifying and tackling all forms of abuse, neglect and exploitation, and in promoting children's welfare, including their educational outcomes.

Academy leaders including the DSL, ensure all welfare information, such as pupil records concerning attendance, first aid, behaviour and achievement, is routinely collated and analysed to identify children who are suffering or at risk of suffering harm.
Information sharing is vital. Everything must be logged on CPOMS in detail. If staff are tagged in an alert, please acknowledge this and add any comments/undertake any actions (and log these) as needed. Staff must be alert for recognising any patterns in absence, first aid treatment and behaviour. Any concerns should be added to CPOMS, as well as alerting the safeguarding team.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.
Information sharing is vital. Everything must be logged on CPOMS in detail. If staff are tagged in an alert, please acknowledge this and add any comments/undertake any actions (and log these) as needed. Staff must be alert for recognising any patterns in behaviour. Any concerns should be added to CPOMS as well as, making the safeguarding team aware.

The safeguarding team meet on a weekly basis to discuss and review cases. Any actions arising from this supervision are recorded on Record Manager with the person responsible notified and a date the action needs to be completed.
The behaviour lead attends this meeting alongside the strategic attendance lead so that we can triangulate information and use this to inform decision making. All new to school pupils are discussed in this meeting with appropriate actions implemented using information from previous school as a point of reference but using professional curiosity to explore further. Additionally, all pupils who have left the are also discussed, ensuring that our leavers new schools have all the necessary information to continue to safeguard our leavers effectively.

Local multiagency safeguarding arrangements put in place in accordance with Working Together to Safeguard Children 2026, including:

The academy will provide as much information as possible as part of any referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address the harm.
All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

The local authority threshold document can be found
NEL-Threshold-Document.pdf

Local protocols for the early help process: Early help means providing support as soon as a problem starts to emerge in a child's life At Edward Heneage, Early Help may be offered to families who we believe may benefit or families themselves are able to request this support.
To start the process of Early Help our Early Help Practitioner will invite our families in for a meeting, this may also be alongside our allocated Early Help Coordinator from the local authority. Within this meeting the Early Help form will be completed, and the support other agencies can offer will be discussed, the form is then submitted, the local authority will then review the form and see what support they feel may be beneficial. Meetings will be held on average every 8 weeks, to review and update the form, with all professionals involved. This ensure the right the support continues to be in place.
More information can be found here Section 1 – Introduction (safernel.co.uk).

Referring concerns about children at risk: a child is suffering, or is likely to suffer, significant harm.

- If the child is in immediate danger: call 999

- If the child is at significant risk when they return home: phone through to Integrated Front Door (01472 326292), then email through the concern (NELCChildrensfrontdoor@nelincs.gov.uk) and await advice from Front Door team. DSL/DDSL must be contacted immediately to make any further decisions around this.
- If the child is not at immediate risk but there are significant concerns: phone through to Integrated Front Door (01472 326292), then email through the concern (NELCChildrensfrontdoor@nelincs.gov.uk) and await advice from Front Door team. DSL/DDSL must be contacted immediately to make any further decisions around this.

If the child has an allocated support or social worker, they too must be informed.

Referring concerns about children in need: a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

- Phone through to Integrated Front Door (01472 326292), then email through concern (NELCChildrensfrontdoor@nelincs.gov.uk) and await advice from Front Door team.
- DSL/DDSL must be contacted immediately to make any further decisions around this.

If the child has an allocated support or social worker, they too must informed.

Features of the threshold document: the point at which the local authority's Children's Social Care are likely to accept a referral for a child, young person or their family.

Statutory assessment: assessments determining if a child or their family meet the LSCB threshold.
phone through to Integrated Front Door (01472 326292), then email through concern (NELCChildrensfrontdoor@nelincs.gov.uk) and await advice from Front Door team. DSL/DDSL must be contacted immediately to make any further decisions around this.

Prevent management support: Prevent is a vital part of the work to safeguard children from radicalising influences, in operation in local authorities.

Phone through to Integrated Front Door (01472 326292), then email through concern (NELCChildrensfrontdoor@nelincs.gov.uk) and await advice from Front Door team. DSL/DDSL must be contacted immediately to make any further decisions around this.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. For example, the public task basis may apply, where the overall purposes is to perform a public interest task or exercise official authority, and the task or authority has a clear basis in law.

Information sharing with the police. There is an exemption in law that allows the academy to share information lawfully with the police. For that exemption to apply, the principal/DSL must obtain a written request from the police, outlining the information they require. The police should also provide instructions about whether the request should be withheld from the subject of that request.

The Principal will inform the DRET DPO of all such requests immediately so the DPO can manage the data protection element and provide (or withhold) the data as necessary.

INFORMATION SHARING

INFORMATION SHARING IS VITAL IN RECOGNISING INDICATIONS THAT A CHILD IS BEING HARMED, IDENTIFYING AND TACKLING ALL FORMS OF ABUSE, NEGLECT AND EXPLOITATION, AND IN PROMOTING CHILDREN'S WELFARE, INCLUDING THEIR EDUCATIONAL OUTCOMES.

Staff at the academy understand that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing staff to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. In addition, the academy will consider whether in sharing the information the risk to the child would increase and the harm test would be met. In this case, the academy will withhold data in compliance with data laws. In processing special category personal data the academy will always consult with the Trust DPO immediately.

Information sharing with the police. There is an exemption in law that allows the academy to share information lawfully with the police. For that exemption to apply, the principal/DSL must obtain a written request from the police, outlining the information they require. The police should also provide instructions about whether the request should be withheld from the subject of that request.

ACADEMY ROUTINES FOR PROMOTING PUPILS' WELFARE

Routine safeguarding updates will be shared with staff in the following ways:

- Fortnightly staff briefings
- Safeguarding a standing item on all meeting agendas (weekly SLT/CPD/Phase Meetings)
- CPOMS used to record any issues/interactions with parents/stakeholders such as social services and appropriate people informed via this system throughout the day as appropriate.

Expectations re: Security lockdown in the academy

- The bell outside the head of school's office will be rung three times. A member or SLT will communicate if it is a silver or gold lockdown.
- On hearing this, staff must close all doors, turn the internal thumb locks, close any windows as well as closing the blinds.
- Children must be kept away from any doors/windows.
- In the event of a gold lockdown, all the children will wait, seated in the cloakroom with the door closed.
- In the event of a gold lock down, the administrative team, will re locate to the head of school's office.
- The bell will be rung again once the lockdown is over

Arrangements for the supervision of pupils, including during arrival and dismissal each day, at break and lunch time and in relation to other contextual circumstances.

- At the start of the day, teachers will wait in their classrooms for their pupils. SLT will greet the children when they arrive on site and ensure all go to class through the outside entrances of their classroom. For pupils with safety plans, specific adults allocated will follow the arrangements set out in their plan i.e. greeting on arrival at specific entry point etc.
- Nursery and Reception children will enter school through the EYFS entrance, where their class teacher will wait for them at the door.
- Staff must complete a register by 9am in the morning and again at 1pm.
- Children will be collected off the playground by their class teacher after break and lunch time.
- At the end of the day, children in Y5 and 6 may have permission to walk home alone but this permission must be recorded on Bromcom and Record Manager. No child is to walk home alone, without

prior permission. This may be withdrawn by the academy, should the child behave in an inappropriate way on the way to/from school.

- Nursery and Reception children are collected from their entrance doors. Nursery and reception children will wait inside and be handed over through the door by the class teacher.
- Key stage one, years one and two, children are collected from their classroom doors, the children will wait in their classroom and will be handed over through the door by the class teacher.
- Lower and upper key stage two, years three to six, children must line up under the stair wells, with their class teacher. Parents are required to walk to the stairwells to collect their child.

The children must not go until the class teacher sees their familiar adult and tells them to go.

- No child is to leave with a child under the age of 16 or an adult who does not have permission to collect. If in doubt, do not let the child leave, bring them inside so their parent/carer can be contacted. Ask the individual collecting to walk to reception and wait.

Remote learning: the following arrangements are in place to ensure that children are safe if they are asked to learn online at home.

All children have logins to Google Classroom - they can message staff on the platform should they have any concerns or worries. Any child who cannot access this will either be supplied with IT equipment or a paper pack. A Home Learning request will be completed by office staff and sent to the class teacher who must action this and add it to Safeguard once the work has been supplied. A weekly call will also be in place for any child learning at home. Marking - online work must be marked daily and paper packs sent back to school must be marked in a timely manner and given back to the child.

Cameras will always be off. Any request to change this arrangement should be submitted to ITsupport@dret.co.uk for consideration through the change management risk assessment process.

Expectations for supervising visitors to the academy.

DBS check to be looked at the time of booking and brought with visitors on the day of the event but preferably sent in advance with proof of photographic ID as well. If DBS check is not in place, then a risk assessment will be undertaken. If the event goes ahead the visitor will not be left unaccompanied by a member of staff. The DRET Visiting speaker approval form (Google drive) will be completed.

All visitors must follow our Safeguarding procedures and risk assessments and are asked for photo ID and DBS number verification to be unsupervised on site. All other visitors are supervised during their visit. Colour coded visitor badges are in place, so all staff members are aware. For educational one-off visits, a request should be made using appropriate form as per DRET policy

Arrangements for organising visiting speakers: External organisations can provide a varied and useful range of information, resources and speakers that can help academies enrich children's education. Careful consideration will be given to the suitability of any external organisations using DRET standard procedures for vetting these visitors.

DBS check to be looked at the time of booking and brought with visitors on the day of the event but preferably sent in advance with proof of photographic ID as well. If DBS check is not in place, then a risk assessment to be undertaken and if event goes ahead the visitor will not be left unaccompanied by a member of staff. The DRET Visiting speaker approval form (Google drive) will be completed. All visitors must follow our Safeguarding procedures and risk assessments and are asked for photo ID and DBS number verification to be unsupervised on site. All other visitors are supervised during their visit. Colour coded visitor badges are in place, so all staff members are aware.

Arrangements for educational trips and visits: The academy uses the web-based system EVOLVE for the planning, management, approval, and evaluation of visits. The academy's Educational Visits Coordinator (EVC) provides

training for all staff involved on or leading visits and ensures these colleagues have appropriate access to Evolve. The trip leader will consult with the DSL while they are planning the trip to ensure that the needs of all pupils, including vulnerable pupils, those with a social worker and those with SEND, are met. The trip leader will also work with the colleague responsible for pupils with medical conditions to ensure that these pupils can participate safely. Final approval is delegated to the Principal for all visits. Overseas visits, residential visits and adventurous activity visits require Trust approval prior to the Principal sign off. Arrangements for these types of visits must be submitted to the Trust via EVOLVE at least 28 days in advance.

The academy will designate a Local Learning Area, by adapting the template document in EVOLVE/ Resources/Forms. Activities taking place in the Local Learning Area will follow the Standard Operating Procedures set out and should not normally need additional risk assessments or notes added.
Please consult with Carolyn Morley as our EVC co-ordinator for any advice such as ratios. Any pupils with a safety plan in school will need a safety plan uploading on evolve and signed off by Donna Kaye and parents which meets their specific needs on the trip, at the same point as the RA is signed off. Failure to meet the stipulated sign off time period will lead to the trip being cancelled.

Dog policy
Dogs are not allowed on academy premises except for formally trained assistance and therapy dogs. Only **one** of these dogs is permitted on academy premises at a time and this visit must be approved in writing by the Principal. Evidence of training is required before any therapy dog will be permitted on site. This is to safeguard all staff, pupils and the dog, as the level of training and behaviour of other dogs is unknown.
Visitors/parents will be asked to take their dog off the premises.

EXPECTATIONS IN CARING FOR VULNERABLE CHILDREN

Children who need a social worker because of safeguarding or welfare needs.
Children may need this help due to abuse and/or neglect and/or complex family circumstances, or because they are at risk of exploitation. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health. The Academy advocates for these pupils in the following ways:
Strategic monitoring of attendance including punctuality, behaviour, SEND, attendance of parents/carers to key events, academic progress, pastoral care. When a child has concerns raised in any one of these areas, they are discussed in our weekly pastoral SLT meeting, and the appropriate next steps are recorded with a timeline and person responsible. They are then reviewed regularly.

Looked after or previously looked after children:
The designated teacher for looked after children will work with local authorities to promote the educational achievement of registered pupils who are looked after, as well as those who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.
Any reasonable adjustments will be made on a case-by-case basis to meet the specific needs of the pupils. The pupil will have a pupil safety plan which specifies these requirements and all adults working with the individual will have a working knowledge of this. Parents will be consulted in writing the plan and an external colleagues involved as appropriate. The plan will be reviewed each term or as appropriate when a need arises – whichever comes sooner. Class teachers are ultimately responsible for the upkeep of these, seeking support and advise to complete.

Children who are questioning their gender Parents and carers have the leading role in the lives of their children. Where a child who is questioning their gender asks for support from the academy, the DSL will engage with parents/carers as a matter of priority. Staff at the academy know it is important that the views of the child's parents or carers carry great weight and should be properly considered. However, in the rare circumstances where involving parents or carers would constitute a greater risk to the child than not involving them, the DSL will determine what action is needed to safeguard the child, before the parents or carers are contacted or any decisions are taken.

Staff at the academy will always be appropriately professionally curious about the full range of a child's experiences, and safeguarding staff will take time to understand the thoughts and feelings of children who are questioning their gender. They will remain aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of complex mental health and psychosocial needs, for example relating to relationships with family, peers or their broader social environment, including discriminatory bullying.

Young carers: The academy is alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. Early identification is essential to ensure all children with caring responsibilities receive support at the right time and by the appropriate services including additional support from external partners, or local authority and health services.

Reasonable adjustments:
Reasonable adjustments are changes the academy makes if a child's physical or mental disability puts them at a disadvantage compared with other pupils who aren't disabled. The duty to provide reasonable adjustments is anticipatory i.e. they will be given in advance of what disabled children and young people might require and what adjustments might need to be made to prevent disadvantage. The academy will not discriminate against a disabled pupil because of something that is a consequence of their disability. The academy will also implement reasonable adjustments for children with or who have had a social worker.
Any reasonable adjustments will be made on a case-by-case basis to meet the specific needs of the pupils. The pupil will have a pupil safety plan which specifies these requirements and all adults working with the individual will have a working knowledge of this. Parents will be consulted in writing the plan and an external colleagues involved as appropriate. The plan will be reviewed each term or as appropriate when a need arises – whichever comes sooner. Class teachers are ultimately responsible for the upkeep of these, seeking support and advise to complete.

Procedures for providing intimate care:
Staff must follow the school intimate care policy and any child requiring intimate care, as an identified need, will have an individual plan which the parents have agreed and signed. Any intimate care plan should build towards independence, as appropriate. Any intimate care will be undertaken by two members of staff and recorded on the intimate care log with both adult signatures.

Honour Based Abuse: If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or a deputy) immediately. As appropriate, the designated safeguarding lead (or a deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care.

Forced marriage: All staff, in consultation with the DSL, should contact the Forced Marriage unit if they have concerns that a child may be a victim of forced marriage. Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.
Staff should not:

- Treat such allegations merely as a domestic issue and send the student back to the family home.

- Ignore what the student has told you or dismiss out of hand the need for immediate protection.
- Decide that it is not your responsibility to follow up the allegation.
- Approach the student's family or those with influence within the community, without the express consent of the student, as this will alert them to your concerns and may place the student in danger.
- Contact the family in advance of any enquiries by the police, the FMU, or adult or children's social care, either by telephone or letter.
- Share information outside what is permitted by information sharing protocols without the express consent of the student.
- Attempt to be a mediator or encourage mediation, reconciliation, arbitration or family counselling.

Statutory duties for reporting FGM:
If a **teacher** discovers that an act of FGM appears to have been carried out on a girl under the age of 18, either because the child has disclosed the abuse or because the member of staff has concerns arising from providing intimate care, the **teacher** must report this to the police. It would be appropriate to do so in consultation with the DSL.
Education support staff with similar concerns should refer them to the DSL who will work with the colleague in reporting the concern to the police.

The National Referral Mechanism:
The NRM is a framework for identifying victims of human trafficking and ensuring that they receive appropriate support. Where there are concerns that a child is a potential victim, the academy will work in partnership with safeguarding partners in referring these concerns to the NRM.

PUPILS' WELFARE AND BEHAVIOUR

The academy behaviour and ethos policy includes a range of possible sanctions, which have been clearly communicated to and understood by pupils, staff, and parents. Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary.

Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. The academy will consider whether any misbehaviour gives cause to suspect that a pupil is suffering or is likely to suffer harm or is at risk of exploitation. Where this may be the case, staff should speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate. The academy will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. The academy will seek to try and understand the underlying causes of behaviour and whether additional support is needed.

All behaviours which result in a sanction are logged on Bromcom where negative points are given. For behaviour concerns where sensitive information is needed, this is logged on CPOMS and shared only with those who need to know.

Returning to learning procedures: The academy's strategy for reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension includes identifying the support needed to help the pupil return to mainstream education and meet the expected standards of behaviour.
Fixed term suspensions and permanent exclusions: The principal or head of school may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the principal or head of school may decide to exclude a child permanently. If the circumstances warrant, due to

additional information coming to light during the investigation, it is possible for the principal to issue a permanent exclusion when initially a fixed term suspension has been issued.
If the principal or head of school suspend/excludes a child, they inform the parents/carers immediately, giving reasons for the suspension/ exclusion. At the same time, the principal or head of school makes it clear that the parents/carers can appeal against the decision to the governing body. The school informs the parents how to make such an appeal, if they choose to do so. All exclusions are communicated in writing to the parent/carer, LA, governing body and any appropriate external agencies.
The principal or head of school informs the Trust and the governing body about any permanent exclusion and about any fixed-term exclusions beyond 5 days in any one term. When an appeals panel meets to consider any exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the appeals panel decides that a child should be reinstated, the principal must comply with this ruling. Following any fixed-term suspension, a return to school interview must happen with a member of SLT, the child and parent/career and the appropriate form completed which will then be logged on CPOMS and the academy's MIS system, Bromcom.

Expectations re: allegations of bullying
Instances will be investigated by a member of SLT or of the academic pastoral team. All statements and findings will be logged on CPOMS and will also be logged and dated with the outcome on Bromcom. A parent meeting will be held, and a resolution will be discussed along with support given to both the victim and perpetrator.

Reintegration:
The academy's strategy for reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension includes identifying the support needed to help the pupil return to mainstream education and meet the expected standards of behaviour.
A meeting will be held with the pupil and parent/carer, the pupils voice taken at the point of withdrawal will be shared and suggested adjustments with the reasons for these. This will be a supportive process which also makes clear the expected standards of behaviour and how we will support them to achieve this. This meeting will be recorded in a parent meeting form which the parent signs at the end and is given a copy of. The parent will then be communicated with as to the success of the reintegration by the method agreed in the meeting.

PUPILS' MENTAL HEALTH

The academy will implement an academy-wide approach to promoting pupils' positive mental health and wellbeing. Through this strategy, the Senior Mental Health lead will seek to normalise mental health issues, raise awareness of how and where pupils can access support. This will help them develop the emotional literacy and resilience to explain, understand and find ways to manage their emotions and mental health.

The academy will implement an academy-wide approach to promoting pupils' positive mental health and wellbeing. Through this strategy, the Senior Mental Health lead will seek to normalise mental health issues, raise awareness of how and where pupils can access support. This will help them develop the emotional literacy and resilience to explain, understand and find ways to manage their emotions and mental health.

Staff training will prepare staff to recognise where pupils may have mental health needs. Any concern should be referred to the DSL immediately.

Safeguarding leaders will analyse pupil records for attainment, behaviour and attendance in identifying pupils who may be struggling with mental health. Staff will also be aware that pupils' mental health needs can emerge through the admissions process, through mental health professionals or through children referring themselves to a trusted adult. The academy will engage other agencies in supporting these pupils such as

educational psychological support, counselling services and recommended therapies such as art and music therapy. The academy will maintain a dedicated space where all pupils have access to calming or specialist provision.

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The academy also has Zones of Regulation (ZOR) which all pupils use to identify their emotions, identified pupils may also have daily Thrive sessions with our trained practitioner and weekly therapies with our pastoral mentor. Each class has regulation stations, where tools are available to support our **pupils as well as cosy** corners. Additional to this within the academy there are multiple spaces to support or children in developing self-regulation and managing their emotions. Our bespoke spaces include; Sensory Den, Cosy Snug, Rocking Corner, Active space, Sensory Circuit Alley and Heneage House.

Self-harm: Suicide and self-harm exist along a continuum of risk. Self-harm is deliberately causing harm to oneself, such as by cutting, scratching or burning, banging or punching objects or self, an intentional overdose or deliberate risk-taking with the intention of injury. Suicide is intentionally causing one's own death. Self-harm is the strongest known predictor of suicide.
Immediate action for self-harm:

- Remain calm. Be supportive and non-judgemental, don't make ultimatums or try to force the person to stop. Ensure the child understands the limits of confidentiality. Do not leave them alone and act immediately.
- If it is a medical emergency (i.e. the pupil has taken an overdose or consumed poison, is confused, disoriented, unconscious or has bleeding that is rapid of pulsing), ring emergency services and notify the DSL or lead first aider/principal in person or by phone (not email).
- If it is not an emergency, you must still inform the DSL/principal by phone/in person. If they are not available, locate someone from the safeguarding team/SLT.
- Ensure that the pupil has a suicide risk assessment completed by someone who is trained in suicide risk assessment. It is likely that the self-harming behaviour is a coping strategy but it is important that suicidal risk is assessed. Appropriate referrals to mental health professionals are then required.

SEARCHING, SCREENING AND CONFISCATION

The principal will oversee the academy's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the DSL (or deputy). The headteacher should ensure that enough staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises. However, it is vital that all staff understand their rights and the rights of the pupil who is being searched. The DSL (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item.

The staff member should also involve the DSL (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs, or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search will play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. Safeguarding staff should always be prepared to advocate for an NRM referral with the police or Children's Social Care as appropriate.

The academy uses wands as part of its screening arrangements. The wand is a hand-held metal detector, which means that no physical contact is necessary. It is not necessary to obtain the child's consent for screening, and all pupils can be required to undergo screening. This does not necessarily mean there are any suspicions the pupil is carrying a prohibited item.

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Searches at Edward Heneage Primary Academy will be completed by one of the following members of SLT: Jake Thompson or Donna Kaye alongside a member of the pastoral team.

PUPIL ATTENDANCE

Good attendance is essential for pupil wellbeing. For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for any needs to be identified and for them to receive support. Staff at the academy know that the foundation to good attendance is a calm, orderly, safe and supportive environment, where pupils want to attend and where they can thrive.

The academy consistently promotes the benefits of good attendance, setting high expectations for every pupil, communicating those expectations clearly and consistently to pupils and parents, systematically analysing their data to identify patterns to target their improvement efforts, and working effectively with the local authority and other local partners to overcome barriers to attendance.

All staff will have an awareness of safeguarding issues that can put children at risk of harm including unexplainable and/or persistent absences from the academy.

Children absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. The academy's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.

- Attendance systems are robust within the academy.
- **Attendance data is analysed weekly, where measures are put in place to support pupils with attendance and punctuality concerns.**
- **Attendance is discussed weekly as part of SLT's safeguarding agenda.**
- **A weekly meeting is place with our EWO, who supports during home visits, setting targets and meeting with parents.**

The Principal will oversee direct and co-ordinate the school's work in promoting regular and improved attendance and will ensure the Attendance Policy is consistently applied throughout the school. With the attendance officer, the head of school will ensure that up-to-date attendance data and issues are shared with the senior leadership team, are made regularly available to all staff, pupils and parents (who will regularly be reminded about the importance of good school attendance) and that the governing body is fully aware of attendance data and targets. Working with the attendance officer the head of school l will ensure that attendance issues are identified at an early stage and that support is put in place to deal with any difficulties. Parents will be phoned when a child is absent. Any child deemed to be at risk or part of a vulnerable group will receive a home visit on day one of absence, this includes our pupils of non-compulsory school age, to see that the pupil is safe, by either school or the EWO. It may be deemed necessary to involve social care or phone the police if the school feels the child is at risk. Persistent absence and poor punctuality will be dealt with by parent meetings offering support to overcome barriers for the student followed by persistent absence and poor punctuality procedures as per school policy**.**

Severely absent pupils:
Particular focus will be given to pupils who are absent from school more than they are present. These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of partners.

Working with partners when pupils' absence is at risk of becoming persistent or severe:
The academy will work with local communities including voluntary and community groups to help remove the barriers to attendance that families experience. In some cases, families will experience the same or similar barriers to attendance for multiple children who attend different schools in the area and academy staff are fully committed to partnership working with these other establishments.

Pupils attending alternative provision:
When the academy places a pupil with an alternative provider, it continues to be responsible for the safeguarding of that pupil.

- The academy will be in daily contact with the AP to track attendance.
- If child is not in attendance, the school's normal attendance policy applies of following up non-attendance and home visits.
- The pupil's attendance certificate is reviewed weekly by the home school.
- Meetings with parents at the AP or home school will be attended by all parties.
- Pupils will be visited by the schools allocated staff member on a fortnightly basis.

- Safeguarding information and curriculum information is reviewed as a minimum, every fortnight for these pupils.
- At the point of reintegration for the pupil, the school liaise closely with parents and the AP to provide as an effective transition as possible.

Part-time timetables:

In very exceptional circumstances, where it is in a pupil's best interests, the academy will provide a part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending school or another setting full-time and a part-time timetable is used to help the pupil access as much education as possible. A part-time timetable should not be used to manage a pupil's behaviour. Where the pupil has a social worker, the academy will keep them informed of the process.

This will only be in place for the shortest time necessary. Any pastoral support programme or other agreement will have a time limit by which point the pupil is expected to attend full-time, either at school or alternative provision. The formal arrangements in place for regularly reviewing the part-time timetable with the pupil and their parents are as follows:

There will be a clear agreement in place with parents which includes an agreed rationale

A timetable which shows an increase in time spent within school over a maximum of a 6-week period

- All subjects will be covered to ensure a broad and balanced curriculum is met through a child-centred approach, through work completed at school and home
- There will be a minimum of, once a week review meeting with parents and other external professionals as appropriate
- Prior to this, the 'spot tool' should have been completed and other academic and nurture pathways explored alongside conversations with other, external professionals
- The partial timetable will always have time in school for the child every day.

- If the child does not attend school, the same safeguarding protocols will be followed including a home visit due to the child being 'high risk'. This includes if the absence is due to illness.

Statutory duties re CME: All staff recognise children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation. The academy has agreed with their local authority the intervals at which they will inform them of pupils who fail to attend regularly or have missed ten consecutive school days without permission. The academy and local authority will make reasonable enquiries to establish the whereabouts of the child.

We will inform the local authority of pupils who fail to attend regularly, of any child we have concerns over, using our professional curiosity, or if a child has missed ten consecutive school days without permission. We will notify the local authority at 10 days and again after 20 days.

Before day 10 the school or EWO will follow all lines of enquiry and gather necessary information to find the missing child. This will include informing the police, social care and conducting home visits to the child's last known address. The academy and local authority must make reasonable enquiries to establish the whereabouts of the child, including completing the LA, CME form.

The academy will delete a child off roll, once we have received, in writing, confirmation of a child starting at their new school or have in writing from their adult, who has parental responsibilities, an instruction to remove the child from our roll, or if the child has been CME for 20 days. This information will be shared with the local authority, and the pupil will be deleted from our admission register.

The academy must notify the local authority within 5 days when a pupil is added to the admissions register at a non-standard transition point.

Elective Home Education (EHE) Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the academy will work with the local authority and other professionals to meet with parents/carers before a final decision is made. This is to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable.

The academy will contact the EHE team to discuss the case and share any concerns around the child and or family as well as acting upon any advice to prevent EHE where possible

• Our EWO will be involved early on to act as an independent third party to try and resolve any outstanding issues leading to the decision to EHE

• It is imperative that staff tell senior leaders if a parent mentions wanting to EHE so this can be discussed with the parents and understand the reasons leading to this so that they can be overcome where possible.

MISSING PUPIL PROTOCOL

As soon as a pupil is identified as missing by any member of staff, the DSL and Principal will be informed. The DSL will assess the child's vulnerability and use professional judgement in determining the timeframe required in establishing the pupil's whereabouts before notifying the Police. Academy staff will try to establish the pupil's whereabouts. They will carry out a thorough search of the premises; doors and gates will be checked to see if there has been a breach of security. Staff will consult the attendance officers and check the registers for the last known time the child was accounted for. Academy staff will contact home and try to contact the pupil via their mobile telephone if known.

Notifying the Police

The information required by the Police to assist in locating and returning the pupil to a safe environment is as follows:

- The pupil's name/s; date of birth; status (for example looked after child); responsible authority;
- Where and when they went missing.
- Time and location last seen.
- Previous missing episodes and where they went.
- Who, if anyone, they went missing with.
- What the child was wearing plus any belongings they had with them such as bags, phone etc.; include mobile number.
- Description and recent photo.
- Medical history, if relevant.
- Circumstances or events around going missing with relevant safeguarding information; · Details of family, friends and associates:
- Contact details of safeguarding lead if it was after school hours.

Whilst the search is ongoing, the school will continue to liaise with the police and act in accordance with police instructions.

When the child is found, staff will be supportive, actively listening and responding to the child's needs, as this will have a greater chance of preventing the child from going missing again and safeguarding them against other risks.

Arrangements for locating a missing child during an educational visit off site:

- If on a site such as Outward Bound, inform appropriate person, follow any guidance given on child's safety plan if appropriate.
- • Lead to be informed and contact principal/head of school as soon as possible.
- • Above guidance to be followed alongside any additional risks due to setting which will have been identified on trip RA.

SYSTEMS IN PLACE FOR CHILDREN TO CONFIDENTLY REPORT ABUSE, INCLUDING CHILD ON CHILD ABUSE, KNOWING THEIR CONCERNS WILL BE TREATED SERIOUSLY, AND KNOWING THEY CAN SAFELY EXPRESS THEIR VIEWS AND GIVE FEEDBACK.

The initial response to a report from a child is incredibly important. How the academy responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. It is essential to reassure the victim that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside the academy will be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.
In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of academy staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong.

The exact details of what the child has reported should be recorded on safeguard immediately and a DSL informed as appropriate. No leading questions should be asked (use TED approach). The DSL will decide on the appropriate next steps. The staff member who reported the concern should always check that the information has been dealt with and appropriate actions taken although specific details may not be given due to GDPR.
Safeguarding is all staff members responsibility, and all staff can call for advice or
Phone through to the Integrated Front Door (01472 326292) it is also vital that your call is followed up in email, by emailing the concerns to nelcchildrensfrontdoor@nelincs.gov.uk.
The academy's DSL/DDSL should always be informed immediately.

Victims may not talk about the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, the academy will respect and support the victim's choices in identifying how and to whom they would like to talk about their needs.

Ongoing support will vary but may include the child having a trusted adult to have at daily check-ins with and school staff working in conjunction with specialist agencies and following their recommendations. They may also access Thrive, drawing and talking, Lego therapy etc but the specific pathway will be chosen based on the child's needs.

Allegations of child-on-child abuse will be recorded, investigated and dealt with in the following way:
The child will be referred to our pastoral team who will then speak to the child and ascertain next steps based upon this. They will use the 'Hackett Continuum' if sexualised behaviour to ascertain the level of behaviour and support next steps. Listen carefully to the child, reflect, use the child's language, be non-judgmental, be clear about boundaries and how the report will be progressed.
Staff will take statements from those involved, staff members will not ask leading questions and only prompt the child where necessary with open questions – where, when, what.
If appropriate the child may be asked to write their statement, this will be scanned onto CPOMS. After completing the fact finding it is necessary to immediately write up a thorough summary on CPOMS. It is essential a written record is made that includes the facts as the child presents them.
The notes should not reflect the opinion of the note taker.
You must Inform the designated safeguarding lead immediately. If they are not available, then report to the deputy designated safeguard lead. Do not promise confidentiality at this initial stage as it is very likely a concern will have to be shared further. Recognise that an initial disclosure to a trusted adult may only be the first incident reported,

Where the report includes an online element, consult searching screening and confiscation advice (for schools) and UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people.
Staff MUST not view or forward illegal images of a child.
Staff must consult Trust Policy.
All incidents will also be recorded on CPOMS and Bromcom.

Victims, perpetrators and any other child affected by child-on-child abuse will be supported in the following ways on a case-by-case basis. When there has been a report of sexual violence or sexual harassment, regardless of if this has occurred on the academy premises or not, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment.

If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a pupil or if a pupil has been reinstated following a governing board review, it is likely that there will be complex and difficult decisions that need to be made. It is important that these decisions are made alongside a school's duty to safeguard and support children and their duty to provide an education.
The academy has a statutory duty to co-operate with safeguarding partners once designated as relevant agencies, and safeguarding partners are expected to name schools as relevant agencies and engage with them in a meaningful way. Ultimately, any decisions are for the school to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

Expectations for staff concerning all allegations of bullying, discrimination and harassment
There is no legal definition of bullying but it is usually defined as behaviour that is:
Repeated, intended to hurt someone either physically or emotionally and often aimed at certain groups, for example because of race, religion, gender or sexual orientation. Staff should provide as much information as possible about the nature of the bullying.
Academy staff will deal with bullying in different ways. They might deal with it in school, for example by disciplining bullies, or they might refer it to social services or report it to the police if a crime has been committed.
Any sanction will take account of special educational needs or disabilities that the pupils involved may have.
See behaviour for learning and life policy for further details.

Harmful sexual behaviour
Early intervention in inappropriate behaviour such as misogyny can help to prevent escalation to more serious abuse such as sexual harassment and sexual violence. Staff at the academy understand that children who display HSB may have experienced their own abuse and trauma. They know it is important to be able to distinguish developmentally typical sexual behaviours from those that may be problematic or harmful, and make sure children receive appropriate support. Staff at the academy will always consider the child's holistic needs and safeguarding concerns alongside any sexualised behaviour and follow due procedures accordingly. They will use the following tool to support objective decision making about a child' sexual behaviour.

ONLINE SAFETY: SHARING NUDES AND SEMI NUDES

Producing and sharing nudes and semi-nudes, including digitally manipulated and AI generated nudes and semi-nudes of children, ie under 18s, is illegal. It can be a form of child-on-child abuse, also referred to as image based sexual abuse. Although the production of such images will likely take place outside of the academy, sharing can take place and the impacts of an incident are often identified or reported within it. Incidents involving the sharing of nude or semi-nude images require a safeguarding response, whether they are consensual or non-consensual. The academy will make sure the pupils involved are safeguarded, supported, and educated.
Sharing nudes and semi-nudes between children can be a form of child-on-child abuse.
If it's non-consensual, it's illegal and abusive. If it's consensual, it's still illegal, but in certain circumstances it might be experimental behaviour.
The risks to children of receiving nude or semi-nude images, and being the subject of a shared nude or semi-nude image:

- It's illegal to create, share or view nude and semi-nude images of children under 18
- A child might be harmed by having images sent to them that they didn't want to see
- Sharing nude and semi-nude images can be a sign that children are at risk of harm.

What to do if a child tells you about image sharing

- Report it to the DSL immediately
- Explain to the child that you need to report the incident to the DSL, but won't tell anyone else who doesn't need to know
- Reassure the child that they will receive support and help from the DSL
- Ask questions sensitively to understand more about what's happened, if appropriate. For example, you might ask about how far the image has been shared. **Do not ask about the imagery itself; this is the DSL's responsibility**
- If you accidentally see the imagery, report this to your DSL immediately and seek support

Do not look at, copy, print, share, store or save the imagery – and don't ask the child to do any of these things
Do not delete the imagery, or ask the child to do so
Do not share any information about the incident with anyone who doesn't need to know
Do not say or do anything that blames or shames the child involved

Incidents where pupils have shared nudes or semi nudes will be recorded, investigated and dealt with in the following way:

- The incident should be referred to the DSL (or DDSL) as soon as possible
- The DSL (or DDSL) will hold an initial review meeting with appropriate staff such as the staff member(s) who heard the disclosure and the Area Safeguarding Lead. Points for consideration include
    - whether there is an immediate risk to any child or young person

- whether the image(s) has been shared widely and via what services and/or platforms.
- any relevant facts about the children or young people involved which would influence safety planning
- if there is a need to contact another education, setting or individual

- There should be subsequent interviews with the pupils involved (if appropriate)
- Parents and carers should be informed at an early stage and involved in the process to best support the child unless there is good reason to believe that involving them would put the child or young person at risk of harm

A referral will be made to children's social care and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process. Some children and families may require more targeted support than that offered at the universal and community based Early Help level. The academy will work with local safeguarding partners to identify children and families who would benefit from more targeted support through Family Help.

- Details recorded on CPOMS and Bromcom.

- Investigation undertaken by SLT and DSLs including statements from those involved signed and dated then stored on CPOMS and Bromcom.
- • Advice sought from trust safeguarding team if required.
- • Police informed if appropriate following initial investigation.
- • Parent meetings completed with victim and perpetrator, separately.
- • Safety plan implemented and supportive/preventative work implemented in liaison with early help.
- • Review of implemented strategies to review impact.

ONLINE SAFETY: FILTERING AND MONITORING

The academy does all it can to limit pupil's exposure to risks from the academy's IT system. An analysis of these risks is informed by the academy's Prevent risk assessment.

As part of this process, the academy uses two separate systems, one to restrict pupils' access to harmful websites and a second to identify daily concerns about pupils' access to all other content. All staff must report safeguarding and technical concerns in the following cases to the DSL if:

- they witness or suspect unsuitable material has been accessed
- they can access unsuitable material
- they are teaching topics which could create unusual activity on the filtering logs
- there is failure in the software or abuse of the system
- there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
- they notice abbreviations or misspellings that allow access to restricted material

Any breaches must be shared with DSL/DDSL and reported to IT team. A log of breaches will be received by DSL and recorded on spreadsheet with actions taken. These children will be discussed in the weekly pastoral meeting or sooner if required, a safety plan will be implemented if appropriate**.** All technical reports must be shared via ITsupport@dret.co.uk

The DSL checks alerts every day. All staff are expected to be vigilant in recognising signs that a child might be attempting to access harmful content. The DSL works with representatives of the ASC in regularly evaluating the effectiveness of these arrangements.

SAFEGUARDING IN THE CURRICULUM

Teaching safeguarding including bullying, cyberbullying, diversity issues, extremism and radicalisation.
Our children are educated on the above through our PSHE and RE scheme- Jigsaw, as well as our contextual curriculum. The British Values are linked to all areas of our curriculum which also support in the teaching of safeguarding. Picture news is used to educate our whole school, on what is going on in the world and this prioritised in a weekly assembly and within community time.

Online safety: it is essential that children are safeguarded from potentially harmful and inappropriate online material accounting for the four main areas of risk – content, contact, conduct and commerce.
Online safety is looked at as part of our PSHE through Jigsaw as well as being part of our computing curriculum. This includes:

- • anti-bullying (cyber bullying included)
- • online relationships
- • online actions
- • social media
- • limiting screen time
- • benefits of the internet
- • how to get report concerns and get support with online issues

Edward Heneage Primary Academy - Curriculum

Relationships education: This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education.

Parents are consulted on an annual basis and parents new to school have this shared with them at point of admission.
Edward Heneage Primary Academy - Curriculum
Edward Heneage Primary Academy - Policies

Contextual safeguarding: The curriculum is adjusted to include knowledge and guidance to pupils about local contextual risks in an age-appropriate manner.
At EHPA, this includes water safety, County Lines, CCE in particular. Alongside this we also send regular updates to parents with issues in the locality to share what the vulnerabilities are that they should be aware of and signpost support, this includes mental health, food banks, poverty due to drug use, cuckolding to name a

few. We work in partnership with our local PCSOs who visit school to deliver assemblies and talks on topical/local issues

STAFF BEHAVIOUR POLICY:

Staff safeguarding behaviour policy specific to the academy. Behaviour that contravenes these expectations will be referred to the Principal and considered as a low level concern. Staff should self-refer if they are concerned they have inadvertently breached any of these requirements.

Feature	Academy expectations
Acceptable use of IT	Staff using their own devices on academy premises must sign into the Guest Wi-Fi.
Managing the online CPD platform	All members of staff should use a DRET device to record any material for sharing on the online CPD platform Step Lab. Staff must ensure that parents have consented to their child's image being shared before these images are posted. These materials must only be used for internal purposes.
Safe use of DRETme	All members of staff should use a DRET device to record any material for sharing via DRETme. Staff must ensure that parents have consented to their child's image being shared before these images are posted. These materials must only be used for internal purposes.
Communication with pupils through social media	Members of staff should report to the Principal any instances where they are connected to pupils via social media such as through music / community group membership. Members of staff must not associate with any pupils individually via social media. Members of staff will not use social media to post information to pupils such as team lists. This information must be shared with pupils using internal academy communications.
Arrangements for using Student Portal	Staff are encouraged to communicate with pupils using Student Portal on Bromcom. Great care should be taken when providing feedback to pupils and staff are expected to maintain appropriate professional boundaries and language at all time. All communications are saved, monitored and will always be considered in determining the most appropriate provision for pupils. Staff must not communicate individually with pupils in any other way.
Staff use of wearable tech, including mobile phones in parts of the school such as the EYFS	Members of staff should use academy devices only when contacting pupils, parents or carers. Members of staff must not use their personal mobile phones in the EYFS at all. /They must not use their mobile phone at the academy unless it is in the course of their break and in an area not designated for pupil use.
Use of personal cameras and images of pupils such as competition winners or in routinely recording pupils' achievements.	Members of staff should not use their personal devices to record pupil assessments, especially 1:1 assessments such as when children reach individual milestones or in achieving success in sport or the preforming arts. Members of staff must not use their personal cameras to take pictures of pupils while they are at the academy or while pupils are on educational visits. No personal cameras/mobile phones or watches to be used to take images of pupils. A designated school iPad to be in place for this and on school trips teacher school iPad to be used. Once images are uploaded the images must then be removed.

	Photos of children must not be posted on any social media other than RPS Twitter, RPS Academy website and Facebook account and must have prior consent of the parents in line with the confidentiality agreement. All staff are made aware of any children who must not be photographed or have their photos used for any promotion, celebration or marketing purposes.
Arrangements for vetting visiting speakers	Members of staff should always complete the DRET Visiting Speaker approval form Members of staff should not book a visitor without prior consent from the principal or head of school. All forms and checks must be complete prior to visitor attending site.
Arrangements for parent visitors	Parent visitors, including parent governors, will always be accompanied by a member of staff unless they have undergone the checks appropriate for them to be a parent volunteer.
Social contact outside the academy such as through sport club membership	Members of staff should report to the Principal any instances where they belong to sport/music / community groups also attended by pupils/former pupils at the academy.
Social contact with former pupils	Members of staff should not have individual social contact with former pupils until the pupil has achieved the age of 21.
Use of staff cars	Staff must not transport pupils in their cars for any reason.
Physical contact	Staff must behave professionally and in line with the Trust Staff Code of Conduct with both students and parents and must not engage in any activity outside of the academy that could damage the reputation and standing of the Trust or the employees own reputation.
One to one situations	Physical contact will only happen during Team teach and in this instance all incidents are logged using the restrictive physical intervention form. Restrictive physical restraints are to be used as a last resort after verbal de-escalation strategies have failed or if the child poses immediate risk to themselves or others. Staff working on a 1:1 basis with children must be in sight of others/doors open wherever possible. When this is not possible due to the nature of the work, pupil safety measures etc. then the member of staff must have a walkie talkie.
Gifts giving and receiving	Where gifts are received staff must log this on the form in the office. Staff must not give gifts on an individual basis to any child. If the class teacher wishes to give a gift to the whole class I.E. at the end of term, this must first be cleared by the Principal or Head of School.
Dealing with pupil infatuation	Members of staff should report all concerns about pupil infatuation to the DSL immediately. Appropriate measures will be taken by the school as deemed necessary and a meeting between parents, the school and child where appropriate will take place. A risk assessment will be implemented. This will all be recorded on CPOMS.

Conversational boundaries and appropriate language	Staff must ensure appropriate language is always used. Sex education, use of drugs, alcohol to be spoken about in educational context. Please refer to RSE Policy. Any concerns to be reported to DSL and appropriate action will be taken. All to be recorded on CPOMS.
Other matters relevant to the academy	Sharpes and needles – ensure risk assessments are in place for any children/staff relevant to i.e. diabetic pupils and those with severe allergies. Follow DRET procedure as outlined in 'Sharpes and Needlesticks'.

ALLEGATIONS OF ABUSE MADE AGAINST TEACHERS, INCLUDING SUPPLY TEACHERS, OTHER STAFF, VOLUNTEERS, TRADESPEOPLE AND CONTRACTORS

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff, volunteers, contractors, tradespeople and visitors to the academy) posing a risk of harm to children, then this should be referred to the **principal immediately.** The principal will then refer allegations **that meet the harm threshold** to the designated officer at the Local authority on the same day. The Principal should inform Juliet Jaggs, Head of Safeguarding, or Rachel Ridgill, HR Director immediately.
Safeguarding concerns that meet the harm threshold include those in which the adult has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- 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 may 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. This is because of transferrable risk. Where a member of staff or volunteer is involved in an incident outside of school/college which did not involve children but could have an impact on their suitability to work with children.

Concerns/allegations about the principal should be referred to the **CEO** who will refer the allegation to the designated officer at the relevant local authority on the same day.

North East Lincolnshire LADO can be contacted using the details below:

Email: lado@nelincs.gov.uk
Telephone: 01472 326118

Low-level concerns about any adult on the academy premises should be passed to the Principal who will keep a secure record of all concerns including those that do not meet the harm threshold i.e. low-level concerns. **Low-level concerns** contravene the academy code of conduct and include

- being over friendly with children;
- having favourites;
- taking photographs of children on a personal device;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Low-level concerns about the principal should be passed to the academy Regional Director who will pass them on to the DRET Head of Safeguarding.

The academy ensures allegations against supply staff, contractors and tradespeople are dealt with properly. In no circumstances will the academy decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome.

The HR team should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

The principal should notify the HR Director RRridgill@dret.co.uk or the Head of Safeguarding jjaggs@dret.co.uk when they are referring an allegation about a member of staff, volunteer or supply teacher to the local authority.

The academy has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- the harm test is satisfied in respect of that individual;
- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and
- the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

Failure to refer when the criteria are met is a criminal offence.

The academy has a duty to consider referring the matter to the TRA to discuss prohibiting the individual from teaching.

The HR department will manage referrals to the Disclosure and Barring Service (DBS) and to the TRA in discussion with the Principal.

Concerns about an individual or organisation using academy premises for non-academy activities. If the academy receives an allegation relating to an incident that happened when an individual or organisation was using their premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities), the principal will follow the academy safeguarding policies and procedures, including informing the LADO.

Concerns about an individual or organisation using academy premises for non-academy activities. If the academy receives an allegation relating to an incident that happened when an individual or organisation was using their premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities), the principal will follow the academy safeguarding policies and procedures, including informing the LADO.

CONTEXTUAL SAFEGUARDING: WELFARE RISK ASSESSMENT

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the academy and/or can occur between children outside of these environments.

Identify the local hazards to pupils' safety and the control measures in place to mitigate for these risks under the following headings: ***it may be preferable to create a separate document for ease of access.***

Identify the hazard	Groups of pupils that might be	Evaluate the risk	Control measures	Routine evaluation

The potential source of harm to pupils	**harmed as a result of the hazard**	*The likelihood that the child will be harmed*	*Procedures and practices in place to mitigate this risk*	
Domestic Violence	Parents with history of DA or partners. Those with vulnerable parents.	Likely	Logging of any issues and phoned through to INTEGRATED FRONT DOOR. Safety plans put in place with parents and INTEGRATED FRONT DOOR	Regular case reviews to identify successful strategies to improve practise
Witnessing drug abuse or taking drugs	All pupils witnessing KS2 pupils taking especially Y5/6	Likely	Education through PCSO, NSPCC assemblies and work with individual children at risk, identified through FFAP. Zero tolerance policy in school to parent and pupils	Case reviews, working with outside professionals.
Alcohol abuse	Pupils who are living with alcoholic parent/careers and or siblings	Likely	Education through PCSO, NSPCC assemblies and work with individual children at risk, identified through INTEGRATED FRONT DOOR. Zero tolerance policy in school to parent and pupils	Case reviews, working with outside professionals.
Low level youth offending	Pupils identified as risk through INTEGRATED FRONT DOOR and school identification	Likely	Education through PCSO, NSPCC assemblies, Youth Offending team and work with individual children at risk, identified through INTEGRATED FRONT DOOR. Zero tolerance policy in school to parent and pupils	Case reviews, working with outside professionals.
Mental/physical abuse	All Pupils	Likely	Swift identification of pupils and clear	Regular reviews of individual

			safeguarding processes in place throughout school.	cases, working with outside professionals and families.

LOCAL SUPPORT FOR VULNERABLE FAMILIES **The academy leadership will engage with the following providers in supporting vulnerable families.**				
Housing	**Health**	**Food**	**Finance**	**Community**
Citizen's advice bureau	Drop in dental clinic	Local Food bank	LA supporting families programme	Commercial community fund such as B&Q
YMCA	Healthy living team	Holiday meal vouchers	LA energy and money saving programme	Church groups
Shelter	School nurse		16 – 19 student bursary	Adult learning groups
	MHST		Fuel rebates	Free sports clubs
				Round table
				Community awareness programme about children who go missing

ALL STAFF MUST READ THE FOLLOWING DRET POLICIES:

The Trust safeguarding and child protection policy
KCSIE – Part 1
The behaviour and ethos policy including the local academy appendix
The anti-bullying policy
The restrictive intervention policy
The child-on-child abuse policy
The personal care policy
The first aid policy
The allergy policy
The staff safeguarding code of conduct in this appendix
The attendance policy and the local academy appendix, including the response to children missing in education in the safeguarding policy
The whistleblowing policy
Supporting pupils with medical needs
Acceptable use of IT
Supervision arrangements specific to the academy