David Ross Education Trust

Broadening Horizons

Safeguarding and child protection Contextual appendix

Thomas Hinderwell Primary Academy

2026-2027

David Ross Education Trust
Broadening Horizons

Academy: THPA

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
Wendy Baxter	ASC leadership of safeguarding including responsibility for pupils' attendance.	WBaxter@dret.co.uk
Wendy Baxter	ASC colleague overseeing filtering and monitoring standards	WBaxter@dret.co.uk
Kimberley Lawton	Executive Head of Primary	KLawton1@dret.co.uk
Melanie Wilson	DSL on SLT: Academy leadership of safeguarding	Mwilson1@thomashinderwell.co.uk safeguarding@thomashinderwell.co.uk
Melanie Wilson	DSL on SLT: Academy leadership of safeguarding	Mwilson1@thomashinderwell.co.uk
Choe Webster	DDSL	cwebster@tomashinderwell.co.k
Holly Hawden	DDSL	hhawden@thomashinderwell.co.uk
Melanie Wilson	Safeguarding officer	Mwilson1@thomashinderwell.co.uk
Rebecca Bentley	Designated teacher for CiC	rbentley@thomashinderwell.co.uk
Rebecca Bentley	Designated safeguarding lead for the EYFS	rbentley@thomashinderwell.co.uk
Melanie Wilson	Colleague responsible for pupils educated in alternative provision off site	Mwilson1@thomashinderwell.co.uk

Melanie Wilson	Colleague responsible for pupils educated in alternative provision on site	Mwilson1@thomashinderwell.co.uk
Vicki Pattison	Senior mental health lead	vpattison@thomashinderwell.co.uk
Melanie Wilson	Senior colleague responsible for the implementation of the Allergy Safety Policy	Mwilson1@thomashinderwell.co.uk
Vicki Pattison	Colleague leading on First Aid	vpattison@thomashinderwell.co.uk
	Colleague leading on H&S	cwebster@tomashinderwell.co.k
Rebecca Bentley	Educational Visits Coordinator	
Holly Hawden	Careers lead responsible for careers and safeguarding pupils on work experience	hhawden@thomashinderwell.co.uk
Chloe Webster	Attendance welfare Lead	cwebster@tomashinderwell.co.k
Vicki Pattison	Attendance Information Officer	
Melanie Wilson	Senior colleague responsible for meeting the filtering and monitoring standards	Mwilson1@thomashinderwell.co.uk
Vicki Pattison	Colleague responsible for lettings and liaising with external organisations using the academy premises for activities	vpattison@thomashinderwell.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 to Friday:

Melanie Wilson safeguarding number 07793244113 on call everyday.
Chloe Webster **cwebster@thomashinderwell.co.uk**
Holly Hawden **hhawden@thomashinderwell.co.uk**

On call arrangements for weekends

Melanie Wilson Safeguarding number 07793244113 **mwilson1@thomashinderwell.co.uk**
Chloe Webster **cwebster@thomashinderwell.co.uk**

On call arrangements for school holidays

Melanie Wilson Safeguarding number 07793244113 **mwilson1@thomashinderwell.co.uk**
Chloe Webster **cwebster@thomashinderwell.co.uk**

Arrangements for using and managing the Safeguarding shared email address and inbox

safeguarding@thomashinderwell.co.uk
Melanie Wilson Safeguarding number 07793244113 **mwilson1@thomashinderwell.co.uk**
Chloe Webster
Holly Hawden

Safeguarding Partnerships

Safeguarding partners (the local authority, Integrated Care Boards and the chief officer of police) will work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. Relevant agencies are those organisations and agencies whose involvement the safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need.

Local Authority Safeguarding Partnerships working with the academy	Safeguarding partnership chair details
North Yorkshire County Council	**El Mayhew** Corporate Director of Children's Services
North Yorkshire Clinical Commissioning Group	**Sue Peckitt** Executive Nurse
North Yorkshire Police	**Tim Forber** Chief Constable

Safeguarding Partners

Name	Leadership level	Contact details - email address and contact number
El Mayhew	Designated officer	01609 532234
Sue Peckitt	Designated officer	01609 535123
Phil Cain	Designated officer	01609 535123
Named officer	MACPT lead	
Named officer	Operation Encompass contact	**contact** **info@opertationencompass.org** 0204 513 9990
Victoria Nightingale	School attendance support team	07989727550 **victoria.nightingale**@northyorks.gov.uk
Julie Hodges	Children missing education officers	01609 532477
Named officer	Youth Offending Team	0300 131 2 131

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
El Mayhew	Head of children's social care	01609 532234
Emma Hopper	Head of safeguarding	01609 534132
Julie Bunn	Personal advisor for CiC Head of Education, Access and Engagement & Virtual School Head at North Yorkshire County Council.	01609 532169

	Head Teacher of Virtual School Education	
	Add other useful LA contacts here	

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
North Yorkshire Police	PCSO	Contact via Rachel Milner or Holly Hawden
North Yorkshire Police	Counter terrorism	ctsa@northyorkshire.pnn.police.uk 0800789321
North Yorkshire Safeguarding Children's board **North Yorkshire Police**	FGM referrals	0300 131 2 131 101 or 999 in an emergency
North Yorkshire Police	County lines	101 or 999 in an emergency

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
Healthy Child Service	Health visitor	03003 030 916
Healthy Child Team	School nurse	Referral through Melanie Wilson /Vicki Pattison
	Mental health services	0300 013 4778
CAMHs - Lakehouse	CAMHS	01723 346000

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
North Yorkshire County Council	Child exploitation	Child exploitation | North Yorkshire Council

NYSCP	Safeguarding children	NYSCP (safeguardingchildren.co.uk)
NYSCP	Child sexual exploitation	Child sexual exploitation | North Yorkshire Police
North Yorkshire Police	Support for rape and sexual assault	Support for victims of rape and sexual assault | North Yorkshire Police
North Yorkshire County Council	Sexual abuse support services	Sexual Abuse Support Services | North Yorkshire (supportingvictims.org)

LOCAL COMMUNITY BASED EARLY HELP ASSESSMENT

Safeguarding partners have published a local threshold document which includes the process for the local community based Early Help assessment and the type and level of services to be provided. The designated safeguarding leads (and their deputies) will be familiar with this document.
The local threshold document can be found here:

"*Framework for decision-making: Right help, at the right time by the right person"*
North Yorkshire Safeguarding Children Partnership

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.

DfE_The-Families-First-Partnership-FFP-Programme-Guide_March-2025_Summary_-002-1.pdf

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 – Jessica Kennedy – Referral through Melanie Wilson / Vicki Pattison
SEND Hub – Emma Allison – Referral through Melanie Wilson
Compass Phoenix – Referral through Vicki Pattison
Healthy Child Team – Referral through Melanie Wilson / Vicki Pattison
CAMHS – Referral through Melanie Wilson / Rachel Milner

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 follow **Child exploitation | North Yorkshire Council** **NYSCP (safeguardingchildren.co.uk)** **NYSCP (safeguardingchildren.co.uk)** **Child sexual exploitation | North Yorkshire Police** **Support for victims of rape and sexual assault | North Yorkshire Police** **Sexual Abuse Support Services | North Yorkshire (supportingvictims.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. **Underage Sexual Activity (proceduresonline.com)** **NYSCP (safeguardingchildren.co.uk)**
Details of the local authority domestic abuse strategy and the academy's role in complying with this strategy can be found here. **Domestic abuse | North Yorkshire Council** **IDAS** **Support organisations for victims of domestic violence | North Yorkshire Police**
The local offer for children in Kinship care arrangements (including Special Guardianship) can be found here: 33 - FAQ from schools regarding PLAC.pdf

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
Julie Bunn	**Personal advisor for CiC** Head of Education, Access and Engagement & Virtual School Head at North Yorkshire County Council. Head Teacher of Virtual School Education	01609 532169
Emma Cooper	Virtual school	emma.cooper@northyorks.gov.uk

Alternative Provision: registration

Provider	Address	Registration
N/A		

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
N/A		

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

When the academy places a pupil with an alternative provider, the academy 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
N/A			

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		

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			

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

Where services or activities are provided separately by another bod, 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
Scarborough Football Scholarships	Available on request	01/09/2026
North Yorkshire County Council	Available on request	01/09/2026

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
Scarborough Football Scholarships	Available on request	01/09/2026

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. • *The DSL and DDSL hold DSL level training, provided through external providers. In addition to this training, both the DSL and DDSLs have completed 'pathways' training through the LA in order to be familiar with the LA procedures and policies.*
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. • *Regular safeguarding 'top tips' are provided for all staff to highlight specific areas of safeguarding such as peer-on-peer abuse or specific elements of contextual safeguarding such as guidance on educating pupils on water safety in the lead up to the summer holidays.* • *No personal mobile phones, cameras or electronic devices are used in the school. Only school devices are used in classrooms.*
Online safety training including guidance about AI, and the risks of AI generated imagery and deepfakes and protecting children from accessing harmful content online and understanding the risks associated misinformation, disinformation and conspiracy theories. • Mandatory training for all staff ensuring awareness and understanding of AI, generated imagery and deepfakes. • Regular revisits to AI as technology is constantly evolving.
Child on child abuse (including harassment and violence) training • *Child on child abuse training is included in staff's annual safeguarding training, is included in the local authority's basic safeguarding training (provided at least annually) and is revisited through safeguarding 'top tips. The child-on-child abuse risk assessment is reviewed regularly and shared with 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. • *Regular revisits to the guidance and specific plans in place for pupils with allergies. Emphasis on a whole school responsibility for this. Medication checked on a weekly basis.*

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.

- *Key members of staff trained regarding restrictive intervention. The named staff members are aware of the protocol and practice relating to this.*
- *Safeguarding induction training for new staff, supply teachers and volunteers will be led by Melanie Wilson / Rachel Milner / Vicki Pattison. This training will include the local authority's basic safeguarding training, prevent training, online safety training, access to the annual safeguarding update and a 1:1 session to share academy policies and procedures.*

Additional arrangements to ensure Early Career Teachers fulfil their wider professional safeguarding responsibilities include; *Safeguarding induction related to school policy and procedure, mandatory safeguarding online training to be completed, CPOMS ongoing support.*

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.

- Included in safeguarding updates at the start of each term to ensure staff are confident regarding this.

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 safeguarding concerns are reported verbally to the DSL or DDSL on duty and recorded on the Child Protection Online Management System (CPOMS), using only the cause for concern' category. This ensures analysis is accurate.

- Records of concerns must be factual without the author's opinion, record any child's speech verbatim and give a full account of the concerns with context.
- Full names must be used – Melanie Wilson DSL and title initially where appropriate.
- Any marks or injuries to the child's body must be recorded on the body map provided, with size approximates
- Any alerts raised on CPOMS are received and acknowledged by all DSL/DDSLs.
- Actions are directed by the DSL and recorded on CPOMS.

The academy is committed to ensuring that all children feel able to report incidents of child-on-child abuse, including harassment and violence.

- *Incidents should be reported, as outlined in Part 5 of Keeping Children Safe in Education, directly to the DSL or DDSL and then recorded on CPOMS with a safety plan in place.*

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.

- A whole school overview is used to analyse risk factors and identify potential cause for concern but also to identify the strengths of the family and areas on which to build in providing early intervention.

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.

LOCAL MULTIAGENCY SAFEGUARDING ARRANGEMENTS PUT IN PLACE IN ACCORDANCE WITH WORKING TOGETHER TO SAFEGUARD CHILDREN 2026, INCLUDING:

Local authority children's social care has the responsibility for clarifying the process for referrals in their area. 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.

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.

NYSCP (safeguardingchildren.co.uk)

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

Referrals are made directly to MAST on 0300 131 2 131.
An online referral form must be submitted additionally. NYSCP (safeguardingchildren.co.uk)

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.

If a child is already designated as a child in need, concerns would be initially referred to the child's social worker, the duty worker for the team in the social worker's absence or the social worker's manager. Where there are significant and immediate concerns the Customer Contact Centre should be called (0300 131 2 131) (followed up by the referral form) and, if in immediate danger, contact the police on 999.

Statutory assessment: assessments determining if a child or their family meet the LSCB threshold.

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

. Prevent | CYPSinfo (northyorks.gov.uk)

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.

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.

ACADEMY ROUTINES FOR PROMOTING PUPILS' WELFARE

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

- *Annual safeguarding training, staff meetings and updates, weekly safeguarding 'top tips'.*

Expectations re: Security lockdown in the academy

- If a lockdown procedure is in place, and staff will follow this in the event of a lockdown. Once staff receive the signal that a lockdown is required, pupils will be seated against the interior walls of the room, furthest from the windows. Doors will be locked, windows locked and blinds closed. Staff will await all clear.

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.

- Supervision must be 'reasonable in all the circumstances to ensure the protection of children'. Supervision may differ depending on circumstances, for instance the age of the pupil, the number of pupils, the presence of other adults, the nature of the activity and the needs of the pupil. Pupils are not permitted to be in a classroom setting without a member of staff.

Expectations for supervising visitors to the academy.
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.

- All visitors should present photo ID on arrival and their DBS number if available. If no DBS is available, visitors will be supervised by a member of school staff and must not be left unsupervised with pupils. Any maintenance work must be by appointment only and outside of school hours where possible.

Arrangements for safer sleeping; Children in the nursery who sleep during the day will be monitored regularly.

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 Local Learning Area: This is an area within walking distance of the academy, that is used for regular curriculum-based learning and for which standard operating procedures and risk management arrangements have been established. The academy has designated the Local Learning Area, by adapting the template document in EVOLVE/ Resources/Forms.
Add further details for staff here including a map of the local learning area.

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. A comprehensive analysis of risk will be maintained and regularly updated including particular reference to the safety and welfare of children in the EYFS.

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:

- monitoring changes in protective and risk factors,
- developing school/home communication,
- offering signposting and early help,
- providing additional support such as in accessing additional funding.
- *Onsite Nurture provision*

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.

- The designated teacher attends PEPs termly and advocates for the child at these meetings, sharing their views and securing the best outcomes. Teachers may raise concerns regarding children who are looked after through SEND or safeguarding routes.

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.

Procedures for providing intimate care:

All staff follow the school's intimate care policy. Children who require regular intimate care (predominantly those who are toilet training or those with a medical need) will have an intimate care plan.

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.

Behaviour incidents are logged on Bromcom where senior leaders analyse patterns and identify any concerns. Sensitive, contextual information is recorded on CPOMS**. Internal suspensions** are given at the discretion of the principal (or deputising senior leaders in their absence). Internal suspensions are recorded and monitored. **Fixed term suspensions** and permanent suspensions are at the discretion of the principa**l**. They are only justified in extreme circumstances, including but not limited to:

- Continued disruptive behaviour
- Serious bullying or 'hate' incidents
- Leaving the school site without permission
- Verbal abuse to pupils or staff
- Non-compliance
- Physical abuse to a pupil or member of staff
- Theft
- Indecent behaviour
- Carrying an offensive weapon
- Misuse of substances
- Threatening behaviour

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. Reintegration plans are thorough in identifying the causes of removal and planning both reactive and preventative measures to reduce the risk of a further removal. Plans include steps taken to address any gaps in learning because of the removal.

PUPILS' MENTAL HEALTH

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Academy staff, however, still have an important role to play in promoting good mental wellbeing and preventing the onset of mental illness, in observing pupils and identifying early those who may be

experiencing mental health problems or being at risk of developing one, ensuring early targeted support is provided, and liaising with/referring to specialist services where needed.

The academy will implement an academy-wide approach to promoting pupils' positive mental health and wellbeing. Through this strategy, the Senior Mental Health lead, Vicki Pattison 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.

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 principal 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 principal and vice principals are the staff trained in searching, screening and confiscation.

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.

In promoting good attendance, the academy will:
• Maintain a whole school culture that promotes the benefits of high attendance.
• Implement a clear school attendance policy which all staff, pupils and parents understand. Accurately complete admission and attendance registers
• Have effective day to day processes in place to follow-up absence.
• Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.
• Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them.
• Share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

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. Any pupil attending a session at alternative provision will be checked upon via phone call and email confirmation.

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: a 6-week reintegration plan is created and agreed upon, this is reviewed with parents weekly and reviewed with SLT weekly.

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. If the academy is unable to confirm the whereabouts of a child, the DSL will identify the appropriate cause of action which may include home visits, inform the police and requesting a 'safe and well' check. A safeguarding referral to the local authority may be the result of these initial checks. The DSL will take all reasonable steps to ascertain the location of the child and family. If the child is missing from education, the academy will inform the appropriate team at the local authority prior to their 10th consecutive missed school day. The academy must comply with the procedures set out by the local authority: https://cyps.northyorks.gov.uk/children-missing-education The academy must notify the local authority within 5 days when a pupil is added to the admissions register at 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.

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.
As soon as a pupil is identified as missing by any member of staff, the DSL, Principal and parent will be informed. The time frame before notifying the Police will be shorter due to the increased risk of harm that may be presented by the location of the visit.

Systems in place for children to 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.

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 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.

Allegations of child-on-child abuse will be recorded, investigated and dealt with in the following way:

- Immediate action should be taken to ensure all children are safe whilst an investigation can take place; moving a child to another part of the academy building or providing 1:1 supervision for example. Statements should be taken from all involved and, where possible or appropriate, witnessed by two staff members.
- Statements should then be analysed by the DSL and Principal to decide on appropriate next steps.
- Actions will always include the application of a risk assessment, the informing of parents and feedback to the children involved.
- Actions may include referrals to other services including NYSCP or the police
- Staff should consider carefully, in consultation with children's social care, the police and other relevant agencies (where they are involved), how to share information about the concern or allegation with the children affected, their parents, staff, and other children and individuals.
- Staff should keep secure contemporaneous records of all information provided in statements, of actions taken including the rationale of these actions such as the advice received from external agencies.
- The records should also include evidence where possible actions have been considered but rejected with the rationale for this decision.
- Staff should record the information that is necessary for the academy and other relevant agencies (where they are involved) to respond to the concern or allegation and safeguard everyone involved.
- Staff should keep a record for the legal purpose of sharing the information with any third party, including relevant authorities, and ensure that the third part has agreed to handle the information securely and to only use it for the agreed legal purpose.

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.

A referral may be deemed appropriate and this may be to NYSCP, Early Help or other support services including the Healthy Child Team.

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.
Any concerns regarding bullying should be reported verbally to the DSL and recorded on CPOMs
Any sanction will take account of special educational needs or disabilities that the pupils involved may have.
Safety plan will be put in place.

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. The Hackett continuum is used to assess these behaviours.

Procedures to minimise child on child abuse include:
Teaching sessions to pupils so that they understand what these types of behaviours are so they can recognise regarding their own behaviours and those of others.
Pastoral / jigsaw lessons
Regular assemblies regarding these behaviours along with linking to the equality act and British values.

ONLINE SAFETY: MAKING OR 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.

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.

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 materials.

All technical reports must be shared via ITsupport@dret.co.uk

The DSL checks SENSO 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 ensures that the leadership team and all staff know how to manage provisions effectively and how to escalate concerns when identified.

The member of SLT responsible for filtering and monitoring will review the effectiveness of the academy's arrangements with the support of the school's DSL and IT. They will check that filtering is working appropriately on all internet-connected devices in all relevant locations and keep a record of these checks.

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.

Children are taught explicit units on online safety through their computing lessons. Online safety is also woven throughout the computing curriculum where children are able to put their learning into practice. Weekly 'online safety talking points' are discussed with the children and recorded in their Jigsaw floor books.

Monday assembly also includes an online safety top tip.

SAFEGUARDING IN THE CURRICULUM
Teaching safeguarding including bullying, cyberbullying, diversity issues, extremism and radicalisation. Children are taught units within Jigsaw (PSHE curriculum) sessions related to relationships education. Children are taught to safeguard themselves from harm in lessons such as PE (through swimming and water safety for example) and throughout the wider curriculum. Additions should be made to the curriculum for specific pupils/groups of children when a specific issue which needs addressing arises.
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 as well as risks associated with misinformation, disinformation and conspiracy theories. The curriculum will also support learning about the risks from AI generated imagery and deepfakes.
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
Contextual safeguarding: The curriculum is adjusted to include knowledge and guidance to pupils about local contextual risks in an age-appropriate manner.

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.
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 assessment 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.
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.
Arrangements for vetting visiting speakers	Members of staff should always complete the DRET Visiting Speaker approval form
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	Physical contact should be age and stage appropriate, always in full view of other staff members and consented to by the child. It should be for a minimum amount of time required and the minimum amount of contact.
One to one situations	When working 1:1, adults should do so in communal areas, in full view of other members of the academy. The adult should have a radio with them.
Gifts giving and receiving	Any gift received over the value of £20 must be declared.
Dealing with pupil infatuation	Members of staff should report all concerns about pupil infatuation to the DSL immediately
Conversational boundaries and appropriate language	Staff should speak professionally and in a manner appropriate to the age and stage of the pupil.

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. Where there has been an allegation of harm to a child in the EYFS, the Principal will refer this to Ofsted. 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.

The North Yorkshire Council (NYCC) Local Authority Designated Officer (LADO) duty line at 01609 532477 to report or discuss safeguarding concerns about an adult working or volunteering with children. The Principal or Vice Principals on direction of the principal will submit referrals to the LADO.

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 RRridgill@dret.co.uk who will pass them on to the DRET Head of Safeguarding jjaggs@dret.co.uk

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.

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 ***The potential source of harm to pupils***	**Groups of pupils that might be harmed as a result of the hazard**	**Evaluate the risk** ***The likelihood that the child will be harmed***	**Control measures** ***Procedures and practices in place to mitigate this risk***	**Routine evaluation**
Lack of appropriate supervision at home	Younger children who are easily influenced or unable to make	High	Clear attendance procedures including home visits.	Analysis of incidents, adaptions to practice

or when playing outside of the home. Lack of stranger danger, may be approached by an adult who could harm or abuse them. May become injured. May be exposed to inappropriate influences.	appropriate and safe choices. Key stage 2 children who may be influenced by older children/young adults.		Clear boundaries at school, developing that understanding of right and wrong. Opportunities within the curriculum to learn about personal safety.	to increase protective factors.
Witnessing anti-social behaviour. Children may be frightened or injured. May influence future behaviour of the child.	Younger children who are not appropriately supervised. Older children who may try to get involved. Children who have older siblings or parents involved.	High – 32.66% of crime in Scarborough is anti-social behaviour	Clear boundaries at school (graduated behaviour policy). Developing social skills and a sense of righ and wrong through Jigsaw sessions. Police visits on anti-social behaviour. Stepping up programme for cohorts of concern.	Analysis of incidents, adaptions to practice to increase protective factors.
Shoplifting	Children from low-income families. Children not adequately supervised.	High – The % of people accessing benefits in Scarborough is almost double that in North Yorkshire on average.	Open communication with neighbouring shops and school visits to shops to model respectful conduct. School visits from the PCSO. Sign posting families to services such as food banks. Stepping up programme for cohorts of concern.	Analysis of incidents, adaptions to practice to increase protective factors.
Impact of poverty Lack of food. Inappropriate clothing, housing. Poor hygiene, poor health.	Children from low-income families.	High – statistics from 2017 state that 5818 children in Scarborough are living in poverty.	Signposting families to support services, food banks, etc. Ensuring families apply for free school meals.	Analysis of incidents, adaptions to practice to increase protective factors.

			Ensuring equality of access through pupil premium funding.	
Conflict in the community. Children may witness adults arguing, impacts on their sense of safety.	Children living on named streets.	High	Embedded school values that teach children how to conduct themselves as adults. Regular communication with families. Support through early help and/or safer communities workers. Regular contact with PCSO.	Analysis of incidents, adaptions to practice to increase protective factors.
Right wing views and racist language	Children who have limited experiences of other cultures	Medium	Ensuring a range of cultures, races and backgrounds are reflected in the curriculum. Staff members modelling the correct terminology in their speech. Staff members challenging viewpoints and encouraging children to do the same. Staff trained in Prevent duty.	Analysis of incidents, adaptions to practice to increase protective factors.
Coercion, Child Criminal Exploitation (CCE)	Key stage 2 children, especially those with older siblings who are already involved	Medium-high	Clear attendance procedures including home visits. Clear boundaries at school using graduated behaviour policy. PCSO visits. Stepping up programme for targeted cohorts.	Analysis of incidents, adaptions to practice to increase protective factors.
Drug related issues including cuckooing and county lines	Children whose parents are vulnerable.	High	Clear attendance procedures including home visits.	Analysis of incidents, adaptions to practice

	Children inadequately supervised when out in the community. Children with older siblings who are already involved.		Jigsaw curriculum around drugs and crime. PCSO visits. Regular communication with PCSO.	to increase protective factors.
Child sexual exploitation (CSE)	Children inadequately supervised when out in the community. Children with older siblings who are already involved.	Medium	Clear attendance procedures including home visits. SRE curriculum including safe and trusting relationships. High aspirations for all, careers fair.	Analysis of incidents, adaptions to practice to increase protective factors.
Domestic violence May witness parents being injured. May be targeted by the parent/adult in the home. May be the perpetrator of violence in the home.	Any child	High	Clear attendance procedures including home visits. SRE curriculum including safe and trusting relationships. NYC domestic abuse strategy IDAS	Analysis of incidents, adaptions to practice to increase protective factors.
Witnessing substance misuse. May be inappropriately supervised at the time. May be exposed t inappropriate adults. Unhealthy lifestyle being modelled. Emotional impact of seeing parent using drugs. Access to drug paraphernalia. Needle stick injury.	Any child	High	Clear attendance procedures including home visits. Communication with services involved with families including Horizons (drug/alcohol support). Jigsaw curriculum on drugs and alcohol. Path around back of school fenced off. Care taker conducts daily sweep of grounds.	Analysis of incidents, adaptions to practice to increase protective factors.

			Procedure in place for disposal of sharps.	
Impact of poor mental or physical health Poor care, lack of love/affection. Worry for the parent. Emotional abuse. May not have a good role model in terms of a balanced and healthy lifestyle. Parent's ability to care for child bay be impacted. May be more likely to experience death and bereavement.	Children who have parents with poor mental or physical health.	High – life expectancy across North Yorkshire is lower than in other areas of the country, especially for males	Regular check-in with known families including signposting to appropriate services. Mental Health First Aider Access to services such as health child team Jigsaw curriculum around healthy lifestyles and positive mental health.	Analysis of incidents, adaptions to practice to increase protective factors.
Smoking/vaping Witness parent's associated health problems. More likely to smoke in the future. Second hand smoke. Birth weight may be low with possible long term effects on development.	Children with family members who smoke.	High – the rate of smoking in North Yorkshire is going up, bucking the national trend	Jigsaw lessons on drugs and alcohol including smoking	Analysis of incidents, adaptions to practice to increase protective factors.
Water safety Risk of drowning	Children who are unsupervised or not appropriately supervised at the beach, mere or quarry pond	Medium	Supervision expectations shared on parent newsletter Water safety in curriculum Swimming lessons in key stage 2 Annual beach trip which models appropriate behaviour.	Analysis of incidents, adaptions to practice to increase protective factors.
Water safety Risk of drowning	Children who are unsupervised or not appropriately	Medium	Supervision expectations shared on parent newsletter	Analysis of incidents, adaptions to practice

	supervised at the beach, mere or quarry pond		Water safety in curriculum Swimming lessons in key stage 2 Annual beach trip which models appropriate behaviour.	to increase protective factors.
Road safety Risk of being knocked over by a car	Children who are unsupervised or not adequately supervised.	High – there are a number of busy roads in the school catchment area. Signficantly more people are killed or seriously injured on North Yorkshire roads that in the rest of the country (71.3 per 100,000).	Road safety as part of Jigsaw curriculum. School trips to model road safety. Bikeability and scooterbility classes.	Analysis of incidents, adaptions to practice to increase protective factors.
Gaming Risk of grooming. Viewing inappropriate content. Involved in cyber crime. Radicalisation.	Children who use gaming platforms/devices.	High – high proportion of children state they game at home, have open use of devices and contact via other games.	eSafety curriculum. Weekly eSafety talking point. eSafety day (Feb) Monitoring and filtering systems on school devices.	Analysis of incidents, adaptions to practice to increase protective factors.

LOCAL SUPPORT FOR VULNERABLE FAMILIES

The academy leadership will engage with the following providers in supporting vulnerable families.
Add contact details in each box or delete if not applicable in your area

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