David Ross Education Trust

Broadening Horizons

Safeguarding and child protection Contextual appendix

Charles Read Academy
September 2026

David Ross Education Trust

Broadening Horizons

Academy: *add academy name here*

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
Clare Greenhalgh	ASC leadership of safeguarding including responsibility for pupils' attendance.	CGreenhalgh@DretGovernor.co.uk
Clare Greenhalgh	ASC colleague overseeing filtering and monitoring standards	CGreenhalgh@DretGovernor.co.uk
Aron Whiles	Executive Head of Secondary	
Kerry Milligan	DSL on SLT: Academy leadership of safeguarding	kmilligan@charlesreadacademy.co.uk
Kim Morrisroe	DDSL	kmorrisroe@charlesreadacademy.co.uk
Rebecca Le Caplain	DDSL	rlecaplain@charlesreadacademy.co.uk
Kerry Milligan	Designated teacher for CiC	kmilligan@charlesreadacademy.co.uk
Kerry Milligan	Colleague responsible for pupils educated in alternative provision off site	kmilligan@charlesreadacademy.co.uk
Kerry Milligan	Senior mental health lead	kmilligan@charlesreadacademy.co.uk
Kerry Milligan	Senior colleague responsible for the implementation of the Allergy Safety Policy	kmilligan@charlesreadacademy.co.uk
Martin Simmons	Colleague leading on First Aid	Msimmons@charlesreadacademy.co.uk
Martin Simmons	Colleague leading on H&S	

Adam Thornton	Educational Visits Coordinator	athornton@charlesreadacademy.co.uk
Tom Aram	Careers lead responsible for careers and safeguarding pupils on work experience	taram@charlesreadacademy.co.uk
TBC	Attendance welfare coordinator	
Teri Sandison	Attendance Information Officer	tsandison@charlesreadacademy.co.uk
Kerry Milligan	Senior colleague responsible for meeting the filtering and monitoring standards	kmilligan@charlesreadacademy.co.uk
Martin Simmons	Colleague responsible for lettings and liaising with external organisations using the academy premises for activities	Msimmons@charlesreadacademy.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:
Monday: Kim Morrisroe 01476550333/07710086636 **Tuesday**: Kerry Milligan 01476550333/07712675123 **Wednesday:** Kim Morrisroe 01476550333/07710086636 **Thursday:** Kerry Milligan 01476550333/07712675123 **Friday:** Kim Morrisroe 01476550333/07710086636
On call arrangements for weekends
Kerry Milligan 01476550333/07712675123
On call arrangements for school holidays
Kerry Milligan 01476550333/07712675123

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**
Lincolnshire Police	
Lincolnshire Social Care	

Lincolnshire Integrated Care Board	
Lincolnshire Attendance Team	

Safeguarding Partners

Name	Leadership level	Contact details - email address and contact number
Lincolnshire Social Care (Local authority)	Designated officer	Heather Sandy, Director of Children Services, Lincolnshire County Council Heather.sandy@lincolnshire.gov.uk Tel 01522-550628
Lincolnshire Police	Designated officer	Liz Rogers (head of PVP). Elizabeth.rogers@lincs.police.uk
Lincolnshire Integrated Care Board (NHS)	Designated officer	Russell Outen-Coe Licb.office@nhs.net
	MACPT lead	01522 782111
Designated officer	Operation Encompass contact	info@operationencompass.org OperationEncompass@lincs.pnn.police.uk
CME	Children missing education officers	CME@lincolnshire.gov.uk
Andy Cook	Youth Offending Team	01522 554554 or 07787 887175 Future4Me_BusinessSupport@lincolnshire.gov.uk

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
Heather Sandy	Head of children's social care	Heather.sandy@lincolnshire.gov.uk Tel 01522-550628
Virtual School		virtualschool@lincolnshire.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
Olivia Atkins and Sam Tolley	PCSO	Grantham

		o.atkins@lincs.police.uk s.tolley@lincs.police.uk 101
PC 667 Riz Chothia PREVENT	Counter terrorism	Rizwaan.chothia@lincs.pnn.police.uk 01522 558304 07795 265621
LCC Police and CSC	FGM referrals	101 01522 782111
LCC Police and CSC	County lines	101 01522 782111

LCC Police and CSC

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
	School nurse	01522 843000
Lincolnshire Here4you	Mental health services	0800234 6342
Grantham Centre	CAMHS	*Beaconfield Resource Centre* Beaconfield Site Beacon Lane Grantham NG31 9DF 01476 591233

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
Lincolnshire County Council		01522 782111 01522 555882 – TAF admin Tafadmin@lincolnshire.gov.uk earlyhelpconsultants@lincolnshire.gov.uk

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:

Lincolnshire SCP Policy and Procedures Manual- www.lincolnshirecp.trixonline.co.uk

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:

Best Start Family Hubs and Children's Centres – Lincolnshire County Council

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:

Lincolnshire Rape Crisis :: A specialist support service for survivors of sexual violence Lincolnshire
What we do :: Spring Lodge Centre (lpft.nhs.uk) The ISVA (Independent Sexual Violence Adviser) service offers practical and emotional support to anyone who has been raped or sexually assaulted, both recently or in the past. They support everyone in a non-judgemental way and work with individuals and professionals to identify a person's needs. They also help the person access other available support to address both their short and long term goals.

Request support - Victim Support a charity dedicated to supporting victims of crime and traumatic incidents.

www.lincolnshire.gov.uk/nomore Ask for Angela is part of the #NoMore campaign. It is designed to help keep you safe on a night out when in a bar or nightclub. At participating venues, you can go to staff and use the safe word 'Angela'. They will know you need help.

The Castle Project for under 18s – 01522 542687

Spring Lodge – sexual assault referral centre. 01522 524402

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. Lincolnshire Sexual Health (LiSH)
Details of the local authority domestic abuse strategy and the academy's role in complying with this strategy can be found here. An Operation Encompass notification will be received if the Police attend an incident at the home of a CRA student related to domestic violence. The notification will state whether the child was present at the time of the event. This then allows CRA to check in with that child the next day and be vigilant/aware that they may need support. The notification is then uploaded to Safeguard to ensure that records are accurate. OE Parents Poster (operationencompass.org) OperationEncompass@lincs.pnn.police.uk operationencompass@lincolnshire.gov.uk
The local offer for children in Kinship care arrangements (including Special Guardianship) can be found here: Lincolnshire County Council Kinship Care Team – 01522 782111 General Enquires. 01522 554956 – Helpline. adoptionsupporthelpline@lincolnshire.gov.uk

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
Lincolnshire	Lincolnshire Virtual School	01522 550274 virtualschool@lincolnshire.gov.uk
Cambridgeshire	Cambridgeshire Virtual School	01223 699883 virtualschool@cambridgeshire.gov.uk Headteacher: Claire Hirons Claire.hiorns@cambridgeshire.gov.uk
Peterborough	Peterborough Virtual School	virtualschool@peterborough.gov.uk

ALTERNATIVE PROVISION: REGISTRATION

Provider	Address	Registration
Pilgrim Hospital School	Sibsey Road, Boston	URN: 120753
Springwell	New Beacon Road, Grantham, NG31 9LD	URN: 147197

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
Springwell	George Tucker	01476 833127 enquiries@springwell-lincs.co.uk
Pilgrim Hospital School	Mel Finden	Mel.findon@pilgrim.lincs.sch.uk 01205 743107

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
Pilgrim Hospital School	02.06.2026	02.06.2027	

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
Priory Ruskin Academy	Mrs C McKeown	cmckeown@prioryacademies.co.uk
Walton Academy	Mrs K Dolby	kdolby@walton-ac.org.uk
West Grantham Academy	Natalie Smyth	nsmyth@wgacademy.org.uk

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
Priory Ruskin Academy	24.9.2025	19.10.2026	

Walton Academy	13.10.2025	19.10.2026	
West Grantham Academy	19.11.2026	19.11.2026	

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
Commando Joes	prescott.d@commandojoes.co.uk 07708 392027	14.9.2026
BOSS	Rachel Fanin Rachel.fannin@family-action.org.uk 07976201081	

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

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. All DSLs undertake training by the NSPCC and are then registered for the LCC 6 Year Safeguarding Pathway.
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. All staff undertaken the annual safeguarding training provided by the trust and contextualised for CRA. Safeguarding information is provided as needed during the weekly staff briefing Newsletters are sent out at least once half term with information about a particular safeguarding area.
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. This forms part of the annual safeguarding training.
Child on child abuse (including harassment and violence) training This forms part of the annual safeguarding training and is revisited as required during the year during staff briefings.
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. All staff have completed the allergy training provided by the trust.
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. Senior CRA staff have been trained by Team Teach.
Safeguarding induction training for new staff, supply teachers and volunteers will be led by Kerry Milligan. New staff joining throughout the year will undergo bespoke training with either Kerry Milligan or Kim Morrisroe..
Additional arrangements to ensure Early Career Teachers fulfil their wider professional safeguarding responsibilities include training run by Sarah Cooper and Kerry Milligan as part of their induction programme.
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. This training is provided in the annual safeguarding training.

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.

Staff will record their concerns on CPOMs, ensuring they press the DSL Alert button. If the staff member believes the child is at risk of harm they should also verbally inform a DSL as soon as possible.

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

Staff members should report the incident immediately on CPOMs and to a member of the pastoral team so it can be investigated appropriately.

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.

Data is analysed weekly in attendance and safeguarding meetings and then is brought together in a weekly School Around the Child meeting to ensure triangulation occurs.

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

Early Help This refers to children, young people and families who have been assessed as having unmet needs which cannot be provided purely by universal provision. Services identified within targeted can include for example Young Carers, Special Educational Needs (SEN), Family Support and Child Health Services (CAMHS Tier 2). These needs may be met by an additional piece of support by one agency or a number working together to address the identified needs of the whole family. This can be achieved through a direct request to the second agency and a Team Around the Child (TAC) / Early Support Care Co-ordination (ESCO) is not required to coordinate services. LSCP expect that assessment via the use of an Early Help Assessment. It must be remembered that the universal provision is part of the overall plan. When a multi-agency response is required the TAC/ESCO process needs to be initiated

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

Make a referral to our Single Point of Contact Team on: 01724 296500 (9am to 5pm Monday to Thursday, 9am to 4.30pm Friday) 08081 689667 (free phone) 01724 296555 (answerphone – out of office hours and at weekends) customer service centre or police as appropriate 01522 782111

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.

When a parent, professional or other person contacts the Customer Service Centre, to make a verbal referral, with concerns about a child's welfare, the customer service advisors will clarify with the caller:

Contact details including names, addresses and dates of birth for all children in the family including names and other relevant information on other adults living in the household and/or significant others;
The nature of safeguarding concerns and evidence to support the concerns;
What the needs of the child and family are, including any special needs arising from cultural, physical, psychological, medical or other factors;
Professional referrals cannot be anonymous and should be made in the knowledge that during the course of enquiries it will be made clear which agency has shared the concerns;
Where volunteers work directly with families in a professional capacity they should follow their organisational safeguarding policies regarding making safeguarding referrals. This may involve a discussion with the Designated Safeguarding Lead, who should make the referral on behalf of the organisation, where the decision is made that there are safeguarding concerns. Where the volunteer does not work directly with the family in a professional capacity, e.g. a volunteer at a coffee shop, within this context the referral can be made anonymously;

For members of the public who wish to remain anonymous, details will not be shared unless consent has been given by the referrer. However due to the nature of the concern to be addressed the child or family may deduce the source of the information;
If known, what other agencies and professionals are involved with the child and family;
If there are any known risks or hazards for professionals going into the home;
Whether there are concerns about parental drug or alcohol misuse or mental ill health and what is the impact of this upon the child;
Who or what is keeping the child safe;
What does the referrer need to see change or happen to no longer have these concerns;
If nothing changes what will happen to the child;
On a scale of 0-10 where 0 is the child is not safe at all and the 10 is the child is safe and their needs are being met where would you scale and why.

Whether the child/ren may need urgent action to make them safe from harm. At the end of the call the customer service advisor will the outline next steps of the decision making process. They may also provide advice and guidance based on the information provided at the time of the call.

When a referral by phone is made in a professional capacity, the referral should be confirmed in writing within 24 hours, repeating all relevant information and agreed actions. The online referral form can be completed by following this link www.lincolnshire.gov.uk/xfp/form/224.
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.
thresholds.pdf (proceduresonline.com)

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

Whatever legislation the child is assessed under, the purpose of the assessment is always:
To gather important information about a child and family, including the views of the child and families;
To analyse their needs and/or the nature and level of any risk and harm being suffered by the child;
To decide whether the child is a Child in Need (Section 17) and/or is suffering or likely to suffer Significant Harm (Section 47); and/or if the child is a Child in need and may require accommodating (Section 20);
To inform a plan to address those needs to improve the child's outcomes and welfare and, where necessary, to make them safe;
Assessments for some children will require particular care. This is especially so for young carers; children with special educational needs (including to inform and be informed by Education, Health and Care Plans); unborn children where there are concerns regarding the parent(s); children in hospital; children with specific communication needs; unaccompanied migrant children; children considered at risk of gang activity and association with organised crime groups; children at risk of female genital mutilation; children who are in the youth justice system and children returning home following a period of accommodation;
Every assessment must be informed by the views of the child as well as the family, and a child's wishes and feelings must be sought regarding the provision of services to be delivered.

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

CONTEST is the UK's strategy for countering terrorism. It involves many partners working together, including us.
It has four elements:
Pursue - to stop terrorist attacks through disruption, investigation and detection
Prepare - where an attack cannot be stopped, to mitigate its impact
Protect - to strengthen against terrorist attack, including borders and utilities
Prevent - to stop people becoming terrorists or being drawn towards terrorism

What is PREVENT?

Prevent aims to stop people becoming terrorists or being drawn towards terrorism.
It aims to:
tackle the causes of radicalisation
respond to the ideological challenge of terrorism
safeguard and support those most at risk of radicalisation
enable people already engaged in terrorism to disengage and rehabilitate
safeguard vulnerable people

If you have a concern that someone you know is drawn to extremism, report it to ctp-em-prevent-referral@lincs.police.uk for both referrals and enquires or call 101 and ask for the Prevent Team.
You can also use the Prevent referral form on Lincolnshire Police website.
For advice, call 101 and ask for the Prevent team.
For immediate threats, such as a suspicious package or vehicle, always call 999.
Report online material promoting terrorism or extremism on GOV.uk
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

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:

Weekly staff briefings every Tuesday morning and Thursday morning.
Emails to relevant staff regarding any specific updates.
Daily emails automatically delivered to relevant staff to remind about specific protocols for certain students

Expectations re: Security lockdown in the academy

Staff and students will be alerted to the activation of the lockdown by three short rings of the bell and then subsequently via email/radio/telephone. The lockdown manager is Principal Kerry Milligan and the deputy lockdown manager is Assistant Principal, Sarah Cooper. All areas are able to be locked down. Staff to lock all internal doors and close all external fire doors if open and windows. Students who are outside doing PE should go to the gym. Academy Operations manager to ensure the office is secure and Police are called if necessary and executive principal or Principal /site manager to ensure the Academy is locked and secure. Please see Policy for further details.

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 school day, duty staff will be outside where the buses arrive from 8:30am to welcome students and at the end of the day, duty staff will supervise students leaving the academy by bus/taxi, ensuring they marshal students to walk behind all vehicles not in front. Students who walk to school, will also leave via the rear of the school and are instructed on how to cross the main road, should that be their route. All buses wait to be dismissed from site once a full sweep of the site has been completed by duty staff and the SLT member of staff on duty radioed to give the site the all clear. Particular areas such as toilets, changing rooms and food room are checked thoroughly.

Expectations for supervising visitors to the academy.
Trust/Central staff should wear lanyards with DRET approved ID cards showing their DBS number at all times when in the academy. They should also sign in using our online sign in/out system.

Governors will have been through an onboarding process like other Trust employees and upon proof of ID and receipt of their DBS (AOM has access to this) they do not need to be accompanied on site. They must sign in the visitors book.

Visitors can be unaccompanied if we have sight of an up to date DBS, and proof of ID. In this instance they can be issued with a green lanyard and do not need to be accompanied.
Any visitor without DBS and proof of ID will not be allowed to circulate the academy or meet with students without a school chaperone.

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.

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.

Trips we currently run on a regular basis are to the Corby Glen war memorial, the church in Corby Glen and trips to the local primary school in Corby Glen. We also conduct a litter pick within the local area as part of our community

outreach. The academy will designate a Local Learning Area, by adapting the template document in EVOLVE. 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.

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.

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: These students are highlighted during weekly pastoral meetings as part of our vulnerable student list and updates on their progress given. Each student is allocated a key worker in the pastoral team best suited to support their wellbeing and someone who they have a good relationship with to allow for that open communication about any issues that should arise. Staff are made aware of any circumstances that will impact their learning and behaviour in school to apply reasonable adjustment as required.

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 information that is required to be shared is done either to the whole staff through briefing or on a one to one basis.

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:
If required this would be reviewed – An assigned member of staff would be given to the student and a safety plan written in conjunction with the child, parent and health professionals.

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.

David Ross Education Trust

Broadening Horizons

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.

Expectations re: behaviour referrals

Any student sent to remove throughout the school day will be sent to the CRA IE room where they will remain for that period and the subsequent period. All SLT and ESLT staff will be notified at the time of removal via email. A log of all students sent to remove will be kept and routinely updated throughout the day and this log will then be analysed by the pastoral staff on a weekly basis to identify patterns and initiate interventions.

Expectations re: suspension

Any student who receives a suspension will have a reintegration meeting on their return to school with either a member of SLT, a HOH or a pastoral manager and SENCO present where required. At this meeting a way forward will be discussed. Any additional support required to manage behaviour and remove barriers to learning will be evaluated and any actions recorded.

Expectations re: allegations of bullying

Any allegations of child on child abuse will be recorded on BROMCOM by pastoral staff. Within this drop down are the different categories of child on child abuse. Staff will also complete an entry on CPOMS with the detail of the incident as well as any follow up action required. Any incidents of sexual child on child abuse will be reported to CSC and the Police and safety plans for both perpetrator, victim and any other relevant parties will be written and shared. The Child on child abuse log is reviewed routinely by DSL and executive principal or Principal and analysed for trends. Contextual PSHCE sessions are executed to address where trends are seen.

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. A reintegration meeting will always take place to ensure parent and school are working together to support the student and where applicable Head of House, tutor, SENCO, keyworker will also be present to support. Following the reintegration meeting, targets will be set and the student will go on report to the member of SLT conducting the meeting to ensure regular check-ins take place and monitoring of progress.

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 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, Kerry Milligan is CRA's mental health lead and leads on staff and student wellbeing. The bungalow is used as a place for students to go to if they are struggling and a protocol is in place whereby if a student wishes to speak to a member of the pastoral team during break and lunch, they speak to the member of staff on duty in the hub who will radio the pastoral team.

CRA will signpost students to external support where needed and refer students to CASY counselling and/or ELSA support as necessary. CRA has a self-harm information pack as well as a 'my safety plan' that the student will complete and bring back to school to identify their support network, strategies they can use and to help them feel in control of their self-harm. CRA will continue to liaise with CAMHS, Healthy Minds, BOSS etc to strategize the best support for individuals. CRA will utilise the LCC Stay Safe Partnership directory for bespoke support for contextual issues that arise.

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 safety plan 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.

CRA pastoral team will conduct non evasive searches with 2 members of staff and with authorisation from SLT. The correct paperwork will be completed and the search logged on BROMCOM.

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.

Expectations re: attendance

At the first day of non-attendance, the attendance welfare officer will contact home and establish a reason for the absence. If contact is not made and there is a concern regarding welfare, a home visit may be necessary. Following day 1 of absence, if there is further absence, again contact will be attempted. CRA have high expectations over attendance and when a student returns to school following a period of absence, tutors will conduct a return to school interview with the student which will be logged on BROMCOM as an attendance conversation.

If a student is absent for 3 consecutive school days without a legal reason for absence being provided OR if contact cannot be made then a home visit will take place with the attendance officer and another member of staff. If they are able to gain access then a safe and well check will be conducted outlining clear expectations and targets to improve attendance. If access cannot be gained then a home visit will be conducted each day thereafter.

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. The attendance welfare coordinator will liaise with families and external agencies to best remove barriers to attendance and support pupils to feel safe and happy at school. Where needed referrals to other agencies to support will be made in order for the best possible outcomes for the pupil

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. If a student is attending AP, Terri Sandison AIO will contact the alternative provision first thing every school day to confirm attendance and record this on Bromcom, including any reasons for absence. Contact home will be made if absent to ensure follow up and if necessary other parties such as social workers etc will be made aware. Home visits will be conducted if there is no response regarding absence.

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: ***Add detail here.***

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.

Routines in place to identify pupils whose attendance is a concern:

Principal and attendance team 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.
The AWC and AIO access wider support services to remove the barriers to attendance, liaising regularly with DRET attendance lead and CRA LCC attendance advisor – Sharon Tossell for specific casework

CRA 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.
If a child cannot be located after 10 consecutive school days and every effort has been made to make contact with the parent/carer, then they will be reported missing from education with LCC. If for any reason there is a safeguarding concern then this may be referred to LCC police sooner than 10 days in order for them to conduct a safe and well check.

CRA will notify LCC as soon as child is deleted from the admission register. CRA will notify the local authority within 5 days when a pupil is added to the admissions register mid-year.

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

1. Take an immediate head count to ensure that all other pupils are present. All adults and pupils should be asked to calmly explain when they last remember seeing the missing pupil.
2. An adult would search the immediate vicinity and if at a venue, the venue manager should be informed to arrange a search and potentially securing the venue.
3. Depending on the age of the child and nature of the trip, staff might phone the pupil's mobile number.
4. The Executive principal or Principal/DSL should be informed if the pupil is still missing.
5. A strategy would be agreed with the SLT, which may involve returning the rest of the group to school, or moving to a different location (if outside, for example) where the rest of the group can be safely supervised and ideally occupied.
6. The Office will phone the pupil's parents to explain what has happened and what steps have been taken. Depending on where the trip is, it may be appropriate for them to go to the venue, or to come to school.
7. Depending on the precise circumstances, either the SLT/DSL or the staff with the group would call the Police to notify them of a missing pupil. Precise information, timings and descriptions should be readily available before making this call.
8. The DSL may inform the Local Children Safeguarding Board.
9. The school will cooperate fully with any Police investigation and any Safeguarding investigation by Social Care. In the case of an investigation, the executive principal or Principal, Chair of Governors and DRET would be informed. If the pupil is injured, a report would be made under RIDDOR.
10. A full record of all activities taken up to the stage at which the pupil was found would be made for the incident report.

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.

All concerns should be logged on CPOMS and if the child is at risk of harm a verbal report to a DSL should be made.

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.

Allegations of child-on-child abuse will be recorded, investigated and dealt with in the following way:
A log should be made of the incident on Bromcom and also on CPOMS.
The pastoral team will then investigate and take appropriate action.

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. The DSL will continue to monitor the case.

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.

All incidents of bullying should be logged on Bromcom and CPOMs and it will be investigated by the pastoral team. Support will then be given to both the victim and perpetrator.

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 Brook traffic light system to support objective decision making about a child' sexual behaviour.

Procedures to minimise child on child abuse include:
Regular whole school and House assemblies on themes such as bullying, mental health, British Values, protected characteristics.

Regular reminders of the support in place including the DSLs, form tutors, HOH, talking boxes, itsnotok email.
Supervision at break and lunchtimes
Contextual PSHCE lessons

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 material

All reports should be made in person to a DSL. 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.

SAFEGUARDING IN THE CURRICULUM

Teaching safeguarding including bullying, cyberbullying, diversity issues, extremism and radicalisation.

Subject areas such as those listed above are taught explicitly through the PSHCE curriculum, assemblies, drop down days and Tutor 50 min sessions which happen once every half term. We ensure that breadth and depth is provided by working with colleagues across the whole curriculum to ensure that a child's wellbeing, character and resilience is

developed to enable them to be successful and productive members of society. Where appropriate these topics also feed into our whole curriculum and are addressed indirectly through our school ethos and values, promoting a culture of respect and resilience.
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. **It is essential that children are safeguarded from potentially harmful and inappropriate online material.** Online safety forms part of the curriculum for PSHCE and is also a focus of numerous whole school assemblies. Also weekly newsletter articles in the 'Teen Support' section share online safety advice with students and parents.
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 **We will ensure that the statutory relationships and sex education is part of a student's personal development journey.** RSE is taught explicitly through the PSHCE curriculum, assemblies, drop down days and Tutor 50min sessions which happen once every half term. We ensure that breadth and depth is provided by working with colleagues across the whole curriculum to ensure that a child's wellbeing, character and resilience is developed to enable them to be successful and productive members of society.
Contextual safeguarding: The curriculum is adjusted to include knowledge and guidance to pupils about local contextual risks in an age-appropriate manner. The 50 minute contextual sessions which will happen once a half term will focus on contextual safeguarding. The focus of these sessions with be decided through discussions between the PSHCE lead and the DSL as well as through analysis of BROMCOM and Safeguard to ensure the topic chosen

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.
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. Only DRET devices should be used.
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	Staff should avoid physical contact with students unless necessary. Key staff are positive handling trained to support when a student is a danger to themselves or others. Staff are reminded in the staff handbook about the need to limit physical contact to a safeguarding concern only.
One to one situations	Staff are reminded in the staff handbook that they must not, in any circumstances, be in a room with a closed door with a student on their own. Doors must be kept open at all times, when with a student.
Gifts giving and receiving	Staff are reminded in the staff handbook that they must not accept expensive gifts from students, and must not give gifts to students as per DRET policy - reissued every end of term.
Dealing with pupil infatuation	Members of staff should report all concerns about pupil infatuation to the DSL immediately
Conversational boundaries and appropriate language	Staff are reminded in the staff handbook that they must never discuss personal issues, circumstances or events with students and that they must always use appropriate language in all dealings with students.

David Ross Education Trust

Broadening Horizons

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 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.

Lincolnshire LADO can be contacted on 01522 554674 or LSCP_LADO@lincolnshire.gov.uk

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.

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**
Bourne – Burglaries . Pupils peer pressured in participating.	Students who live in Bourne – all year groups.	Low	Assembly has been held Liaison with parents and local police	Regular communication with family and police
Students vaping on the school bus/on the way to school	All students (in particular Year 11 and 8 seem to be where most issues have been)	Medium	Regular bag searches Liaison with bus drivers and the companies. Bus sanctions PSHCE lessons on the harm of vaping	Routine visits by Behaviour Lead/pastoral managers to ensure students are safe on buses

			Targeted interventions with pupils caught	
Drugs in the community – particularly South Witham	All pupils – particularly those who live in South Witham or socialise with those that do.	Medium	Local intelligence and liaison with the local police. Whole school assemblies and PSHCE programme	Regular contact with external agencies.
Domestic Abuse	All pupils	Medium	Operation Encompass notifications are received by the school Regular liaison with children services PSHCE lessons about healthy relationships CASY Counselling offered on site	Regular contact with external agencies.

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: 70a Castlegate, Grantham, NG31 6SH **Phone advice line Freephone 0808 278 7996** **Textphone 0800 144 884**	Drop In dental clinic: Dental Health Centre Grantham Address: 3 Avenue Rd, Grantham NG31 6TA Areas served: NG33 and nearby areas Hours: Mon-Thur: 8:30-17:30 Fri: 8:30-17:00 Phone: 01476 594480	Grantham Foodbank Address: 1-2, Greyfriars, Grantham NG31 6PG Hours: Mon,Wed,Fri : 13:00-15:00 Phone: 07816 872561	LA supporting families programme Family Support team on 01724 297000 during office hours. Or email surestartchildrenscentres@northlincs.gov.uk	Commercial community fund such as B&Q Apply For a Grant | B&Q Foundation (bqfoundation.org.uk)

Monday - Friday (10.00 - 16.00)				
YMCA: Grantham Earlsfield Youth Centre Address: Trent Rd, Grantham NG31 7XQ Phone: 01476 578866	Healthy Minds Team: 01522 309777Healthy Minds Team, Beaconfield Site, Beacon Lane , Grantham, Lincolnshire, NG31 9DF 01476 591233	Holiday meal vouchers	LA energy and money saving programme Lincolnshire Big energy Saving Network Contact: Janet Clark Email: janet.clark@lincsymca.co.uk Telephone: 01529 301962	Church groups Grantham Christian Fellowship - 21A Belton Ave, Grantham NG31 9JE Phone: 01476 564222
			Lincolnshire Action Trust: Lincoln House, 37-39 Newland St, Lincoln LN1 1YA Phone: 01522 806611	
Salvation Army Church: The Old Barracks, Sandon Rd, Grantham NG31 9AS Phone: 0115 983 5000	Lincolnshire Rural Support Network: Lincolnshire Agricultural Society LN2 2NA Phone: 07725 203560	Victim Support: Lincolnshire Victim Support Council Offices Room 9, 8 St Peter's Hill, Grantham, NG31 6QB Phone: 01522 542687	LDASS/EDAN Lincs: DV support: Wright Vigar, 15 Newland, Lincoln LN1 1XG Phone: 01522 510041	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