David Ross Education Trust

Broadening Horizons

Safeguarding and child protection Contextual appendix

Welton CE Academy
2026/27

David Ross Education Trust
Broadening Horizons

Academy: Welton CE Academy

Safeguarding information for all staff

DESIGNATED SAFEGUARDING LEADS AND STAFF RESPONSIBLE FOR SAFEGUARDING

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

Name	Leadership level	Contact details - email address and contact number
Tracey Maloney	Senior Trust board level of leadership in safeguarding	01509 320148
Rachel Ridgill	HR Director	RRidgill@dret.co.uk
Juliet Jaggs	Core Team leadership level: head of safeguarding	jjaggs@dret.co.uk 075522 229848
Keeley Pearl	Core Team leadership level: Area Safeguarding Lead	kpearl@dret.co.uk
Helen Kidson	Core Team leadership level: Area Safeguarding Lead	HKidson@dret.co.uk
John Edwards	ASC leadership of safeguarding including responsibility for pupils' attendance.	jedwards@weltonacademy.co.uk
John Edwards	ASC colleague overseeing filtering and monitoring standards	jedwards@weltonacademy.co.uk
Kimberley Lawton	Executive Head of Primary	klawton@dret.co.uk
Safeguarding contact	Shared email address	
Liam Benner	DSL on SLT: Academy leadership of safeguarding	lbenner@dret.co.uk
Lizzie Gaffney	DDSL	lgaffney@weltonacademy.co.uk
Natalie Blackham	DDSL	nblackham@weltonacademy.co.uk
Lizzie Gaffney **Deborah Fahy**	Designated teacher for CiC	lgaffney@weltonacademy.co.uk dfahy@newnhamacademy.co.uk
Lizzie Gaffney	Designated safeguarding lead for the EYFS	lgaffney@weltonacademy.co.uk
Deborah Fahy	Colleague responsible for pupils educated in alternative provision off site	dfahy@newnhamacademy.co.uk
Deborah Fahy	Colleague responsible for pupils educated in alternative provision on site	dfahy@newnhamacademy.co.uk
TBC	Senior mental health lead	

TBC	Senior colleague responsible for the implementation of the Allergy Safety Policy	
Natalie Blackhan	Colleague leading on First Aid	lgaffney@weltonacademy.co.uk
Liam Benner	Colleague leading on H&S	lbenner@dret.co.uk
Kirsten Avery	Educational Visits Coordinator	kavery@weltonacademy.co.uk
Kirsten Avery	Careers lead responsible for careers and safeguarding pupils on work experience	kavery@weltonacademy.co.uk
Natalie Blackhan	Attendance welfare coordinator	lgaffney@weltonacademy.co.uk
Natalie Blackman	Attendance Information Officer	lgaffney@weltonacademy.co.uk
Lizzy Gaffney	Senior colleague responsible for meeting the filtering and monitoring standards	lgaffney@weltonacademy.co.uk
Liam Benner	Colleague responsible for lettings and liaising with external organisations using the academy premises for activities	lbenner@dret.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:
Liam Benner (DSL and Principal) will take the lead on Safeguarding concerns. In Liam's absence, Lizzie Gaffney (DDSL) will take the lead on Safeguarding concerns.
On call arrangements for weekends
Liam Benner - 07712670952 or lbenner@dret.co.uk Lizzie Gaffney lgaffney@weltonacademy.co.uk
On call arrangements for school holidays
Liam Benner - 07712670952 or lbenner@dret.co.uk Lizzie Gaffney lgaffney@weltonacademy.co.uk
Arrangements for using and managing the Safeguarding shared email address and inbox

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
Local Authority: Northamptonshire County Council	MASH Team for safeguarding: 03001267000
Integrated care boards	Charlotte Franks, Advisor for CLA virtualschool@northamptonshire.gov.uk
Police	Ivan Ballhachett, Chief of Police:
Prevent liaison	Ashley sparks Ashley.sparks@northants.police.uk

Safeguarding Partners

Name	Leadership level	Contact details - email address and contact number
Andy Smith	Designated officer	01604 362993 ladoreferral@nctrust.co.uk
Christine York	Designated officer	1604 362993 ladoreferral@nctrust.co.uk
MASG team for safeguarding	Designated officer	03001267000 Out of hours 01604626938
	MACPT lead	
Encompass	Operation Encompass contact	National support and advice line: 0204 513 9990 Schools are notified of DV via OP encompass notifications.
SASS West Northants	School attendance support team	0300 126 7000 eiptriage.ncc@westnorthants.gov.uk
	Children missing education officers	
OPFCC	Youth Offending Team	Support is accessed through an online referral form

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
Cathi Hadley	Head of children's social care	01604 362636 chadley@childrenfirstnorthamptonshire.co.uk
Debbie Carrie	Head of safeguarding	dcarrie@childrenfirstnorthamptonshire.co.uk Mobile: 07850 299921

Charlotte Franks	Personal advisor for CiC	virtualschool@northamptonshire.gov.uk
Phil Harris	Local Authority Housing Officer	01604 837666
Liz Kempton	Daventry EHA co-ordinator	0300 126 1000 option 1, option 2; earlyhelpadvice@childrenfirstnorthamptonshire.co.uk
Zeeshan Khan	Targeted youth worker	Zeeshan.Khan@northantspfcc.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
Kirsten Bates	PCSO	101 then follow instructions; kirsten.bates@northants.pnn.police.uk
Police	Counter terrorism	Anti-Terrorism 24-hour Hotline 0800 789 321
Police	FGM referrals	Emergency 999/ Inspector Matt Haworth/Detective Kerry Charush
Police	County lines	Emergency 999/Superintendent Lee Mc Bride

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
0-19 Team	Health visitor	ww.nhft.nhs.uk 0800 170 7055 option 4
Rachel Duff	School nurse	Rachel.duff@nhft.nhs.uk
NHFT	Mental health services	08004480828
Children's mental Health	CAMHS	https://www.england.nhs.uk/mental-health/resources/cypmhs/

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
School Nursing Team	Rachel Duff	Rachel.duff@nhft.nhs.uk
PCSO	Kirsten Bates	101 then follow instructions; kirsten.bates@northants.pnn.police.uk
Police	Katrina Heath	07557 778727
NSPCC	Adele Hartley	07976 065139
Young Carers	Joanna Johnson	01933 677837/ 07944 864649
Voice/Assist Trauma Care	Thomas Mead	07507 679190
Child Bereavement service	Beatrice Standen	01604 545131/07876 233075
CAHMS	Front Desk Crisis Phone Number	01604 656060 01604 682682
Sleep Solutions	Susan Allen	07875 575387
Continence Team	Kelly Holland	01536 452232
SSS	Front Desk	03001261000

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:

https://nctrust.co.uk/wp-content/uploads/2025/10/Thresholds-Document-Oct-2025.pdf

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.

The Local Authority's Family First Partnership plays a vital role in supporting families through the Family Help Strategy. It brings together key organisations like health services, police, schools, and community groups to work closely with families and ensure the right support is available when it's needed most. Families can access services through Family Hubs, which offer local and central points of contact, led by experienced Family Help Lead Practitioners who coordinate personalised support plans. This approach is based on listening to families' needs and working together in multi-agency meetings to provide joined-up help that addresses everything from parenting support and mental health to housing and education. The Partnership aims to provide timely, voluntary support that helps families build resilience, reduce reliance on crisis intervention, and improve outcomes for children's safety, wellbeing, and education.

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

Family Help and MACPTs operate as one system, providing the academy with clear routes into support via local Family Hubs. In the Daventry area, the Daventry Family Hub serves as a central access point for families needing early help. It offers drop-in sessions, appointments, and coordinated support through Family Help Lead Practitioners who connect families with parenting support, mental health services, youth provision, housing, and employment advice. The Hub works closely with schools, health services, police, and community organisations to provide joined-up, timely support tailored to the needs of children and their families. Families can self-refer or be referred by professionals, including the academy, ensuring prompt access to the right services. The Hub can be contacted via West Northamptonshire Council Children's Services on 0300 126 1000 or by email at **childrens.services@westnorthants.gov.uk** . Additionally, outreach 'spoke' sessions in local community venues improve accessibility to support within the wider Daventry area.

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:

Northamptonshire Safeguarding Children Partnership (Harmful Sexual Behaviour). Referrals to Children's Social Care for assessment of the child's needs. Northamptonshire Police. Youth offending Services. Provide programmes of work for individuals and support for parents. PCSO's can deliver protective behaviour programmes of work. Work can be adapted to specific year groups or whole school assemblies. School Nursing team can carry out individual work with pupils and provide programmes of work for whole class and small group work. Early Help Assessment. Allocated workers to work with individual children and support and advice for the whole family. Simon Aston online wellbeing officer for Northamptonshire (Link between online behaviour and sexual behaviours) will work with year groups and whole school assemblies. NSPCC help line. Whole school assemblies. Posters displayed around school reminding children of the service and how to make contact. Serenity, support for victims of sexual violence. Support for parents and carers of children who have been victims of sexual violence. 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. KCSIE guidance, sexual violence and sexual harassment between children in school and colleges guidance. Northamptonshire Tackling Child Sexual Exploitation Toolkit.

Details of the local authority domestic abuse strategy and the academy's role in complying with this strategy can be found here.

Domestic abuse | West Northamptonshire Council (westnorthants.gov.uk) DSL will be notified by MASH when a child has been involved in a domestic abuse incident. The notification will be received through secure email Egress Switch. DSL will share with relevant staff and jointly assess risk and working strategy. Consideration of whether referrals to other agencies need to be made. DSL will complete MASH notification form outlining what type of support will be offered to the child.

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
N/A at present		

Alternative Provision: registration

Provider	Address	Registration
N/A at present		

Alternative Provision: designated safeguarding lead

Provider (include addresses for all premises used by the provider including satellite sites and subcontracted providers)	Name	Contact details - email address and contact number
N/A at present		

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

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

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

MANAGED MOVES: DESIGNATED SAFEGUARDING LEAD

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

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

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

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

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
NMPAT	Phone: 01604637117 office@nmpat.co.uk	website
Educational Psychology Service	vladmib@childrenfirstnorthamptonshire.co.uk	
Football and Fitness	Steve@footballfitness.co.uk	

USE OF ACADEMY PREMISES FOR NON-ACADEMY ACTIVITIES

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

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

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.

DSL and DDSL have been trained in accordance with local authority procedures and this is updated every 2 years.
DSL/DDSL regularly attends group and agency meetings.
Updates from DRET Safeguarding lead – Juliet Jaggs Updates via Northamptonshire Safeguarding in Education Service Monthly Briefing

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 receive safeguarding training in September and updates are delivered in staff meetings termly throughout the year.
Safeguarding Training – KCSIE updates – 1st September 2026 All staff
All staff sign a document to say that they have read KCSIE Section 1 and relevant policies.
All new staff inducted on Safeguard online reporting system.

Updates form DRET Safeguarding lead – Juliet Jaggs Northamptonshire Safeguarding in Education Service Monthly Briefing Staff meetings
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. Safeguarding Training – KCSIE updates – 1st September 2026 Updates from DRET Safeguarding lead – Juliet Jaggs Northamptonshire Safeguarding in Education Service Monthly Briefing The staff are reminded about online safety as part of annual safeguarding training. The Trust provides training reminders throughout the year that are completed by staff. Staff have access to National Online safety resources and are signposted to these for completion during staff meetings.
Child on child abuse (including harassment and violence) training Updates form DRET Safeguarding lead – Juliet Jaggs Northamptonshire Safeguarding in Education Service Monthly Briefing All existing staff have completed training on child on child abuse. They are aware that they need to refresh their understanding on a frequent basis. Annual training is provided as part of staff meeting process. Anonymised incidents are discussed when they occur to improve staff understanding New staff receive training when joining the academy by DSL.
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. Allergen Lead to be established. DRET Allergen Policy to be followed and adhered to by all staff Allergen training to be accessed by all staff.
Restrictive intervention The academy seeks to minimise the need for restrictive intervention through prevention and de-escalation. All staff will be informed how to use restrictive interventions safely, appropriately and lawfully when necessary. This includes post-incident support for the staff and the children involved. Specific staff have received additional practical training. All incidents will be recorded in full on the DRET proforma and stored on the child's CPOMS file. Parents will be informed on the same day.
Safeguarding induction training for new staff and volunteers will be led by Lizzie Gaffney or Liam Benner. Policies and procedures will be shared. DSL and DDSL will be identified. Safeguard log in will be given and training on how to record concerns on the safeguard system. Staff that start after the September training day will be given access to the training materials provided on that day and an opportunity to ask any questions or share any concerns.
Additional arrangements to ensure Early Career Teachers fulfil their wider professional safeguarding responsibilities include: Mentor provides support when dealing with safeguarding issues and after an incident to ensure well being. Coaching structure includes safeguarding case studies and scenarios.
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.

Updates from September 1st Training Day.
Reminder information to be drip fed through the academic year.

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.

If staff have any concerns about any pupil, they must log it on CPOMS as soon as reasonably possible, this must be on the day of the concern. This record should be brief, written in third person using initials for pupils/staff involved and it must present the facts of the concern/incident. Staff should directly quote children where appropriate using quotation marks. If a child makes a report to a member of staff, do not promise confidentiality. It is important that the child knows that you are going to have to pass this information on. Listen carefully and without making any judgements about what you have been told. Do not ask leading questions. Once the child has finished, write up a thorough summary of what you have been told using Safeguard and the above instructions. Inform the DSL immediately.
DSL/DDSL will acknowledge receipt of Safeguard concern and will feedback to staff member where necessary. A record will be kept on Safeguard to show all actions taken in regard to any concerns raised, also record if no action is taken and reasons why. DSL and DDSL will meet to discuss any concerns raised and agree on necessary actions or the involvement of other agencies.

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

Protective Behaviours themes are delivered to the children during weekly assemblies. The Jigsaw PSHE programme promotes pupil confidence and ability to discuss issues openly. Children are given reminders about sharing with adults any concern and there is a culture of openness at the academy. Christian values [local church vicar] and ethos are used to promote integrity, respect and compassion to give children the confidence to speak openly. If a child reports an incident of abuse, it is important that they are reassured and are being taken seriously. Do not promise confidentiality. It is important that the child knows that you are going to have to pass this information on. Listen carefully and without making any judgements about what you have been told. Do not ask leading questions. Once the child has finished, write up a thorough summary of what you have been told using Safeguard and the above instructions. Inform the DSL immediately. DSL will acknowledge and respond accordingly once she/he has received the report on Safeguard.

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.

Staff input clear and comprehensive records using Safeguard, Bromcom (attendance and behaviour) and own records systems for First Aid. An attendance tracker is used and analysed weekly. Any patterns or concerns are addressed according to school policy. This information is collated and analysed by Liam Benner. Children causing concern are supported and concerns are shared with parents. First Aid analysis is completed termly and if there are identified times/places where incidents occur then this is addressed by directing duty staff to monitor and address.

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.

CPOMS is used for Safeguarding concerns and comprehensive records are kept of any discussions, decisions and actions relating to those concerns. Open concerns are reviewed regularly by the DSL and DDSL (Principal) to ensure that all necessary actions have been taken and that records are up to date and effective. Any further training needs are identified and actioned immediately. Bromcom records instances of negative behaviour and provides a weekly behaviour report to the head. This is then analysed by the SLT to identify patterns and address as appropriate. Staff provide intervention at every level for pupils. All staff know the children they work with well and children know they are able to talk to staff. Staff keep a log of conversations with pupils so that if any issues raised develop, then these can be logged onto record manager for DSLs to discuss opportunities for additional intervention. Staff are aware of the role they play in providing early help to our pupils and that all interactions are an intervention.

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
The EHA is a simple way to help identify the needs of children and families and make a plan to meet those needs. Its purpose is to provide a co-ordinated response so no-one misses out on the support they need. It is used by all agencies in Northamptonshire who are delivering early help to the families they work with. The

EHA can be 13 used to support children and young people between 0 to 19 years, including unborn babies, and can also be used with consent up to the age of 24 (where a young person has a learning difficulty or disability). At Welton Academy, the DSL will make contact with families where there are concerns and discuss with them the opening of an EHA. If the family agree, there will be a clear focus for how the school can support the family and regular meetings to discuss/provide this support. In some instances, other professionals/services may form part of the EHA. In this instance if you know who to involve, arrange a team around the family (TAF) meeting or if you need help or advice on who to involve, contact the Early Help team at earlyhelpadvice@nctrust.co.uk. All information, including minutes from EHA meetings will be recorded on CPOMS.

Referring concerns about children at risk: a child is suffering, or is likely to suffer, significant harm.
If there is an urgent concern, we will call the MASH immediately on 0300 126 7000 where we will speak to a professional who will listen to and record our concern. The MASH team will provide guidance on what the next steps should be. The DSL will submit a written copy of the referral following this conversation if it meets the thresholds for a referral. All documentation will be scanned and/ recorded electronically. If unable to obtain parental consent for MASH referral and it does not meet threshold to proceed without consent – Liz Kempton from the Partnership Team should be contacted for advice

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.

Add If there is an urgent concern, we will call the MASH immediately on 0300 126 7000 where we will speak to a professional who will listen to and record our concern. The MASH team will provide guidance on what the nest steps should be. The DSL will submit a written copy of the referral following this conversation if it meets the thresholds for a referral. All documentation will be scanned and/ recorded electronically. Identified children in need will be supported following advice of social services and other involved agencies.

Statutory assessment: assessments determining if a child or their family meet the LSCB threshold.
A Single Assessment is a statutory assessment and replaces previous Initial and Core Assessments. The Single Assessment will cover the same areas as an EHA but is completed by a qualified Social Worker with a focus on whether threshold for significant harm has been met and to understand the risk presented to a child. Once completed a judgement is made based on the information gathered, the evidence and analysis of which may lead to the case being held as Child in Need (CiN), escalated to Child Protection (CP) or it may be felt that the case could be held within an early help team, with an early help worker or another professional becoming the lead professional. It is acknowledged that in addition to the EHA and the Single Assessment, universal and specialist services will all have their own assessment tools. These tools help agencies determine which services in their agency can best support the child and/or family and how they can best work with them."

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

Prevent is a vital part of the work to safeguard children from radicalising influences, in operation in local authorities. The role of the Prevent Team officers is to provide practical support to tackle the problem of terrorism and extremism at its roots and prevent vulnerable people and communities from being drawn into terrorism. This includes far-right extremism and some aspects of non-violent extremism. If staff have concerns about any members of the school community, they should contact the Prevent Team. This may be in conjunction with the SLT. Contact the Prevent Team on 101. Or you can call anonymously on 0800 789 321 Refer someone to the Prevent Team | Northamptonshire Police (northants.police.uk)

Information sharing

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

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

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

Academy routines for promoting pupils' welfare

Routine safeguarding updates will be shared with staff in the following ways:
Monthly staff briefings to share updates
Emails and bulletins
Training days at the start of each academic year
Training in place for new starters to the academy

Expectations re: Security lockdown in the academy
A Lockdown procedures policy is in place. All staff received a copy of the policy and a copy will be available on the school website. A practise will be carried out at least once every academic year to ensure that all staff and pupils are aware of the procedures. Any further training needs or areas for improvement will be identified and actioned immediately.

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.
Before the start of each day a message is shared with all staff and a separate one for the SLT team. This message includes all the relevant and pertinent information for the safe running of the school day. Any changes to this are immediately updated. Staff are informed of absences and cover expected for the day, who is on breaks and when. All planned meetings with parents/professionals and times these will happen are shared so staff know who is available and when. Staff are informed of any planned meetings for the DSL and who will be available to them during this time.
All break duties and who is covering in which areas are shared with all staff. SLT are aware of who is on duty and in what area at the various points of the day. SLT are on duty in the corridors to ensure a smooth and efficient lunch time is occurring.
At the start and end of each day a member of SLT is responsible for opening the main gates at 8.40 and closing this by 9.00. At the end of the day the main gate is opened at 3.20 and closed at 3.40. Classes are dismissed at the end of the day by their class teacher or an adult that knows the class well. Older year groups that have walkers at the end of the day, have a clear list of who is allowed to walk home. Any uncollected children must remain with their class teacher and be brought to the office so they can begin making calls if necessary to parents. Parents must provide passwords if their child is to be collected by someone different who staff are not

aware of the collection of, and this must be arranged via a call to the office.
No child must be left unsupervised in the building or classrooms at any time, they must always remain with an adult.

Expectations for supervising visitors to the academy.
1 All visitors to Welton are to be assessed by the following members of staff only: -Administrative Assistant, Senior Academy Administrator, Site Supervisor - Principal/SENDco, Pastoral Support Worker
2 All visitors to enter their arrival details either using the online system in reception.
3 The personnel responsible for assessing the visitor will check to see if they are a member of our "Known List Of Visitors". This information is available from the Senior Administrator in line with the School Single Central Register.
4 If the visitor is "Known" or has proof of DBS check and can provide suitable photographic ID, they will be given a green visitor badge. This indicates to other staff members and children that the visitor is known to the school, and they can travel through the school site unaccompanied.
5 If the visitor is "Unknown", they will be given a RED visitor badge. This indicates to other staff members and children that the visitor is not known to the school and should not be left unaccompanied around the school site. Staff should challenge unaccompanied visitors who are wearing a RED lanyard.
6 All visitors are given a leaflet outlining our safeguarding procedures.
7 On leaving, the visitor will complete the Visitor Leaving section of the online register system and return the pass to the member of staff.

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.

Dog policy
Dogs are not allowed on academy premises except for formally trained assistance and therapy dogs. Only **one** of these dogs is permitted on academy premises at a time and this visit must be approved in writing by the Principal. Evidence of training is required before any therapy dog will be permitted on site. This is to safeguard all staff, pupils and the dog, as the level of training and behaviour of other dogs is unknown. A comprehensive analysis of risk will be maintained and regularly updated including particular reference to the safety and welfare of children in the EYFS.

EXPECTATIONS IN CARING FOR VULNERABLE CHILDREN

Children who need a social worker because of safeguarding or welfare needs. Children may need this help due to abuse and/or neglect and/or complex family circumstances, or because they are at risk of exploitation. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health. The Academy advocates for these pupils in the following ways:
1:1 nurture session
ELSA programme
Drawing and Talking sessions
School Nurse Trusted adults
Positive points DOJO's.
Achievement assemblies.
Attendance awards.
External agency involvement.

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.
All concerns are raised with the CLA teachers Lizzie Gaffney and Deborah Fahy.

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.

The academy will endeavour to support pupils by: flexibility with timetable adjustments for the beginning and end of the school day adapted timetables during the day staff support with necessary targets and interventions liaison with outside agencies for any additional support required or receiving.

Procedures for providing intimate care:
Add Risk assessment will be put in place for any child requiring intimate care. 2 staff members will be present at all times. Procedures on risk assessment and health care plan will be followed. Records kept to show when intimate care is provided and who was present. Plan shared with parents and agreed by them.

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

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

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

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

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

PUPILS' WELFARE AND BEHAVIOUR

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

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

Behaviour concerns (C1-C4) will be recorded on Bromcom. Level of behaviour concern given and description of the events should be recorded including who gave the sanction and any consequences given. Parents should be informed of C3 incidents by the reporting staff member. C3 and C4 incidents will be actioned by Principal or Deputy Principal. Deputy Principle will monitor Bromcom regularly (at least once every 6 weeks), identify any patterns and take any necessary actions. These will also be logged on the behaviour analysis report. Where behaviour causes a safeguarding concern, this will be logged on CPOMS, DSL will be informed, and necessary safeguarding procedures will be followed. DRET policy for suspensions/exclusions will be followed and these will only take place in consultation with DRET. The academy will consider whether any misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. 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.

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.
Where any child has needed to be removed from the classroom environment, a plan will be put into place alongside the parents to determine a reintegration to mainstream education considering timetabling and any additional support which may be needed to facilitate this.

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.

There are identified areas around the school where children can calm and children have these specific zones either inside the classroom or in a zone outside their room. There is also a sensory space and a zone for sensory circuits. The Principal's office is the identified zone for any children who are in the red zone and need space to calm.

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.

PUPIL ATTENDANCE

Good attendance is essential for pupil wellbeing. For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for any needs to be identified and for them to receive support. Staff at the academy know that the foundation to good attendance is a calm, orderly, safe and supportive environment, where pupils want to attend and where they can thrive.
The academy consistently promotes the benefits of good attendance, setting high expectations for every pupil, communicating those expectations clearly and consistently to pupils and parents, systematically analysing their data to identify patterns to target their improvement efforts, and working effectively with the local authority and other local partners to overcome barriers to attendance. All staff will have an awareness of safeguarding issues that can put children at risk of harm including unexplainable and/or persistent absences from the academy. Children absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. The academy's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. In promoting good attendance, the academy will: • Maintain a whole school culture that promotes the benefits of high attendance. • Implement a clear school attendance policy which all staff, pupils and parents understand. Accurately complete admission and attendance registers • Have effective day to day processes in place to follow-up absence. • Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place. • Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them. • Share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.
Severely absent pupils: Particular focus will be given to pupils who are absent from school more than they are present. These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of partners. The school in work with the SASS team at the local authority to support these families.
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. Letter to go out to explain new attendance procedures in September Parents will now be required to collect leave request from the office All leave requests for 5 days will automatically be referred to the local authority when a child returns from holiday. Parents are reminded of their child's attendance termly via their child's report. Attendance figures for the academy are also shared weekly on the newsletter and in celebration assemblies to raise the profile of attendance. Meetings will take place with families before attendance drops to a severe level to support our families in any way we can with getting children to school.
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. For any pupils attending alternative provision, daily checks on attendance will be made. Deborah Fahy to lead with this collaboration.
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:
The time frame for the PTT will be agreed in advance (maximum 6 week plan) to support the child to return to full time education during that time. The support in place for PTT will be clear with regular meeting points with families to discuss progress. A timetable of work to be completed at home will be shared with the family each week and suitable work provided by the academy.

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.

The academy must notify the local authority within 5 days when a pupil is added to the admissions register at non-standard transition point. Northamptonshire procedures are as follows: You should always assess the child's safeguarding risk at their own address using thresholds and pathways. For example, is there a risk of forced marriage, child sexual exploitation, domestic abuse, radicalisation, honour-based violence? If the judgement is the child is at risk of harm, contact the police or social care immediately. If a pupil is absent, all schools have a responsibility to contact the parent or carer on the first day of absence and continue to make every effort to locate the pupil. When you have identified the child is not in school, please follow the procedure below.
Day 1 - Phone call A staff member trained to do so, telephones the child's home to seek reasons for the absence and reassurance from a parent or carer that the child is safe at home.

Response from parent	Next step from school
There is no answer at the home or on mobile numbers	Call back. Risk assess after 2 hours
The parent/carer answered the call, the child is safe with them	Ask for reason for absence and record on your school's attendance management system
The person answering is not the parent/carer and the school is not reassured that the child is at home or safe	The school's designated lead for child protection should be consulted on a risk assessment and the degree of vulnerability of the child
The parent/carer answered the call, the child is not with them or safe and the parent is concerned	School to advise the parent to: • Contact the local police station to inform them that the child is missing • Contact all people and places the child is known to talk to and visit to tell them that the child is missing and ask if they can help to find the child, by providing information which may shed light on the child's whereabouts or actively searching for the child • Contact the family GP and Accident and Emergency Centres near where the child lives and goes to school, in case he/she has sustained an injury and been taken in for medical treatment • Report back to school if the child is found or remains missing

Day 2 - Follow up phone call A subsequent telephone call must be made either from the school landline or preferably a mobile phone.
Day 3 – Write/email parents Write or email to the parent in plain English, asking for contact to be made with the school immediately. Please give the parents/carers 3 working days to make contact and if you are aware that English may not be the parent's first language, copy the letter into a language that may be more accessible.

Day 5/6 - Home visit Arrange a visit to the home address ensuring that risk assessments are in place Once you have completed these checks (or within 10 days, whichever is earlier), if the child has not been seen and the parents or carers have not contacted either, schools must report the child as missing from education.

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.

Safeguarding procedures and policies will be followed and all information recorded on CPOMS.

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

Children and staff will have an identified meeting point in the event of becoming separated from the group. In the event of a child going missing: Meeting point will be checked to see if the child has gone there.
Staff at venue will be informed and message over Tanoy system if possible.
Principal will be informed.
Parents and police contacted if necessary.
Procedures for contacting police as detailed above.

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. Safeguarding procedures and policies will be followed and all information recorded on CPOMS.

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.

If a child reports an incident of abuse, including child on child abuse, it is important that they are reassured and are being taken seriously. Do not promise confidentiality. It is important that the child knows that you

are going to have to pass this information on. Listen carefully and without making any judgements about what you have been told. Do not ask leading questions. Once the child has finished, inform the DSL immediately and write up a thorough summary of what you have been told using Safeguard software. The DSL will acknowledge and respond accordingly once she has received the report on Safeguard. Children are aware that they can approach any member of staff if they have a concern. Protective Behaviours is delivered in weekly assemblies and through JIGSAW PHSE programme. Positive relationships between staff and children are developed throughout the school year to encourage an atmosphere of openness. There are frequent and clear reminders that there is always someone available that they can discuss issues with before and during the school day. At all times it is made clear that the reporting child has made the right choice and that they will be supported by school. There are two worry boxes located in the school [KS1 and KS2] should children feel unable to initiate conversations with staff. These are checked daily by the DSL.
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. Children are asked who they would like to support them with any ongoing issues. Children have sometimes identified adults in previous year groups with whom they have strong relationships. The DSL or DDSLs are not always the children's first choice and they may prefer support staff. Staff are fully briefed that the child may approach them and that their role is to provide additional support as and when needed. If appropriate, SLT will ensure there is opportunity and support for the victim to talk to their choice of adult, e.g. timetabled sessions. The adult will be provided with guidance/programme of work from the Pastoral Support Worker. The Pastoral Support Worker has a strong presence. Children know there are other adults they can approach and there is a culture of children being confident to share their concerns. At all times it is made clear that the reporting child has made the right choice and that they will be supported by school. Any reports the child makes in this situation will be recorded on Safeguard according to the school's safeguarding policy.
Allegations of child-on-child abuse will be recorded, investigated and dealt with in the following way: Allegations will be recorded immediately on CPOMS. The DSL will respond to notification and begin the investigation The investigation will be started with an interview with alleged victims, perpetrator, and witnesses. The outcome of the investigation (if proven to be true) will be shared with parents and the appropriate external agencies (MASH, Police). An assessment of intent and risk will be included in the investigation If there are environment risks or risks of further incidents, then an action plan for the child must be created. A support programme will be put in place to support the children involved where necessary - Drawing & Talking etc
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. The level of support will be determined by the nature of the incident. SENDCO or DSLs (Designated Safeguarding Lead) will allocate members of support staff to carry out 1:1 support, Drawing & Talking, timetabled welfare checks, etc. External agencies will be involved where necessary Risk assessment will be implemented where needed to further support the safety of the children and provide support for perpetrators.
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.

DSL will attend any meetings along with Principal. All information will be recorded on Safeguard to ensure clear paper trail is available when needed. DRET Safeguarding leads and Regional Director will also be involved in any decisions.

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.

School's Anti-bullying policy will be followed at all times. Any alleged bullying incident should be reported to the Principal and DSL and they will lead an investigation and decide on any actions required. Records of bullying investigations to be uploaded onto Bromcom.

Harmful sexual behaviour

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

Procedures to minimise child on child abuse include:

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

Report on CPOMS and follow the safeguarding procedure.

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

Children are taught via their internet safety sessions at the beginning of each unit of work about what to do if they see unsuitable material or see other pupils doing this. They are taught to report this immediately to the teacher in the room who will then escalate this to the DSL on site. 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.

Safeguarding is taught through our Jigsaw programme for PSHE covering topics such as bullying including cyber bullying, diversity, friends family etc. Protective Behaviours are delivered through weekly assemblies. This is further supplemented by liaising with outside agencies such as the school nursing team and by having outside visitors in school to talk to the children, e.g. Simon Aston Online and Wellbeing Officer for North Northamptonshire and the PCSO delivering the Blue Butterfly programme to the children. Using our Christian Values we reinforce the idea of compassion, integrity and respect during Collective Worship both as a whole school and at class level.

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.

Online Safety is a key component of our Computing curriculum where children are taught key skills such as what personal information is and how to keep it safe online, what websites/apps are age appropriate and safe to use etc. Internet safety information is disseminated to staff, parents and

children as new information arises i.e. sexting, online gaming and age restrictions. Online Safety is also taught through our Jigsaw programme for PSHE. This is further supplemented by liaising with outside agencies such as the school nursing team and by having outside visitors in school to talk to the children, eg Simon Aston Online and Wellbeing Officer for North Northamptonshire and speakers from the NSPCC. All adults in school are responsible for ensuring that children access the internet appropriately. This includes ensuring that children are restricted to only using devices that have 'child-friendly' access privileges. Staff have a duty to ensure that any content they use in class is suitable for the age and stage of the children they are supervising. This includes online music streaming or video content that may be unsuitable (in terms of violence, nudity or sexual content), but may not be flagged as such. SENSO is a notification programme that provides immediate alerts to DSLs of any online misuse
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 Relationships are taught through our Jigsaw programme for PSHE covering topics such as bullying including cyber bullying, diversity, friends family etc. This is further supplemented by liaising with outside agencies such as the school nursing team and by having outside visitors in school to talk to the children, eg Simon Aston Online and 26 Wellbeing Officer for North Northamptonshire and the PCSO delivering the Blue Butterfly programme to the children. Using our Christian Values we reinforce the idea of compassion, integrity and respect during Collective Worship and at a class level. PSHE is taught to all classes using the Jigsaw scheme of work which is in line with statutory guidance. Parents are invited to explore and discuss materials in order to support the delivery in schools.
Contextual safeguarding: The curriculum is adjusted to include knowledge and guidance to pupils about local contextual risks in an age-appropriate manner. Teachers discuss with the Principal or DSL how issues should be addressed in order to ensure information shared is correct. In addition, outside visitors are invited in to speak to the children and help educate them to keep them safe. The PCSO regularly comes into school to develop relationships with all of the children and speaks to them about local issues.

STAFF BEHAVIOUR POLICY:

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

Feature	Academy expectations
Acceptable use of IT	Staff using their own devices on academy premises must sign into the Guest Wi-Fi.
Safe use of DRETme	All members of staff should use a DRET device to record any material for sharing via DRETme. Staff must ensure that parents have consented to their child's image being shared before these images are posted. These materials must only be used for internal purposes.
Communication with pupils through social media	Members of staff should report to the Principal any instances where they are connected to pupils via social media such as through music / community group membership.

	Members of staff must not associate with any pupils individually via social media. Members of staff will not use social media to post information to pupils such as team lists. This information must be shared with pupils using internal academy communications.
Arrangements for using Student Portal	Staff are encouraged to communicate with pupils using Student Portal on Bromcom. Great care should be taken when providing feedback to pupils and staff are expected to maintain appropriate professional boundaries and language at all time. All communications are saved, monitored and will always be considered in determining the most appropriate provision for pupils. Staff must not communicate individually with pupils in any other way.
Staff use of wearable tech, including mobile phones in parts of the school such as the EYFS	Members of staff should use academy devices only when contacting pupils, parents or carers. Members of staff must not use their personal mobile phones in the EYFS at all. /They must not use their mobile phone at the academy unless it is in the course of their break and in an area not designated for pupil use. 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. School tablets are available for staff to use to capture images and these can be uploaded once back at school and shared to dojo for parents to view.
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 and visitor procedures followed.
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 ensure that they do not initiate physical contact with children unless acting in accordance with the Physical Handling Policy or trained in TEAM TEACH training
One to one situations	Staff should ensure that they keep themselves and the child safe by keeping the door to any room that they are working in open, not having physical contact with the child and avoid putting themselves at risk of allegations of abusive or unprofessional conduct.
Gifts giving and receiving	The academy adheres to The Trust's Gifts & Hospitality policy, the key points are as follows: - Under no circumstances should there be improper acceptance or

	giving of presents, gifts, bribes or inducements to show favour. - Staff must complete a Gifts Received Form and get Principal's for any gifts that are over £10 in value (any one item). - Cash or gift vouchers MUST not be accepted.
Dealing with pupil infatuation	Members of staff should report all concerns about pupil infatuation to the DSL immediately
Conversational boundaries and appropriate language	Advice to be sought from DSL or Principal with regards to appropriate language. Concerns to be shared with parents where deemed necessary.
Other matters relevant to the academy	

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

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

Safeguarding concerns that meet the harm threshold include those in which the adult has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. This is because of transferrable risk. Where a member of staff or volunteer is involved in an incident outside of school/college which did not involve children but could have an impact on their suitability to work with children.

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

Details for contacting the LADO can be found at the top of this document.

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**
Domestic Abuse	Specific to families	High	DA alerts received by DSLS and acted on	Any concerns or incidents raised

			immediately Awareness of staff to look for signs of changes in children's behaviour Staff available for parent conversations before and after school.	as part of weekly team meetings
Emotional Abuse	Families at school where this is an issue	Medium	Pastoral Team support - welfare checks made/home visits -Referral to Social Care to be made if necessary. Support for parents via PSW.	Any concerns or incidents raised as part of weekly team meetings Follow up with child and family. Check-ins with child/children timetabled.
County Lines	Any pupils	High	Staff recognising potential indicators of involvement in 'county lines', PCSO support to school	Any concerns or incidents raised as part of weekly team meetings
Mixing with older pupils outside of school	All pupils	Low	Reminders in assemblies about anti-social behaviour. PSHE lessons on Peer pressure.	Any concerns or incidents raised as part of weekly team meetings
Mental Health	There are a number of known pupils whose parents require support in this area.	Medium but can fluctuate	Social, emotional interventions, school nurse referrals, support via EHA, CAHMS referrals, MHST referrals.	Any concerns or incidents raised as part of weekly team meetings

LOCAL SUPPORT FOR VULNERABLE FAMILIES

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

Housing	Health	Food	Finance	Community

Citizen's advice bureau	Drop in dental clinic	Local Food bank	LA supporting families programme	Commercial community fund such as B&Q
YMCA	Healthy living team	Holiday meal vouchers	LA energy and money saving programme	Church groups
Shelter	School nurse		16 – 19 student bursary	Adult learning groups
	MHST		Fuel rebates	Free sports clubs
				Round table
				Community awareness programme about children who go missing

ALL STAFF MUST READ THE FOLLOWING DRET POLICIES:

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