David Ross Education Trust

Broadening Horizons

Safeguarding and child protection Contextual appendix Ingoldsby Academy 2026-2027

David Ross Education Trust
Broadening Horizons

Academy: *Ingoldsby 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
	ASC leadership of safeguarding including responsibility for pupils' attendance.	Agreen1@dret.co.uk Rcope@dret.co.uk
	ASC colleague overseeing filtering and monitoring standards	
Kimberley Lawton	Executive Head of Primary	Klawton@dret.co.uk
Safeguarding contact	Shared email address	Mcapes@ingoldsbyacademy.co.uk Jglendinning@ingoldsbyacademy.co.uk
Jeanette Glendinning	DSL on SLT: Academy leadership of safeguarding	Jeanette Glendinning 01476 585278
Mel Capes	DDSL	Mel Capes 01476 585278
	DDSL	
	Safeguarding officer	
Mel Capes	Designated teacher for CiC	01476 585278 Mcapes@ingoldsbyacademy.co.uk
Mel Capes	Designated safeguarding lead for the EYFS	01476 585278 Jglendinning@ingoldsbyacademy.co.uk

Mel Capes	Colleague responsible for pupils educated in alternative provision off site	01476 585278 Mcapes@ingoldsbyacademy.co.uk
Mel Capes	Colleague responsible for pupils educated in alternative provision on site	01476 585278 Mcapes@ingoldsbyacademy.co.uk
Mel Capes	Senior mental health lead	01476 585278 Mcapes@ingoldsbyacademy.co.uk
Mel Capes **Anna Mawby**	Senior colleague responsible for the implementation of the Allergy Safety Policy	01476 585278 Mcapes@ingoldsbyacademy.co.uk 01476 585278 Amawby@ingoldsbyacademy.co.uk
Anna Mawby **Carly Farsad**	Colleague leading on First Aid	01476 585278 Amawby@ingoldsbyacademy.co.uk Cfarsad@ingoldsbyacademy.co.uk
Mel Capes	Colleague leading on H&S	01476 585278 Mcapes@ingoldsbyacademy.co.uk
Mel capes	Educational Visits Coordinator	01476 585278 Mcapes@ingoldsbyacademy.co.uk
Mel Capes	Careers lead responsible for careers and safeguarding pupils on work experience	01476 585278 Mcapes@ingoldsbyacademy.co.uk
Mel Capes	Attendance welfare coordinator	01476 585278 Mcapes@ingoldsbyacademy.co.uk
Mel capes	Attendance Information Officer	01476 585278 Mcapes@ingoldsbyacademy.co.uk
Mel Capes	Senior colleague responsible for meeting the filtering and monitoring standards	01476 585278 Mcapes@ingoldsbyacademy.co.uk
NA	Colleague responsible for lettings and liaising with external organisations using the academy premises for activities	NA

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:
Jeanette Glendinning 01476 585278 jglendinning@ingoldsbyacademy.co.uk
On call arrangements for weekends
Melanie Capes 01476 585278 Mcapes@ingoldsbyacademy.co.uk

On call arrangements for school holidays
Melanie Capes 01476 585278 Mcapes@ingoldsbyacademy.co.uk
Arrangements for using and managing the Safeguarding shared email address and inbox Melanie Capes 01476 585278 Mcapes@ingoldsbyacademy.co.uk

Safeguarding Partnerships

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

Local Authority Safeguarding Partnerships working with the academy	Safeguarding partnership chair details
Lincolnshire Safeguarding Children Partnership	**LCSP- Senior Safeguarding Co-Ordinator** email lscp@lincolnshire.gov.uk.
Lincolnshire Police	111

Safeguarding Partners

Name	Leadership level	Contact details - email address and contact number
Lincolnshire County Council Children's Services LADO team	Designated officer	01522 554 674
Children's safeguarding LCC	Designated officer	01522 782111
Children's safeguarding LCC	Designated officer	01522 782333 (outside office hours)
Keith Mackenzie	Operation Encompass	Operation Encompass The Inclusion and Attendance Team Children's Services Education Lincolnshire County Council operationencompass@lincolnshire.gov.co.uk

	School attendance support team	01522 782111
CME team-	Children missing education officers	CME@lincolnshire.gov.uk.
Andy Cook, Head of Service, Future4Me and Youth Offending Becky Bailey, Chair of the Strategic Management Board	Youth Offending Team	01522 554554 Email: Future4Me_BusinessSupport@lincolnshire.gov.uk

LOCAL CHILDREN'S SOCIAL CARE PROVISION

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

Name	Role	Contact details - email address and contact number
Lincolnshire County council children's services	Head of children's social care	01522 782111 Out of hours emergencies- 01522 782333
Head of safeguarding	Head of safeguarding	01522 782 111 Rachel.Freeman@lincolnshire.gov.uk
Lincolnshire County council children's services- no individual allocated	Personal advisor for LAC	n/a
Family centre	Children's Services Grantham	01476 563984

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
Stuart Bowden (Grantham)	PCSO	01476 403 316/7 101 07973844861
PC Defraine - PREVENT lead	Counter terrorism	101, 0800 789 321 or 999 01522 885350 prevent@lincs.pnn.police.uk
Lincolnshire Police	FGM referrals	0800 028 3550 999

		https://www.lincs.police.uk/contact/contact-us-online/report-a-non-urgent-incident-online/
Lincolnshire police	County lines	101 On the trains or at stations text 61016

Health Services

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

Name	Role	Contact details - email address and contact number
Grantham Swingbridge children's centre	Health visitor	01522 843000
Children's health service	School nurse	01522 843000.
Child and adolescent mental health service	CYPMHS	**0800 234 6342 – Here4you line**
LCC- Children's health service	health advice and information about your baby, child or young person	01522 843000. Email: bs_healthservices@lincolnshire.gov.uk

Universal services and community-based early help

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

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

Provider	Name	Contact details - email address and contact number
Lincolnshire County Council – Children's Services	Children's Services Customer Service Centre (CSC)	**01522 782111** (Mon–Fri, 8am–6pm) / **01522 782333** out of hours. Email: **csc_socialcare@lincolnshire.gov.uk**
Lincolnshire Safeguarding Children Partnership (LSCP)	Lincolnshire Safeguarding Children Partnership	Safeguarding procedures, guidance and referral information available via the LSCP. Children's safeguarding: **01522 782111** / **01522 782333** out of hours.
Lincolnshire Police	Lincolnshire Police – safeguarding / child protection	**999** if immediate danger/emergency; **101** for non-emergency police concerns.

Lincolnshire County Council – Early Help	Early Help / Team Around the Family (TAF)	Accessed through Lincolnshire County Council's Early Help arrangements. **01522 782111** if a concern about a child requires safeguarding advice.
Health Services	School Nursing / Health Visiting Service	Children's health team administration at **01522 843000**
Domestic Abuse Service	EDAN Lincs / Lincolnshire Domestic Abuse Service	01522 510041
Lincolnshire NHS	GP / Primary Care	111
Lincolnshire County Council – SEND	SEND Local Offer / SEND support	Lincolnshire's Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) 0800 195 1635
Lincolnshire Stay Safe Partnership	Stay Safe Partnership	**01522 550665** / **ssp@lincolnshire.gov.uk** – preventative safeguarding education, training and parental guidance

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:

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.

Lincolnshire Family Help / Families First Partnership – Grantham/South Kesteven

Our academy works with Lincolnshire County Council's Family Help service and partner agencies to provide coordinated early support to children and families. Where appropriate, we may use a Team Around the Family (TAF) approach to identify needs, agree outcomes and coordinate support.

Family Help may support families with issues including parenting, attendance, SEND, emotional wellbeing, domestic abuse, housing or financial difficulties. Support is voluntary and normally requires the family's consent.

Where there are safeguarding concerns or a risk of significant harm, the academy will follow its safeguarding procedures and contact Children's Services as appropriate. Our local Family Help area is South Kesteven/Grantham.

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

- **Grantham Swingbridge Children's Centre – Trent Road, Grantham, NG31 7XQ – 01476 590034 – swingbridgecc@lincolnshire.gov.uk.**
- **Grantham Belton Lane Children's Centre – Green Lane, Grantham, NG31 9PP – 01522 550901. Belton Lane Children's Centre**

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:

Sexual violence and sexual harassment can occur between two children of any age and sex from Early years/pre-school, primary through to secondary stage and into colleges. It can occur online and face to face (both physically and verbally) and is never acceptable; Keeping Children Safe in Education: (KCSIE) part 1, all staff working with children are advised to maintain an attitude of 'it could happen here'. ('Keeping Children Safe in Education 2022', Part 5, Page 103, Paragraph 445)

All reports of Child on Child abuse will be made on a case by case basis with the designated safeguarding lead or their deputy taking a leading role using their professional judgement and supported by other agencies such as social care or the police as required.

The immediate response to a report

- **The school will take all reports seriously and will reassure the victim that they will be supported and kept safe.**
- **All staff will be trained to manage a report.**
- **Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated safeguarding lead or social care) staff will however only share the report with those people who are necessary to progress it.**
- **A written report will be made as soon after the interview as possible recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated later.**
- **Where the report includes an online element the school or college will follow advice on searching, screening and confiscation. The staff will not view or forward images unless unavoidable and only if another member of staff (preferably the DSL) is present.**
- **The DSL will be informed as soon as possible**

Staff can consult the Lincolnshire safeguarding Children partnership policy for guidance regarding Child on Child Sexual Harassment, Sexual Abuse and Sexually Harmful Behaviours

https://www.lincolnshire.gov.uk/downloads/file/6852/lscp-child-on-child-sexual-harassment-sexual-abuse-and-sexually-harmful-behaviours-policy-june22-v1-1

Resources are available from the Lincolnshire Safeguarding Children Partnership to support staff in dealing with child on child sexual harassment, sexual abuse and sexually harmful behaviours:

https://www.lincolnshire.gov.uk/downloads/file/6847/resources-peer-on-peer-sexual-harassment

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.

Sexual activity with a child under the age of 13 is illegal, as according to Law, s/he is not considered able to consent to such behaviour; therefore any type of sexual activity, is considered as risk of significant harm to the child (see Sect 5 Sexual Offences Act 2003**).**

In all cases where a Practitioner becomes aware that a child under the age of 13 is sexually active they must discuss it with the Designated Safeguarding Lead or Deputy and make a referral to Children's Social Care and/or the Police.

Brook's online Traffic Light Tool https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light-tool/ **distinguishes between healthy and harmful sexual behaviours by the age of the child or young person. You can use this as a guide if you are concerned about any sexual behaviours of someone you are supporting.**

Child sexual exploitation: A confidential 24-hour helpline is available for children and young people who are worried they are in an exploitative situation.

Call or text free on 116 000 or visit the #SaySomething website**.**

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

Domestic abuse policy – Policy overview - Lincolnshire County Council

Included in the policy are:

- Definitions of domestic abuse
- Stalking or harassment
- Identification of domestic abuse
- Support for individuals and managers
- Advice for managers
- **Get support**
- **Lincolnshire County Council Domestic Abuse Policy overview-**

We have a zero-tolerance approach to violence or abuse towards our employees, including domestic abuse. We ensure the provision of non-judgemental support for those who suffer it.

Lincolnshire County Council offers support for those experiencing domestic abuse. Local support for domestic abuse victims and will access specialist support to ensure victims and survivors of domestic abuse feel safe, valued and have their voices heard. Reports of domestic abuse can be reported by calling 01522 782111 or 01522 782155 (if you are worried about an adult).

Lincolnshire organisations include:

- EDAN (End Domestic Abuse Now!) **Tel: 01522510041**
- SARC (Sexual Assault Referral Centre)
- Lincolnshire Rape Crisis

National help:

- 24-hour national Domestic Abuse Helpline
- Childline
- Forced Marriage Unit
- Information for children witnessing or experiencing domestic abuse
- Men's Advice Line
- Mankind Initiative
- Respect
- Refuge
- Samaritans
- Shelter
- Stalking Helpline
- National Association for People Abuse in Childhood
- National Centre for Domestic Violence

- Network for Surviving Stalking
- NSPCC
- Solicitors.com
- Victim Support
- National Domestic Abuse Helpline

ADVOCATING FOR CHILDREN IN CARE AND PREVIOUSLY LOOKED AFTER CHILDREN.

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

Local Authority	Name of the VSH	Contact details - email address and contact number
Lincolnshire County Counci'	Lucy Brown	LucyE.Brown@lincolnshire.gov.uk 01522 553496

ALTERNATIVE PROVISION: REGISTRATION

Provider	Address	Registration

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

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

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

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

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
Boss	Telephone: 01522 684769 ; E-mail: lincolnshireboss@family-action.org.uk	
EDAN Lincs	Telephone: 01522 510041 E-mail: info.secure@edanlincs.cjsm.net	
CASY counselling	Telephone: 01636 704620	
SALT- Speech and Language	Specialist Speech and Language Therapist Children's Therapy Services Beech House Witham Park Waterside South Lincoln LN5 7JH **Tel: 01522 309025**	
ECLIPS Specialist Speech and Language Teacher	Lincolnshire County Council Sleaford Area Office, 105 Eastgate, Sleaford. Lincs. NG34 7EN **Mobile**: 07920 235953	

USE OF ACADEMY PREMISES FOR NON-ACADEMY ACTIVITIES

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

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

The management of safeguarding

TRAINING REQUIREMENTS

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

In Lincolnshire, we follow the 6 year pathway- The LSCP recommends a programme of multi-agency safeguarding training for all practitioners. This runs alongside our own single agency safeguarding training. The courses are delivered via a combination of E-learning, virtual workshops and face-to- face training on a rolling programme. Once the pathway is completed, start again at year 1.
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. **Annual safeguarding training using CPOMs and updates to KCSIE. Termly updates on safeguarding topics for all staff. Behaviour Wise/ team Teach training for positive handling every three years.. Prevent training online for all staff biannually and for all new starters.**
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. **Online safety training presented in staff meetings annually and in updates when appropriate.** **Jigsaw PSHE training. External provider training for pupils.**
Child on child abuse (including harassment and violence) training **Risk assessment shared and completed with staff termly.** **Included in annual safeguarding training**
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. **Allergy training delivered by Fenland First Aid and The National College**
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. **Training delivered by Team Teach**
Safeguarding induction training for new staff, supply teachers and volunteers will be led by **Jeanette Glendinning or Melanie Capes . The academy may need to recruit education and education support personnel. All recruitment will be conducted in accordance with safer recruitment processes. Vetting checks will be carried out with regard to the arrangements issued by the government regarding ID checks and those of the Disclosure and Barring Service..** **Any new colleagues or volunteers already due to join the academy will be provided with safeguarding induction training. This will cover the DRET Safeguarding and Child Protection policy and appendix, Part 1 of KCSIE as well as this addendum.**

Additional arrangements to ensure Early Career Teachers fulfil their wider professional safeguarding responsibilities include **safeguarding induction training. This will cover the DRET Safeguarding and Child Protection policy and appendix, Part 1 of KCSIE (2023) as well as this addendum.**

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.
Staff should record any concerns on CPOMs. Concerns will be acknowledged and a response will be made by the DSL or DDSL.

INTERNAL REFERRALS

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

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

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

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

Staff should record any concerns on CPOMs. Concerns will be acknowledged and a response will be made by the DSL or DDSL.
It is important to acknowledge all alerts on CPOMS for those included in the notification.

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

Risk assessment shared and completed with staff termly. In full accordance with Part 5 of KCSIE

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 share and log concerns on CPOMs and these are responded to by DSL/DDSL.
Bullying and unkindness log is completed by staff and reviewed by DSL/ principal half termly.
First aid forms and procedures are logged with the office and with parents via Bromcom.

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.
All concerns will be logged and responded to on CPOMs and records are reviewed by the principal of the academy and the DSL.

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

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

Local protocols for the early help process: Early help means providing support as soon as a problem starts to emerge in a child's life
Early Help Lincolnshire | Lincolnshire FSD
01522 555828

Referring concerns about children at risk: a child is suffering, or is likely to suffer, significant harm.
https://www.lincolnshire.gov.uk/safeguarding/report-concern
Contact 01522 782111 (Monday to Friday, 8am to 6pm

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.
https://www.lincolnshire.gov.uk/safeguarding/report-concern
Contact 01522 782111 (Monday to Friday, 8am to 6pm

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

Lincolnshire County Council's Meeting the Needs Together framework supports practitioners to identify the level of need and determine the appropriate response for children and families. Where concerns cannot be safely addressed through universal or Family Help support, a referral to Children's Services may be made for a statutory assessment.

The assessment considers the child's needs, family circumstances, strengths and risks, and whether statutory support is required. Where there are concerns that a child is suffering, or is likely to suffer, significant harm,

safeguarding procedures will be followed and Children's Social Care will consider the need for a Child and Family Assessment and/or child protection enquiries.

Our academy follows Lincolnshire's safeguarding procedures and works with Children's Services and partner agencies in the Grantham/South Kesteven area. For actual safeguarding referrals, Lincolnshire Children's Services currently lists 01522 782111 (Mon–Fri, 8am–6pm) and 01522 782333 outside office hours.

Prevent management support: Prevent is a vital part of the work to safeguard children from radicalising influences, in operation in local authorities**. If you have a concern that someone you know is drawn to extremism, report it to CTP-EM-Prevent@lincs.pnn.police.uk or call 101 and ask for the Prevent Team. You can also use the Prevent referral form on Lincolnshire Police website. For immediate threats, such as a suspicious package or vehicle, always call 999.**

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

Lincolnshire Prevent: Prevent@lincolnshire.gov.uk
Lincolnshire Police Prevent: prevent@lincs.pnn.police.uk
Channel referrals: Channel@lincs.pnn.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:
Safeguarding updates will be given routinely through emails and during weekly staff meetings. Annual safeguarding training is provided and includes KCSIE updates. Prevent training must be completed at least every three years.

Expectations re: Security lockdown in the academy
The Lockdown Manager is: Melanie Capes
The Deputy Lockdown Manager is: Jeanette Glendinning

Staff/Students will be alerted to the activation of the lockdown by: (insert description, NB the use of the fire alarm should be avoided due to the incorrect response to an incident)

Admin staff will inform staff via walkie talkie. Lockdown manager may move to advise staff as necessary

Process for communication during a lockdown is: (insert description, e.g. email, text)

Use of walkie talkies to inform each room

Areas in the academy that cannot be effectively locked down are: (insert details of any areas and specific details on how staff/students can be removed from these areas to a place of safety)

Mobile classroom. Staff and pupils will be moved down to the school hall if it is safe. Keys to be held in classroom. Use of walkie talkies.

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.
Children will be supervised by an adult and be within hearing/ seeing distance. Upon collection, at dismissal children will be under the supervision of their parent, guardian or carer.
Early years staff to student ratio:
In accordance with the early year's framework class
sizes for early years will adhere to the following:

Children three or four –1 adult for every 8 children/13 children depending on qualifications

Expectations for supervising visitors to the academy.
Visitors to the academy are required to wear a green (DBS seen) or red lanyard (no DBS seen) to denote whether they are DBS checked or not. Visitors wearing a red lanyard, denoting that a DBS certificate has not been presented, will require supervision by an academy member of staff at all times. Children have been briefed to recognise what these colours mean.

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.
Visiting speakers will be organised and approved by the headteacher, Mrs Melanie Capes. Those without a DBS will be supervised at all times and will wear a red lanyard.

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

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

The Local Learning Area: This is an area within walking distance of the academy, that is used for regular curriculum-based learning and for which standard operating procedures and risk management arrangements have been established. The academy has designated the Local Learning Area, by adapting the template document in EVOLVE/ Resources/Forms.
The area designated should be within comfortable walking distance to and from the school and will not require transport of any kind.
Please see the map of our 'local learning area'. This is approximately up to Ingoldsby's St Bartholomew's church to the West of the school and and St Peter's church in Lenton to the East.

Follow usual EVOLVE procedures for a local area visit.

Ingoldsby Academy EVC -Jeanette Glendinning

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: Regular welfare checks. Access to before and after school clubs where appropriate. Home visits. Counselling/ therapy sessions may be provided.

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.

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.
Adjustments may include provision of extra or adapted equipment, such as chairs, computer software and phones, providing work in an accessible format, giving one-to-one support, providing other specialist support. In agreement with parents/ carers and school, pupils may be offered a reduced timetable. They may be provided with time out of class in a nurture area, supported by a member of staff.

Procedures for providing intimate care:
Children and young people should be treated with respect when intimate care is given.

No child shall be attended to in a way that causes distress, embarrassment or pain.

Staff will work in close partnership with parents and carers to share information and provide continuity of care.

Some pupils will require adult assistance for their personal and intimate care needs.

Our academy aims to support any training programme requested by a child's GP and/or the school doctor or parent.

Parents are expected to provide a complete set of spare clothes and 'baby-wipes'. The school also keeps a stock of wipes and spare clothes. Disposable protective gloves are available which staff must use.

An accessible bathroom area is available in the EYFS classroom with changing facilities, a toilet and hand basin. If a child soils him/herself during school time, one member of staff will help the child:

- **To remove their soiled clothes**
- **Clean skin (this usually includes bottom, genitalia, legs, feet)**
- **Dress in the child's own clothes or those provided by the school**
- **Double wrap soiled clothes in plastic bags and give to parents to take home.**

At all times the member of staff pays attention to the level of distress and comfort of the child. If the child is ill the member of staff telephones the parent/carer. In the event a child is reluctant and finally refuses, the parent/carer will be contacted immediately.

Our intention is that the child will never be left in soiled clothing and as soon as the member of staff responsible for him/her is aware of the situation, they will clean the child. The member of staff responsible will check the child regularly and to ensure that he/she is clean before leaving to go home.

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.

Staff will create a calm environment by:

- **Always ensure children have a task.**
- **Music can be played quietly for independent tasks where it is tolerated.**
- **Countdowns and warnings for task changes.**
- **When moving from one activity to another, we use the 123 approach e.g.**

1. **Stand behind your chair with your equipment**
2. **Move quietly to the next space**
3. **Sit down quietly**

Staff will set a good example to pupils by:

- **Demonstrate good manners by greeting each other and pupils warmly.**
- **Modelling the expected standard of work**

Children will be taught behaviours for learning:
Active listening is encouraged through 'SHINE'

4. **Sit up (refer to Handwriting poses)**
5. **Hands to self (reasonable adjustment- doodle pad or fiddle)**
6. **In your own space (Scaffold- mark with tape on the table)**
7. **No noise**
8. **Eyes on the speaker/ board (modelling / a visual removes the need to look at the face)**

Children will be rewarded by:

- **House points onto our management system weekly**
- **Positive, meaningful praise linked to expectations and effort.**
- **A weekly celebration assembly including:**
  -Work certificate

-Jigsaw certificate
-Numbots or TTRS certificates

Staff will be consistent, fair and subtle by using the following sanctions:

Warning (adjustment could be a visual flashcard or a quiet word in the ear)
2nd warning or move to another position
Record on BROMCOM as a negative behaviour event. Where violence or bullying is concerned you may go straight to stage 3 or 4. (Any behaviour involving bullying or unkindness will be recorded in the Bullying and Unkindness log).
Intervention from another adult to remove or diffuse using TEAMTEACH to be logged on the system and a message sent home. This will also be logged in the bound and numbered book.

In the event of a stage 4 behaviour, staff will:

- **Call for a roving member of staff using their walkie talkie.**
- **The child/children will then be escorted to the hall or corridor and are supervised.**
- **Once an investigation has taken place, the incident will be logged on our management system by the class teacher.**
- **Parents will be contacted by Mrs Capes or Mrs Glendinning so they are aware of what has taken place and of any sanctions which have been issued.**

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.

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.

Melanie Capes is our academy mental health lead. Refer concerns regarding children's mental health to M Capes and DSL.
We have calm spaces in our classrooms and resources such as weighted blankets and lava lamps . There is a calm space in our library area available for all pupils when/ if required. Sometimes we may refer children for counselling which takes place during the school day in a suitable area of the school.

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.**
-
- **Attendance is recorded on Bromcom. Attendance concerns will be discussed with parents (below 90% or approaching 90%). They will be offered a supportive meeting with the Principal and Class teacher and DSL where needed. Attendance reports are produced termly and shared with parents.**

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

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

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

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:

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'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.**
CME (Child Missing Education) contact
Darren Chapman
01522 55 3241

- **Regular monitoring and analysis of attendance and absence data takes place (Headteacher and DSL as well as admin on a daily basis who will contact parents/carers if a child is absent and school has not been informed). In this way, the academy can identify pupils or cohorts that require support with their attendance and put effective strategies in place.**
- **We will access wider support services to remove the barriers to attendance and discuss when and if support should be formalised in conjunction with the local authority.**
- **Information is shared with relevant agencies involved with the pupil/ family eg social services and we work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.**

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.

1. Talk to and take care of the pupil, as necessary.
2. Speak to the other pupils to ensure that they understand what has happened and what will now happen.
3. The principal will speak to the pupil's parents to explain what happened and what action was taken.
4. It may be necessary for an investigation or review to take place.
This should always involve taking written statements from those involved. Specific details should be given: date, time, place, numbers of staff and pupils, the purpose of the visit, length of time the pupil was missing, any lessons for the future.

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

Take an immediate head count to ensure that all other pupils are present. All adults and pupils should be asked to calmly explain when they last remember seeing the missing pupil.
2. An adult would search the immediate vicinity and if at a venue, the venue manager should be informed to arrange a search and potentially secure the venue.
3. The Principal and DSL should be informed if the pupil is still missing.
4. A strategy should be agreed with the principal, which may involve returning the rest of the group to school, or moving to a different location (if outside, for example) where the rest of the group can be safely supervised and ideally occupied.
5. The Office will phone the pupil's parents to explain what has happened and what steps have been taken. Depending on where the trip is, it may be appropriate for them to go to the venue, or to come to school.
6. Depending on the precise circumstances, either the Principal or the staff with the group would call the Police to notify them of a missing pupil. Professional judgement will be used in determining the time-frame required in establishing the pupil's whereabouts before notifying the Police. Precise information, timings and descriptions should be readily available before making this call.
7. The DSL may inform the Local Children Safeguarding Board.

8. The school will cooperate fully with any Police investigation and any Safeguarding investigation by Social Care. In the case of an investigation, the Headmaster, Chair of Governors and Insurers would be informed. If the pupil is injured, a report would be made under RIDDOR to the HSE.
9. A full record of all activities taken up to the stage at which the pupil was found would be made for the incident report.

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

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

Any decisions made in responding to reports of child on child abuse will be made by the academy on a case-by-case basis. The designated safeguarding lead (or a deputy) will take a leading role, using their professional judgement, and supported by other agencies, such as children's social care and the police as required.
Any disclosures should be passed to the designated safeguarding lead (or a deputy) immediately who will risk assess the situation. The risk assessment should be recorded electronically and kept constantly under review in consideration of the measures required to keep all pupils safe.
The designated safeguarding lead (or a deputy) will liaise with the parents of the children involved, and engage with children's social care and the police where a crime has been committed. Immediate support will be given to the victim. Child on child abuse is not tolerated at the academy and the principal, with the designated safeguarding lead will determine an appropriate response which may include support or sanction for the alleged perpetrator.

In addition, the academy will continue to respond in accordance with Part 5 of Keeping Children Safe in Education 2024.

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.
The designated safeguarding lead (or a deputy) will take a leading role, using their professional judgement, and supported by other agencies, such as children's social care and the police as required.
Records should be kept using 'Record Manager' (safeguard).

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

Through CPOMs and via the Bullying and unkindness log. A response will be made by DSL/DDSL/Principal. The designated safeguarding lead (or a deputy) will take a leading role, using their professional judgement, and supported by other agencies, such as children's social care and the police as required.

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 designated safeguarding lead (or a deputy) will take a leading role, using their professional judgement, and be supported by other agencies, such as children's social care and the police as required

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

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

Concerns should be reported via CPOMs and logged in the Bullying and Unkindness log to be responded to by DSL and/or Principal

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.

NSPCC Learning	**Harmful Sexual Behaviour (HSB) Framework / Audit Tool**	Used to support the academy in recognising, assessing and responding appropriately to problematic and harmful sexual behaviour, including child-on-child sexual abuse.

NSPCC Learning	**Managing incidents of harmful sexual behaviour**	Guidance for DSLs and staff on responding to incidents, safeguarding children affected and supporting children displaying the behaviour.
NSPCC Learning	**Understanding sexualised behaviour in children**	Helps staff distinguish between developmentally typical, problematic and harmful sexual behaviours.

Procedures to minimise child on child abuse include:

The academy follows the DRET Child on Child Abuse Policy and safeguarding procedures to prevent, identify and respond to child-on-child abuse. This includes bullying, physical and emotional abuse, sexual harassment and harmful sexual behaviour.

Preventative measures include clear behaviour expectations, appropriate supervision, staff awareness and training, listening to pupils and responding promptly to concerns or disclosures. Concerns are reported to the DSL, recorded and investigated in line with DRET procedures, with appropriate support provided to both the child affected and the child displaying the behaviour.

Where concerns meet safeguarding thresholds, the academy will work with parents/carers and relevant external agencies, including Children's Social Care and/or the police where appropriate. The academy also uses appropriate education and resources to promote respectful relationships, healthy boundaries and safe behaviour.

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
Sharing nudes and semi-nudes: how to respond to an incident (overview) (updated March 2024) - GOV.UK (www.gov.uk)
Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)

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

- the incident should be referred to the DSL (or DDSL) as soon as possible
- the DSL (or DDSL) will hold an initial review meeting with appropriate staff such as the staff member(s) who heard the disclosure and the Area Safeguarding Lead. Points for consideration include
    - whether there is an immediate risk to any child or young person
    - whether the image(s) has been shared widely and via what services and/or platforms.
    - any relevant facts about the children or young people involved which would influence safety planning
    - if there is a need to contact another education, setting or individual
- there should be subsequent interviews with the pupils involved (if appropriate)
- parents and carers should be informed at an early stage and involved in the process to best support the child unless there is good reason to believe that involving them would put the child or young person at risk of harm
- a referral will be made to children's social care and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process. Some children and families may require more targeted support than that offered at the universal and community based Early Help level. The academy will work with local safeguarding partners to identify children and families who would benefit from more targeted support through Family Help.

ONLINE SAFETY: FILTERING AND MONITORING

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

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

- they witness or suspect unsuitable material has been accessed
- they can access unsuitable material
- they are teaching topics which could create unusual activity on the filtering logs

- there is failure in the software or abuse of the system
- there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
- they notice abbreviations or misspellings that allow access to restricted material

All concerns should be reported to the DSL/DDSL and recorded on CPOMS All technical reports must be shared via ITsupport@dret.co.uk
The DSL checks alerts every day. All staff are expected to be vigilant in recognising signs that a child might be attempting to access harmful content. The DSL works with representatives of the ASC in regularly evaluating the effectiveness of these arrangements.
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.

- **Email sent to parents containing advice for internet safety**
- **Restricted use of video lessons such as Teams**
- **Use of Safe You Tube for shared videos**
- **Staff code of conduct shared**
- **Jigsaw programme**

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.

Email sent to parents containing advice for internet safety
- ***Restricted use of video lessons such as Teams***
- ***Use of Safe You Tube for shared videos***
- ***Staff code of conduct shared***

Jigsaw programme
Resources and materials from Internet Matters

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

Email sent to parents containing advice for internet safety • **Restricted use of video lessons such as Teams** • **Use of Safe You Tube for shared videos** • **Staff code of conduct shared** • **Jigsaw programme** • **Resources and materials from Internet Matters**
Contextual safeguarding: The curriculum is adjusted to include knowledge and guidance to pupils about local contextual risks in an age-appropriate manner.

STAFF BEHAVIOUR POLICY:

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

Feature	Academy expectations – Staff 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
Acceptable use of IT	Staff using their own devices on academy premises must sign into the Guest Wi-Fi.
Safe use of DRETme	All members of staff should use a DRET device to record any material for sharing via DRETme. Staff must ensure that parents have consented to their child's image being shared before these images are posted. These materials must only be used for internal purposes.
Communication with pupils through social media	Members of staff should report to the Principal any instances where they are connected to pupils via social media such as through music / community group membership. Members of staff must not associate with any pupils individually via social media. Members of staff will not use social media to post information to pupils such as team lists. This information must be shared with pupils using internal academy communications.
Arrangements for using Student Portal	Staff are encouraged to communicate with pupils using Student Portal on Bromcom. Great care should be taken when providing feedback to pupils and staff are expected to maintain appropriate professional boundaries and language at all time. All communications are saved, monitored and will always be considered in determining the most appropriate provision for pupils. Staff must not communicate individually with pupils in any other way.
Staff use of wearable tech, including mobile phones in parts of the school such as the EYFS	Members of staff should use academy devices only when contacting pupils, parents or carers. Members of staff must not use their personal mobile phones in the EYFS at all. /They must not use their mobile phone at the academy unless it is in the course of their break and in an area not designated for pupil use.

Use of personal cameras and images of pupils such as competition winners or in routinely recording pupils' achievements.	Members of staff should not use their personal devices to record pupil assessments, especially 1:1 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.
Arrangements for parent visitors	Parent visitors, including parent governors, will always be accompanied by a member of staff unless they have undergone the checks appropriate for them to be a parent volunteer.
Arrangements for vetting visiting speakers	Members of staff should always complete the DRET Visiting Speaker approval form
Social contact outside the academy such as through sport club membership	Members of staff should report to the Principal any instances where they belong to sport/music / community groups also attended by pupils/former pupils at the academy.
Social contact with former pupils	Members of staff should not have individual social contact with former pupils until the pupil has achieved the age of 21.
Use of staff cars	Staff must not transport pupils in their cars for any reason.
Physical contact	Staff should ensure physical contact with pupils is appropriate, necessary and proportionate. Unnecessary, prolonged or overly familiar contact should be avoided.
One to one situations	Staff should avoid unnecessary one-to-one situations. Where required, interactions should take place in an open or observable environment wherever possible
Gifts giving and receiving	Staff should not give personal gifts to individual pupils. Gifts received from pupils should be appropriate and declared where required. High-value or unusual gifts must be reported
Dealing with pupil infatuation	Members of staff should report all concerns about pupil infatuation to the DSL immediately
Conversational boundaries and appropriate language	Staff should use professional, respectful and age-appropriate language. Sexualised, suggestive, offensive or overly personal conversations with pupils are not appropriate.
Other matters relevant to the academy	Staff must maintain appropriate professional boundaries at all times, avoid favouritism or special relationships, and use only approved methods of communication with pupils. Any concerns or inadvertent breaches should be reported to the DSL or Principal

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. *(delete as appropriate)* 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.
LADO referral form: LADO referral | Completing the form – Lincolnshire County Council
LADO contact number: 01522 554674

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**
Road accident outside school- especially entrance to the car park	Particularly smaller children who are not easily seen	Medium	Letters to parents by MYEd Specific letters to parents who do not follow general advice Markers to indicate safe pathway	Observation Staff on gate
Farms/ farming machinery and equipment including chemicals	All children	Low	Children are kept within the school grounds and do not explore the are unattended. If pesticides are being used on fields in the	Ensure the perimeters are secure

			locality and we are aware we will ensure children are kept indoors if the chemicals are deemed to be in the air.	
Injury following or during escape from school	Children with behaviour needs	Medium	Staff not to follow. Observe from a distance. Call police	Maintain perimeter fence Locking routines H&S inspections
Dog bite	Any child in school	Low	Neighbours alerted when dogs are loose either on school property or in the nearby vicinity RSPCA/police contact if recurrent	Spontaneous
Disguised compliance	Any child	Medium	DSL training on disguised compliance *follow up on absence- children's view, phonecall, *absence procedures *Communication with services	Follow Lincolnshire 6 year pathway for training
Emotional harm from parental dispute/ domestic violence	Any child	Medium	*Open door policy *Counselling *TAC procedures *Communication with services	Senior leadership meetings DSL/ DDSL

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 0808 278 7996 Textphone 0800 144 884 Monday - Friday (10.00 - 16.00)	Drop in dental clinic **Grantham Dental** Practice on 01476 212020	Local Food bank- Grantham Food Bank 07816 872561	LA supporting families programme	Commercial community fund such as B&Q
YMCA tel: 01522508360	Healthy living team	Holiday meal vouchers	LA energy and money saving programme	Church groups
Shelter	School nurse		16 – 19 student bursary	Adult learning groups
Grantham Poverty concern-The Passage 07850100340	MHST		Fuel rebates	Free sports clubs
				Round table

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