David Ross Education Trust

Broadening Horizons

Safeguarding and child protection Contextual appendix

Ainthorpe Primary 01.09.2026

David Ross Education Trust
Broadening Horizons

Academy: Ainthorpe Primary School

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
Adrian Rolfe	ASC leadership of safeguarding including responsibility for pupils' attendance.	ARolfe@DretGovernor.co.uk
Adrian Rolfe	ASC colleague overseeing filtering and monitoring standards	ARolfe@DretGovernor.co.uk
Kimberley Lawton	Executive Head of Primary	KLawton@dret.co.uk
Safeguarding contact	Shared email address	Safeguarding@AinthorpePrimary.co.uk
Sonya Westmorland	DSL on SLT: Academy leadership of safeguarding	swestmorland1@ainthorpeprimary.co.uk 01482 353963
Sarah Ellis	DDSL	sellis@ainthorpeprimary.co.uk
Karen Chapman	DDSL	KChapman@dret.co.uk
Katherine Lyon	DDSL	KLyon@AinthorpePrimary.co.uk
Sonya Westmorland	Designated teacher for CiC	swestmorland1@ainthorpeprimary.co.uk 01482 353963
Sonya Westmorland	Designated safeguarding lead for the EYFS	swestmorland1@ainthorpeprimary.co.uk 01482 353963
Sonya Westmorland	Colleague responsible for pupils educated in alternative provision off site	swestmorland1@ainthorpeprimary.co.uk 01482 353963

Sonya Westmorland	Colleague responsible for pupils educated in alternative provision on site	swestmorland1@ainthorpeprimary.co.uk 01482 353963
Sonya Westmorland	Senior mental health lead	swestmorland1@ainthorpeprimary.co.uk 01482 353963
Sonya Westmorland	Senior colleague responsible for the implementation of the Allergy Safety Policy	swestmorland1@ainthorpeprimary.co.uk 01482 353963
Sonya Westmorland	Colleague leading on First Aid	swestmorland1@ainthorpeprimary.co.uk 01482 353963
Karen Chapman	Colleague leading on H&S	KChapman@dret.co.uk
Kirstie Britton	Educational Visits Coordinator	kbritton@ainthorpeprimary.co.uk
Sonya Westmorland	Careers lead responsible for careers and safeguarding pupils on work experience	swestmorland1@ainthorpeprimary.co.uk 01482 353963
Sarah Ellis	Attendance Lead	sellis@ainthorpeprimary.co.uk
Sonya Westmorland	Senior colleague responsible for meeting the filtering and monitoring standards	swestmorland1@ainthorpeprimary.co.uk 01482 353963
Sonya Westmorland	Colleague responsible for lettings and liaising with external organisations using the academy premises for activities	swestmorland1@ainthorpeprimary.co.uk 01482 353963

COVER/ DUTY ARRANGEMENTS TO ENSURE A SUITABLY QUALIFIED MEMBER OF THE SAFEGUARDING TEAM IS ALWAYS AVAILABLE DURING TERM TIME.

The designated safeguarding lead should arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Monday to Friday:
Monday – Sonya Westmorland/Sarah Ellis/Karen Chapman/Katherine Lyon **Tuesday – Sarah Ellis/Karen Chapman/Katherine Lyon** **Wednesday – Sonya Westmorland/Sarah Ellis/Karen Chapman** **Thursday – Sonya Westmorland/Sarah Ellis/Karen Chapman/Katherine Lyon** **Friday – Sonya Westmorland/Sarah Ellis/Karen Chapman/Katherine Lyon**
On call arrangements for weekends
Sonya Westmorland – **swestmorland1@ainthorpeprimary.co.uk** Karen Chapman – **Kchapman@dret.co.uk**
On call arrangements for school holidays
Sonya Westmorland – **swestmorland1@ainthorpeprimary.co.uk** Karen Chapman – **Kchapman@dret.co.uk**
Arrangements for using and managing the Safeguarding shared email address and inbox

The safeguarding inbox is checked daily by Sonya Westmorland/Sarah Ellis

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
Hull City Council	Matt Jukes, Chief Executive
Humberside Police	Chris Todd, Chief Constable
Humber and North Yorkshire Care Partnership	Teresa Fenech, Chief Executive

Safeguarding Partners

Name	Leadership level	Contact details - email address and contact number
Jacqui Edhouse	Designated officer	LADO@hullcc.gov.uk 01482 790933
Dan Horne	Designated officer	LADO@hullcc.gov.uk 01482 790933
Hull Families First Partnership	MACPT lead	EHASH@hullcc.gov.uk
Shery Greendale	Operation Encompass contact	Sheryl.Greendale@hullcc.gov.uk 01482 615285
Anne Cox-Doyle	School attendance support team	Anne.Cox-Doyle@hullcc.gov.uk
Charlene Wright	Children missing education officers	Charlene.wright@hullcc.gov.uk
Hull Youth Justice Service	Youth Offending Team	01482 614200

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
Pauline Turner	Head of children's social care	Pauline.turner@hullcc.gov.uk 01482 615000
Pauline Turner	Head of safeguarding	Pauline.turner@hullcc.gov.uk 01482 615000
Rachel Donnachie	Assistant Director of safeguarding	Rachel.donnachie@hullcc.gov.uk 01482 616345
Hull Virtual School	Personal advisor for CiC	01482 615606
Early Help and Safeguarding Hub	EHASH	01482 448879
Mandi Morgan	Education Safeguarding Manager	Mandi.morgan@hullcc.gov.uk
Alicia Rose	EHASH Schools and Education Social Worker	Alicia.Rose@hullcc.gov.uk

Police Liaison

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

Name	Role	Contact details - email address and contact number
Catherine Collins	PCSO	PC 7590 Catherine.collins@humberside.police.uk
Prevent Hull	Counter terrorism	Hullprevent@hullcc.gov.uk
Early Help and Safeguarding Hub (EHASH) Humberside Police	FGM referrals	EHASH -01482 448879 EHASH@hullcc.gov.uk Police -101
Early Help and Safeguarding Hub (EHASH) Humberside Police	County lines	EHASH -01482 448879 EHASH@hullcc.gov.uk Police -101
Justin Robert	Safer Schools Coordinator Hull West and Central	Justin.robert@humbersidepolice.uk

Health Services

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

Name	Role	Contact details - email address and contact number
CHCP	School nurse	Hull.cypcommunityservices@nhs.net 01482 259600
Thrive Hull	Mental health services	Hull.cypcommunityservices@nhs.net 01482 259600
CYPHP	CAMHS	Hull contact point 01482 303688

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
Director of Children's services, Hull City Council	Pauline Turner	Pauline.turner@hullcc.gov.uk 01482 615000
Detective Chief Superintendent, Humberside Police	Craig Nicholson	See police contact details Humberside police
Paula South, Director of Nursing Governance	Paula South	hnyicb.communications@nhs.net

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. The approach involves Early help support for families before minor problems turn into major ones. Shared resources and knowledge through agencies like the Hull collaborative partnership. Single assessments will create unified plans to make plans easy and reduce complex transitions.
Family Help and MACPTs operate as one system ensuring the academy has clearer routes into support via Family Hubs in the following ways: Best start family hubs hull will deliver integrated guidance from pregnancy through the early years of a child'**s** life. People and professionals can seek advice and guidance through the Hull collaborative portal system.

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: School works closely with the safer school coordinator and also the PCSO for our local area who would be able to offer support. We have a working partnership with the Education safeguarding manger and regularly would make referrals to children's safeguarding team if children where in need of support.
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. Referrals would be made to the children's school nursing team and also EHASH. If this was a case of a child who was at risk of sexual exploitation, we would also be involving the police as part of the social care assessment process.
Details of the local authority domestic abuse strategy and the academy's role in complying with this strategy can be found here. Domestic abuse strategy – Hull Collaborative Partnership The school works in partnership with the police to support children who have been affected by DA. Operation Encompass training has been undertake by the DSL and DDSLs. The school takes part in the white ribbon expect respect campaign and the PHSE curriculum focusing on work around healthy relationships which is ongoing throughout the year.
The local offer for children in Kinship care arrangements (including Special Guardianship) can be found here: Support and local offers for children in kinship care across Hull are coordinated through Hull City Council Children's services, Hull Fostering and specialised charities. If the child has additional education or health needs the Hull SEND local offer applies.

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
Hull City Council	Hull Virtual School	Cypfs-virtualschool@hullcc.gov.uk 01482 615 606
David Williamson	Head of Hull Virtual School	David.williamson@hullcc.gov.uk

Alternative Provision: registration

Provider	Address	Registration
Whitehouse PRU	262a Pickering Road, Hull, HU4 7AD	142259

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
Whitehouse PRU	Kelly Pullen	01482 303300 Kelly.pullen@vennacademy.org

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
No managed moves		

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
Whitehouse PRU	10.09.2026	06.09.2027	Regular visits to the PRU take place during the academic year

ARRANGEMENTS FOR SAFEGUARDING PUPILS WORKING WITH EXTERNAL AGENCIES TO PROMOTE PUPIL DEVELOPMENT AND OUTCOMES

Where services or activities are provided separately by another body, 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
Hull City Council	Mandi Morgan – Education Safeguarding Manager Mandi.morgan@hullcc.gov.uk	LOA – Academic year 2026-2027
Cat Zero	Sarah Coulson sarah@catzero.org 01482 333303	LOA – 11.02.2026

USE OF ACADEMY PREMISES FOR NON-ACADEMY ACTIVITIES

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

Provider	Contact details - email address and contact number	Date of annual safeguarding check by the academy DD/MM/YYYY
Rock steady	Peter Delaney Peter.delaney@rocksteadymusicschool.com	
Hull Music Service	Selina Slater Selina.slater@hullmusicservice.com	
Little Owls	Kerry Farquar k.farquare@littleowls.co.uk 01482 355311	
Hull KR	Liam Waslin Liam.waslin@hullkr.co.uk	LOA – 09.10.2025
Innovate Catering	Nick Maclean Nick.maclean@impactfood.co.uk 07553345846	LOA - 14.07.2026

The management of safeguarding

TRAINING REQUIREMENTS

The designated safeguarding lead and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years. DSLs (and deputies) will also continue to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters and professional advice groups.
All staff receive Level one safeguarding training with local authority learning and development team every three years. DSL and DSLs training includes two yearly refresher training. The DSL and DDSLs attend regular webinars and additional safeguarding training provided by the safeguarding manager and local authority. The DSL/DDSLs have also completed higher level prevent training

All staff will receive appropriate safeguarding and child protection training which is regularly updated. Online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach. In addition, all staff will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. All staff receive safeguarding training at the beginning of the academic year in September. Safeguarding training is then ongoing throughout the academic year in the form of staff minutes and emails. Also half termly staff receive a safeguarding newsletter and quiz questions.
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 is part of the whole staff training day at the start of new academic year. Online safety updates are delivered to staff throughout the year. The DSL uses the safer schools app to keep staff updated with online concerns.
Child on child abuse (including harassment and violence) training KCSIE is shared with all staff before the start of the new academic year and whole staff training is delivered which includes child on child abuse. A child-on-child abuse risk assessment is in place and has been shared with all staff. Child on child abuse update training is delivered throughout the year via safeguarding emails and newsletters. Safety plans may be used for children including victim and perpetrator and these will be discussed in pastoral meetings.
Allergy training All staff present during times when pupils are scheduled to be on site receive allergy awareness training. This includes permanent staff, temporary staff, supply teachers, peripatetic staff, agency workers and regular volunteers. It includes catering staff and others who may oversee children and young people at breakfast or after school clubs. All staff will include anaphylaxis training at the start of the year. Children will severe allergy have allergy action plans and healthcare plans. Which are shared with staff and added to the child's CPOMS. Mini allergy actions plans are carried on the class teachers lanyard.
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. A number of staff are training in restrictive intervention and this training takes place with our alternative provision provider Whitehouse.
Safeguarding induction training for new staff, supply teachers and volunteers will be led by Sonya Westmorland. Staff on supply receive information about the safeguarding team and what to do if they have concerns about a child. Anyone visiting the school will sign in on the school system, which includes reading and signing the safeguarding information. Students working in the school on work experience have a risk assessment which is communicated to them and shared with their provider. They also wear a red lanyard and are supervised by staff members at all times.
Additional arrangements to ensure Early Career Teachers fulfil their wider professional safeguarding responsibilities include This is done by regular discussions and meetings where concerns are raised and support given when reporting these concerns.
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. Details about reporting low-level concerns will be delivered in the annual safeguarding training and forms part of the schools contextual safeguarding appendix which is highlighted throughout the academic year.

INTERNAL REFERRALS

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

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

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

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

Any concerns which are logged on CPOMS must be done the same day and the DSL/DDSLs will ensure action is taken where deemed necessary in a timely manner. DSL and DDSLs prioritise logs on CPOMS continually throughout the day.
Where there is a disclosure where a child could be experiencing harm or significant harm, neglect or exploitation of a child this should be immediately brought to the attention of the DSL/DDSL and all information recorded as soon as possible on CPOMS. This includes using the body map for identifying marks on children.

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

All staff understand what child on child abuse is and the forms it take, they understand that it takes place in our school enabling them to be better placed to prevent and protect children.
All staff know that there is a zero policy to any incidents of child-on-child abuse. All cases reported by children are taken very seriously. Any incidents are reported to a member of the Vice Principal/Principal so that it can be fully investigated. Staff know that any physical behaviours or language are to be challenged and again reported to a member of the SLT team.
Staff know that it is more like that girls are victims of sexual harassment and sexual violence and that boys are more likely to perpetrate. Also, that SEND children are extremely vulnerable to abuse
Safety plans are in place for children who are victims or perpetrators of child-on-child abuse.

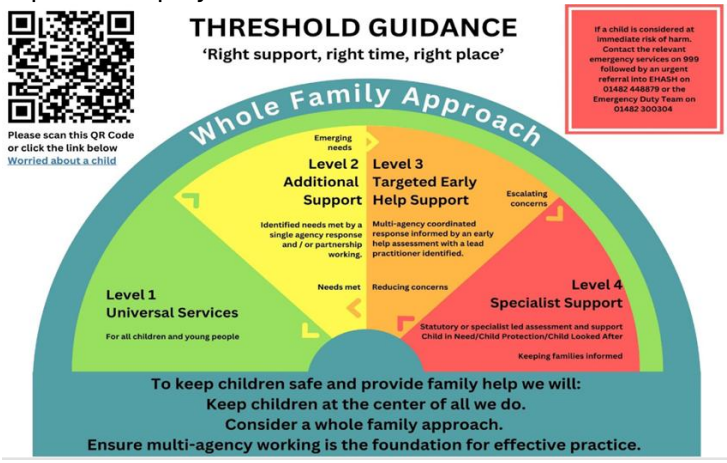
CHILD CENTRIC SYSTEMS

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. Weekly pastoral meetings are held involving the DSL, DDSLs, SENDCO and attendance lead to discuss children causing concern. In this meeting minutes are held – CP/CIN/EH children are discussed including SEND and other vulnerable children. Reports for behaviour including child on child abuse and attendance are drawn upon to put actions in place for children. Actions that were highlighted are addressed and highlighted in the next meeting.
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. During weekly pastoral meetings is looked at to discuss children causing concerns. Minutes are recorded from all meetings and all actions addressed. Detailed logs are documented for children on CPOMS including advice and partnerships working with other professionals when making decisions for children. Also evidence when challenging decisions that are made.

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.



Making a referral - CYP Hub

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. Referrals to Early help and safeguarding are submitted through the portal. The

referral would be completed with the parent and their voice would be captured in the referral. As a class teacher or safeguarding team we would be identifying families who would benefit from Early Help.

Referring concerns about children at risk: a child is suffering, or is likely to suffer, significant harm.
We would assess whether it was safe to speak to parents. If we were unsure we would contact EHASH to ask for advice without giving the child's name. Ideally, we would speak to parents/carers about the concerns and inform them of our decision to refer to children' social care (EHASH) If we felt we were putting the child, another child or ourselves in danger we would not inform parents/carers of the referral. Once we have made a verbal referral to social care, we must follow up with a written referral asap or within 24 hours. As DSL/DDSLs we would be closely tracking the progress of the referral with EHASH and documenting this on CPOMS

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.
As above with EHASH referral

Statutory assessment: assessments determining if a child or their family meet the LSCB threshold. A referral where threshold is met a joint assessment with the police and social worker would take place or a single agency assessment with the social worker. Alternatively a strategy meeting would take place with all professionals where there is an incident for harm or significant harm to a child and a decision for threshold would be made before an assessment is carried out.

Prevent management support: Prevent is a vital part of the work to safeguard children from radicalising influences, in operation in local authorities. All teaching staff are trained in PREVENT, school safeguarding procedures are followed. There is also a prevent risk assessment that is shared with all staff. DSL/DDSLs have undertaken higher level prevent and are aware of the procedures for making a prevent referral via the portal

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:
Each week, a morning minutes meeting takes place where all staff come together and safeguarding updates are shared verbally, in the form of short videos or slides on the screen. All staff then receive all information the same day following the minutes meeting. Half termly, a safeguarding newsletter is sent out to all staff and then follow up quiz questions to check staff have read/understood it.

Expectations re: Security lockdown in the academy
Lockdown procedures are in place for both a partial or full lockdown. These procedures have been shared with all staff, governors and the nursery on site. A run through with staff and children has taken place and the procedures have been reviewed and amended accordingly

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.
All children are supervised by their teacher, teaching assistant or lunchtime staff at all times. SLT members are on the playground at the start of the day to support and greet children. Separate doors are used for different years groups to ensure children in younger year groups are seen to an adult safely. Passwords are in place for all children if a different adult is picking up and all staff are aware of court orders in place for those children who are not to be collected by someone. School gates are opened five minutes before the school doors to avoid children arriving too early and been unsupervised

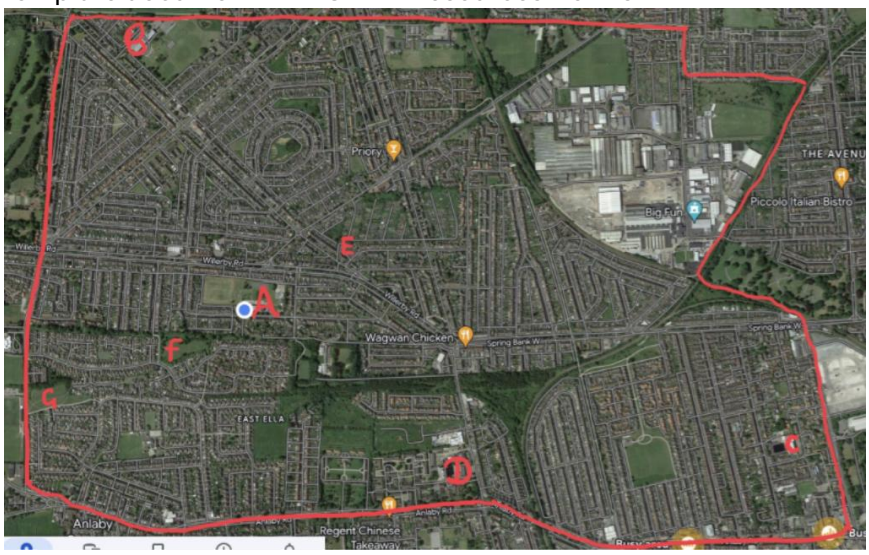
Expectations for supervising visitors to the academy.
Badges should be worn by visitors to the academy. Visitors would be shown around by a member of academy staff and they would stay with the visitor. If the visitor was to be unsupervised we would have DBS and letter of assurances from the provider.

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. Same as above with visitors to the school.

Arrangements for safer sleeping; If a child was to fall asleep in the setting due to been unwell a member of staff would check on them at regular intervals. The child would lay on their back and have nothing covering their face or head.

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.



Local area learning visits map

A – Ainthorpe primary

B – Wold academy

C – Albert Avenue swimming pool

D – Calvert Lane fire station

E – Fred Moore library

F – Sirius Academy West

G – Green space

H – Green space

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.

Any person who brings a dog on site will be challenged and informed this is not permitted due to the safety of the children. They will be instructed to leave the site immediately with the dog. There are signs up around the perimeter of the school site to says dogs are not permitted.

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: For these children they will be supported by the DDSL/Attendance lead as a matter of priority where attendance is a concern. On the first day that a child does not attend a home visit will take place. The social worker will also be contacted were concerns are around attendance. Children's welfare needs will also be prioritised with in school support in terms of ELSA, through drawing and talking or through Thrive. Referrals for these children where needed will be done timely and followed up by the safeguarding team.

Looked after or previously looked after children: The designated teacher for looked after children will work with local authorities to promote the educational achievement of registered pupils who are looked after, as well as those who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.
All staff ensure any concerns are raised for a child who is CiC through CPOMS. The DSL who is also the designated teacher will ensure regular discussions with staff working with these children to ensure support is in place. The designated teacher will attend meetings and PEP meetings and ensure all staff are involved in discussions when making decisions for the children including the child voice which is paramount where possible. The designated teacher works with the virtual school to access any training or advice.

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

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

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

Reasonable adjustments: Reasonable adjustments are changes the academy makes if a child's physical or mental disability puts them at a disadvantage compared with other pupils who aren't disabled. The duty to provide reasonable adjustments is anticipatory i.e. they will be given in advance of what disabled children and young people might require and what adjustments might need to be made to prevent disadvantage. The academy will not discriminate against a disabled pupil because of something that is a consequence of their disability. The academy will also implement reasonable adjustments for children with or who have had a social worker.
The school works closely with IPASS to ensure the right provision is in place for those children who are disabled. Adjustments may be made to the timetable of the day as the child may leave five minutes early for

lunch and breaktimes to ensure that child can transition safely. PEEP plans will be in place for those children who are disabled to ensure extra support is provided where needed.

Procedures for providing intimate care:
There is an intimate care policy and all staff have read and understood when providing intimate care. Some children needing intimate care may also have a health care plan. Changing logs are used to record when a child has been changed.

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

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

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

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

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

PUPILS' WELFARE AND BEHAVIOUR

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

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

All behaviour incidents are logged onto Bromcom. Safety plans are in place for children who may need additional support with their behaviour. Any concerns about behaviour that is related to safeguarding will be logged on CPOMS. Children causing concern are discussed in weekly pastoral meetings and provision is put in place to support them. Parents are contacted to discuss any concerns with regards to a child's behaviour.

Parents are always informed of a suspension and will be given a letter informing them of the reason for the suspension and inviting them to a reintegration meeting. The meeting will take place with the Principal or Vice Principal member. A discussion would take place with parent and child to discuss the return to school and any adaptations or provision that is needed.

Returning to learning procedures: The academy's strategy for reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension includes identifying the support needed to help the pupil return to mainstream education and meet the expected standards of behaviour. A reintegration plan would be in place for a child returning to school following time away from the classroom. The pastoral team would provide support for the child during the reintegration period and possibly work with an alternative provider where appropriate for example if a child has spent time at alternative provision and outreach worker may work alongside staff in school to reintegrate the child.

PUPILS' MENTAL HEALTH

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Academy staff, however, still have an important role to play in promoting good mental wellbeing and preventing the onset of mental illness, in observing pupils and identifying early those who may be experiencing mental health problems or being at risk of developing one, ensuring early targeted support is provided, and liaising with/referring to specialist services where needed.

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

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

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

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

The mental health Lead is school has a whole school oversight and management of children's mental health. A trained ELSA works to support the needs of identified children. Mental health assemblies take place each half term to children across the school and ensures children know how to seek help for themselves or others. Childline posters are visible around the school for children to seek their own help. Mental health support is also provided by a mental health first aider in school who is able to provide advice and support for children and parents.

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.

The DSL and DDSL are both undergone training for self-harm and suicide. Parents would be involved in the discussion around concerns. ELSA would be used and referrals would be made if appropriate for the child. A safety plan would be in place for the child.

SEARCHING, SCREENING AND CONFISCATION

The principal will oversee the academy's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the DSL (or deputy). The headteacher should ensure that enough staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises. However, it is vital that all staff understand their rights and the rights of the pupil who is being searched. The DSL (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item. The staff member should also involve the DSL (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

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

The Principal and Vice Principal would be the staff who would carry out a search if deemed necessary.

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.

- Bromcom is used to monitor attendance daily. Weekly analysis of attendance with a report discussed through our pastoral meetings
- We work closely with the local authority once all other avenues of support have been put in place within school including attendance plans and the attend framework. We support families via referrals to external services such as Health and Early Help.
- We would work closely with the trust support lead for attendance and the EWO for our area in tackling attendance when this is at risk of becoming absent or severe.

Severely absent pupils: Particular focus will be given to pupils who are absent from school more than they are present. These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of partners.
A graduated response is in place within the school to work with parents and the child to improve attendance. We would ensure all avenues have been used to improve a child's attendance and would be working with the family before the attendance became severe.

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.
We ensure that we regularly make phone calls to any child that does not attend school. We promote a culture of good attendance across the school and ensure that before our new starters come into school we have spoken about high expectations of attendance to prevent children becoming persistent or severe.

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. Visits are carried out to the setting and policies are shared between settings and DSLs in each setting communicate any safeguarding concerns and with the social worker if the child has one and with each other which is documented on CPOMS. When a child is attending alternative provision the safeguarding team will inform if that child does not attend a home

visit will then take place for the child. Daily phone calls take place to check attendance of the child and updates on the child's time in the provision and the safeguarding team at both provisions have responsibility for sharing any information about the child. Visit to the provision take place each week.

Part-time timetables: In very exceptional circumstances, where it is in a pupil's best interests, the academy will provide a part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending school or another setting full-time and a part-time timetable is used to help the pupil access as much education as possible. A part-time timetable should not be used to manage a pupil's behaviour. Where the pupil has a social worker, the academy will keep them informed of the process. This will only be in place for the shortest time necessary. Any pastoral support programme or other agreement will have a time limit by which point the pupil is expected to attend full-time, either at school or alternative provision. The formal arrangements in place for regularly reviewing the part time timetable with the pupil and their parents are as follows: The local authority would be informed if a child is placed on a part time timetable and this would be reviewed every four weeks with a meeting taking place with parents.

Statutory duties re CME: All staff recognise children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation. The academy has agreed with their local authority the intervals at which they will inform them of pupils who fail to attend regularly or have missed ten consecutive school days without permission. The academy and local authority will make reasonable enquiries to establish the whereabouts of the child. The academy must notify the local authority within 5 days when a pupil is added to the admissions register at non-standard transition point. A CME form is submitted to the local authority where a child is deemed missing and the child is not removed from the school system until they have contacted the school.

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. Evidence of phone calls, letters and meetings are kept as a record of a parent choosing to EHE their child.

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.
The visit leader would inform the Principal/DSL of the child going missing

Arrangements for locating a missing child during an educational visit off site
Visit Lead teacher will organise a search of the immediate site of visit and contact the police. The lead will contact the school to inform the Principal and DSL. Safety plans would be in place to support prior to the visit for vulnerable children.

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.
The DSL/DDSL would be informed immediately
Reassurance must be given to children talks about harm, abuse or neglect. They must feel that they are being listened to and believed.

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 child would be asked to name trusted adults which may be the adult who has listened to the child initially or someone else. Checks ins would be in place for the child and they would know that if they wanted to share any further information the trusted adult would be made available.

Allegations of child-on-child abuse will be recorded, investigated and dealt with in the following way:
Child on child abuse will be reported to the Vice Principal/Principal and fully investigated. Statements will be taken during the investigation. Parents will be contacted and further actions in place where necessary. Each

case will be discussed by the pastoral team and action will be put in place to support individuals but also through the curriculum. Safety plans will be in place for both victim and perpetrator.
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. For cases of child-on-child safety plans will be in place to support the victim and perpetrator if needed. DSL/DDSLs will work in supporting the child along with parents, police and external agencies.
If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a pupil or if a pupil has been reinstated following a governing board review, it is likely that there will be complex and difficult decisions that need to be made. It is important that these decisions are made alongside a school's duty to safeguard and support children and their duty to provide an education. The academy has a statutory duty to co-operate with safeguarding partners once designated as relevant agencies, and safeguarding partners are expected to name schools as relevant agencies and engage with them in a meaningful way. Ultimately, any decisions are for the school to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required. The DSL is informed of all cases of child-on-child abuse decisions in terms of support for children are discussed with the pastoral team and the Principal to ensure appropriate action has been taken. During an investigation support will be provided to those children involved. The level of support would be decided with the child and a designated adult would be in place to support the child or children through the process.
Expectations for staff concerning all allegations of bullying, discrimination and harassment There is no legal definition of bullying but it is usually defined as behaviour that is: Repeated, intended to hurt someone either physically or emotionally and often aimed at certain groups, for example because of race, religion, gender or sexual orientation. Staff should provide as much information as possible about the nature of the bullying. Academy staff will deal with bullying in different ways. They might deal with it in school, for example by disciplining bullies, or they might refer it to social services or report it to the police if a crime has been committed. Any sanction will take account of special educational needs or disabilities that the pupils involved may have. All allegations will be fully investigated and consequences given on a case to case basis. The victim and perpetrator will be placed on a safety plan if deemed necessary and pastoral support provided for children involved.
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. All staff have received training on Brook traffic light tool and each case of HSB would be recorded on CPOMS and assessed against this tool
Procedures to minimise child on child abuse include: School culture of respect and tolerance. Child on child risk assessment shared with all staff, PHSE curriculum and safeguarding assemblies. Zero tolerance of child on child and consequences in place, respectful relationships workshops

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

The DSL/DDSLs will report to 101 and ensure that parents have been informed. Support will be given to the child and further support will be sought where necessary for the child and their family.

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

The DSL/DDSL checks alerts every day. All staff are expected to be vigilant in monitoring and recognising signs that a child might be attempting to access harmful content. 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. Relationships, Health and Sex Education is taught as part of the curriculum. We also teach PSHE through our Jigsaw each week. We have assemblies that focus on different areas of safeguarding. We deliver key themes such as NCPCC speak out stay safe and White Ribbon day. External visitors come to school to

deliver workshops such as VEMT and prison me know way and knife crime is covered in the curriculum amongst other themes such as stranger danger, fire safety and water safety.
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. E-safety is taught as part of the child safety curriculum. Updates are given to the children/parents when needed via newsletters. E-safety newsletters to be sent out to parents half termly. Schools Safer app is used by the DSL to update both staff and parents in partnership with the safer schools coordinator
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. The RHSE Lead monitors the teaching of RSE. Children's voice is recorded, and pastoral meetings would highlight any further teaching or themes emerging which may need extra focus. Expect respect for white ribbon day is covered as a whole school. Respectful relationships workshops also take place with children in school.
Contextual safeguarding: The curriculum is adjusted to include knowledge and guidance to pupils about local contextual risks in an age-appropriate manner. We teach a preventative curriculum although safeguarding issues may arise in the school they are discussed by the pastoral team and the curriculum is adjusted or enhanced to respond to the need. This is done in lessons, assemblies and whole school days. The contextual safeguarding appendix is revisited and reviewed throughout the year which is part of this document. The school staff have created an appendix that is reflective of the contextual issues in our school community. We also work in partnership with PolEd to closely monitor community issues from a police perspective affecting our children.

STAFF BEHAVIOUR POLICY:

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

Feature	Academy expectations
Acceptable use of IT	Staff using their own devices on academy premises must sign into the Guest Wi-Fi.
Safe use of DRETme	All members of staff should use a DRET device to record any material for sharing via DRETme. Staff must ensure that parents have consented to their child's image being shared before these images are posted. These materials must only be used for internal purposes.
Communication with pupils through social media	Members of staff should report to the Principal any instances where they are connected to pupils via social media such as through music / community group membership. Members of staff must not associate with any pupils individually via social media. Members of staff will not use social media to post information to pupils such as team lists. This information must be shared with pupils using internal academy communications.
Arrangements for using Student Portal	Staff are encouraged to communicate with pupils using Student Portal on Bromcom. Great care should be taken when providing feedback to pupils and staff are expected to maintain appropriate professional boundaries and

	language at all time. All communications are saved, monitored and will always be considered in determining the most appropriate provision for pupils. Staff must not communicate individually with pupils in any other way.
Staff use of wearable tech, including mobile phones in parts of the school such as the EYFS	Members of staff should use academy devices only when contacting pupils, parents or carers. Contact to parents must be made through the schools admin email. 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. Staff must not carry mobile phones on their person. Staff using wearable tech must switch off alerts for calls and messages.
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. Staff must only use a school device to take images of children.
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 Members of staff should not leave visitors unsupervised with children and they would wear a red lanyard.
Social contact outside the academy such as through sport club membership	Members of staff should report to the Principal any instances where they belong to sport/music / community groups also attended by pupils/former pupils at the academy.
Social contact with former pupils	Members of staff should not have individual social contact with former pupils until the pupil has achieved the age of 21.
Use of staff cars	Staff must not transport pupils in their cars for any reason.
Physical contact	Physical contact should be kept to a minimum. If a child was upset or distressed a member of staff may give the child a hug if they have given their consent and we deem this appropriate also when other staff are present.
One to one situations	Where staff are in a one to one situation with a child they should be visible to classrooms or corridors via windows or door panels.
Gifts giving and receiving	Any gifts over £10 that are received are logged on a gifts and hospitality declaration form and passed to the senior administrator.
Dealing with pupil infatuation	Members of staff should report all concerns about pupil infatuation to the DSL immediately
Conversational boundaries and appropriate language	Staff must model respectful behaviour and language to children at all times. Staff must always remain professional with children.

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

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

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

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

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

Where an allegation is made about a member of staff the Principal/Vice Principal must contact the Local authority designated officer (LADO) within 1 working day. Fact finding can take place but the accused must not be approached at this point. The LADO would then advise on whether threshold has been met and the next steps. Contact details of the LADO can be found in this document.

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

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

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

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

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

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

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

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

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

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

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

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

CONTEXTUAL SAFEGUARDING: WELFARE RISK ASSESSMENT

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

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

Identify the hazard ***The potential source of harm to pupils***	**Groups of pupils that might be harmed as a result of the hazard**	**Evaluate the risk** ***The likelihood that the child will be harmed***	**Control measures** ***Procedures and practices in place to mitigate this risk***	**Routine evaluation**
Wymersley Road Park	Children who gather in the park where ASB is taking place	Moderate	PCSOs contact Children reporting Community members reporting	PCSO updates Ongoing

To children whose parents are misusing substances	Children of parents who are misusing drugs, alcohol or other substances	Moderate	Logging incidents of concern Early help and EHASH referral Checks ins following operation encompasses Referrals to Renew and other services	Ongoing
To children whose parents who are experiencing poor mental health	Children of parents with poor mental health	Moderate	HSLW working to support parents. Parent information send out regularly newsletters Section on the school website for mental health.	Ongoing
To children who access online apps unsupervised To children who are gaming online	All children	High	Online safety assemblies. Extracurricular activities for online safety. Reported incidents to 101 and meetings with children/parents.	Pastoral meetings to discuss and action
Any children who gather around the green space (Doggy park)	All children Older children	Moderate	PCSO working in the local community and school.	Updates from PCSO
Children who attend the local youth club	All children Older children	Moderate	Communication between youth club staff and the DSL/DDSL. PSCSOs in attendance at youth club	Calls/emails with youth club manager PCSO
Children who gather ten foot around the perimeter of the school	All children	Low	PCSO working in the local community and School Stranger Danger	Updates from PSCO
To children who experience racism	All children	Low	PHSE curriuculum Restorative practice Curriculum teaching Who school celebrations of faith Protected characteristics	Ongoing

Heron shops – top of Spring Bank	All children (particularly Y5/6)	Moderate	Staff of the school using/passing the shops. Shop reporting children (school contact card shared)	Ongoing

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 08001448848	Drop in dental clinic 01482 688118	Local Food bank (West) 01482 352995	LA supporting families programme	Commercial community fund such as B&Q
YMCA Humber 01472 403020	Healthy living team 01482 247111	Holiday meal vouchers admin@ainthorpeprimary.co.uk	Family Hubs EHASH 01482 448879	Church groups Derringham Bank Methodist Church 01482565989
Doorstep of Hull 01482 345006	School nurse 01482 336634		Fuel rebates Home – Hull Warm Homes	Adult learning groups www.hcctraining.ac.uk
	MHST hullccg.schoollinks@nhs.net 01482 344700		Hull City Council Immediate financial help | Hull City Council	Free sports clubs Find an activity : Active Humber
				Round table Hull Wyke Round Table | The guide to Hull Wyke Round Table activities
				Community awareness programme about children who go missing Vulnerable, Exploited, Missing & Trafficked

				Team -VEMT Hull | Kingston upon Hull | Facebook
				Priory Family Hub 01482 305770
				Hull DAP Tel: 01482 318759hulldap.co.uk Womens Aid Tel: 01482 446099 Preston Road Women's Centre Tel: 01482 790310 Mens advice line – 08088010327

Domestic Abuse strategy 2021-2014 https://www.hull.gov.uk/downloads/download/319/domestic-abuse-strategy

Domestic Abuse Helpline for Men | Men's Advice Line UK (mensadviceline.org.uk)

Support for men - Refuge

LGBTQ+ victims of domestic abuse - IDAS

Our Domestic Abuse services - LGBT Foundation

Call Hull Domestic Abuse Partnership - 01482 318 759