David Ross Education Trust

Broadening Horizons

Safeguarding and child protection Contextual appendix

King Edward VI Academy, Spilsby
2026-2027

David Ross Education Trust
Broadening Horizons

Academy: King Edward VI Academy, Spilsby

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
Alaistar Dixon	ASC leadership of safeguarding including responsibility for pupils' attendance.	adixon@dretgovernor.co.uk
Alaistar Dixon	ASC colleague overseeing filtering and monitoring standards	adixon@dretgovernor.co.uk
Aron Whiles/ Kimberley Lawton	Executive Head of Secondary	
Safeguarding contact		listening@kingedwardacademy.co.uk
Nick Bibby	DSL on SLT: Academy leadership of safeguarding	nbibby@kingedwardacademy.co.uk
Gemma Reeve	DDSL	greeve@kingedwardacademy.co.uk
Gemma Reeve	Safeguarding officer	greeve@kingedwardacademy.co.uk
Abby-Rose Adams	Designated teacher for CiC	aadams@kingedwardacademy.co.uk
Jess Ryan	Colleague responsible for pupils educated in alternative provision off site	jryan@kingedwardacademy.co.uk
Anthony Pugh	Senior mental health lead	apugh@kingedwardacademy.co.uk
Nick Bibby	Senior colleague responsible for the implementation of the Allergy Safety Policy	nbibby@kingedwardacademy.co.uk

Tina Crow	Colleague leading on First Aid	tcrow@kingedwardacademy.co.uk
Dawn Houldershaw	Colleague leading on H&S	dhouldershaw@kingedwardacademy.co.uk
Nick Bibby	Educational Visits Coordinator	nbibby@kingedwardacademy.co.uk
Nikkita Henshall	Careers lead responsible for careers and safeguarding pupils on work experience	nhenshall@kingedwardacademy.co.uk
Tracy Kwee	Attendance Welfare Coordinator	tkwee@kingedwardacademy.co.uk
Helen Jackson	Attendance Information Officer	hjackson@kingedwardacademy.co.uk
Jack Read	Senior colleague responsible for meeting the filtering and monitoring standards	jread@kingedwardacademy.co.uk
Dawn Houldershaw	Colleague responsible for lettings and liaising with external organisations using the academy premises for activities	dhouldershaw@kingedwardacademy.co.uk

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

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

Monday to Friday:

Level 3 trained DSL staff are: N Bibby, G Reeve, J Ryan, E Smith, T Crow, T Kwee, H Jackson, J Shudell, J Read, M Wilkinson.

N Bibby is DSL Monday – Friday.
G Reeve is DDSL Monday – Thursday. On Friday the DDSL role is taken up by the team of staff trained to Level 3 DSL.

On call arrangements for weekends

DSL and DDSL are both contactable via email and mobile phone and have an email alert for any concerns that are logged on CPOMS

On call arrangements for school holidays

DSL and DDSL are both contactable via email and mobile phone and have an email alert for any concerns that are logged on CPOMS. Other members of the SLT will provide on call cover for specific weeks which will be determined before the start of the holidays. There is a 'pop-up' on the Academy website directing parents to contacts in the event of a safeguarding concern needing to be reported. These contacts include DRET Trust-level support.

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

DSL and DDSL have access to the shared email address and inbox.

Safeguarding Partnerships

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

Local Authority Safeguarding Partnerships working with the academy
Lincolnshire Safeguarding Children Partnership (LSCP)
Policy, Procedure, Education and Training Sub Group (PPET) (Lincolnshire Police)
Child exploitation and missing steering group (Lincolnshire Police)
Education sub group (LSCP)
Child death overview panel (LSCP / NHS / Lincolnshire ICB)

Safeguarding Partners

Name	Leadership level	Contact details - email address and contact number
LADO	Designated officer	Tel: 01522 554 674 E-mail: LSCP_LADO@lincolnshire.gov.uk
Lincolnshire Clinical Commissioning Group (NHS)	Designated officer	lccg.office@nhs.net Tel 01522 573939
Lincolnshire Children's Services	Designated officer	01522 782 111 Out of hours emergencies call: 01522 782 333
Lincolnshire Police	Operation Encompass contact	Operation Encompass | Lincolnshire Police
CME team	Children missing education officers	Email: cme@lincolnshire.gov.uk Tel: 01522 552771

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.

In Lincolnshire this service is provided by Children's Services and the LSCP.

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
Local Police Team (Spilsby area)	Police	Spilsby | Your Area | Lincolnshire Police
East Midlands Special Operations Unit (EMSOU)	Counter terrorism	EMSOU East Midlands Special Operations | Regional Policing Unit| East Midlands
Police	FGM referrals	999

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
Spilsby Children's Centre	Health visitor	01522 843000
Children's Health service	School nurse	01522 843000
CASY Counselling	Mental health services	01636 704 620 office@casy.org.uk
NHS	CAMHS	Here for you 0800 234 6342 CAHMS 01507 606843 Healthy minds 01522 307366

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
All local contacts can be found within the Lincolnshire Safeguarding Children Partnership Policy and Procedures Manual or through this link: local-contacts-july-2025.docx		

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: LincolnshireSCP Policy and Procedures Manual

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 Lincolnshire County Council Team Around the Family Handbook can be found here: TAF Handbook

Family Help and MACPTs operate as one system ensuring the academy has clearer routes into support via Family Hubs in the following ways: Information on Lincolnshire Family Hubs can be found here: Family Hubs programme – Lincolnshire County Council

LOCAL SPECIALIST SUPPORT Effective safeguarding practice is demonstrated when schools and colleges are clear, in advance, about what local processes are in place and what support can be accessed
Details of the specialist support available for victims and perpetrators of child-on-child sexual violence and sexual harassment from children's services, police and health as follows: details can be found through the Lincolnshire SCP Policy and Procedures Manual: Contents
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: details can be found through the Lincolnshire SCP Policy and Procedures Manual: Contents
Details of the local authority domestic abuse strategy and the academy's role in complying with this strategy can be found here: details can be found through the Lincolnshire SCP Policy and Procedures Manual: Contents
The local offer for children in Kinship care arrangements (including Special Guardianship) can be found here: details can be found through the Lincolnshire SCP Policy and Procedures Manual: Contents

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 VS	Contact details - email address and contact number
Lincolnshire	Lincolnshire Virtual School	Telephone: 01522 550274 Email: virtualschool@lincolnshire.gov.uk

Alternative Provision: registration

Provider	Address	Registration
The Pilgrim School, Baumber	Lincoln Road Baumber Horncastle LN9 5ND	DfE number: 925/7012
Derby County FC	Derby County Training Centre Morley Road Oakwood Derby DE21 4TB	Not DfE registered.

Alternative Provision: designated safeguarding lead

Provider (include addresses for all premises used by the provider including satellite sites and subcontracted providers)	Name	Contact details - email address and contact number
Springwell Alternative Academy	Miss V Shores	01522 308310
The Pilgrim School, Baumber, Lincoln Road, Baumber, Horncastle, LN9 5ND		
Derby County FC Derby County Training Centre Morley Road Oakwood Derby DE21 4TB	The Designated Safeguarding Senior Manager is Simon Carnall The Designated Safeguarding Officer is Graeme Redfern	07961 625468 simon.carnall@dcfc.co.uk Graham.redfern@dcfc.co.uk

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
The Pilgrim School Baumber	12/10/2026	01/09/2026	Safeguarding assurances received. QA visit 22/10/2026.
Deby County FC	13/10/2026	01/09/2026	Safeguarding assurances received. QA visit 15/10/2026.

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
PRT	Pupil Reintegration Team (PRT)	prt@lincolnshire.gov.uk

Date academy received confirmation schools providing managed moves have conducted all necessary vetting checks

Provider	Date received DD/MM/YYYY	Follow up due DD/MM/YYYY	Comments
Skegness Grammar School	08/10/2026	01/09/2026	SGS is part of the DRET Trust and therefore is in the scope of the identical safeguarding compliance procedures.

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
CASY Counselling	Donna Richmond d.richmond@casy.org.uk	05/09/2024 next review November 2026
Lincolnshire Music Services	Andrew Hird - Equity, Diversity and Inclusion champion; Partnership Manager (Boston and South Holland) Andrew.Hird@lincolnshire.gov.uk	05/09/2024 next review November 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
Spilsby Football Club	07392755775	19/09/2025

The management of safeguarding

Training requirements

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

The Academy has enrolled on the Lincolnshire SCP Safeguarding Training Package. Nick Bibby and Gemma Reeve have completed Level 3 Safeguarding Training through High Speed Training and follow the Lincolnshire SCP 6-year training pathway. All other members of staff in the safeguarding team have completed Level 3 Safeguarding Training through High Speed 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. This includes and annual safeguarding training update for all staff as well as regular safeguarding briefings via staff briefings, staff CPD and shared documentation.
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. Staff training for online safety training forms a part of the regular safeguarding training through staff CPD sessions.
Child on child abuse (including harassment and violence) training is delivered through annual safeguarding training updates and throughout the academic year where appropriate.
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 receive allergy awareness training from an external provider during CPD sessions. Other temporary staff will receive awareness training as part of induction to the Academy and be signposted to key staff within the Academy to respond and manage allergy reactions.
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 dedicated team of staff have received training on restrictive interventions through September CPD. All other staff have received training on de-escalation and prevention.
Safeguarding induction training for new staff, supply teachers and volunteers will be led by the Senior Leadership Team and a one-to-one basis.
Additional arrangements to ensure Early Career Teachers fulfil their wider professional safeguarding responsibilities include safeguarding specific training through mentoring meetings and specific training from the DSL.
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. Low-level concerns training will be delivered as part of the annual safeguarding training update.

INTERNAL REFERRALS

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

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

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

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

All staff must report a safeguarding concern to a member of the safeguarding team as soon as possible. No concern is too small. No concern should be left. Staff must take responsibility to ensure the concern has been reported.

Accurate recorded of concerns is vital. Concerns should be recorded on CPOMS, ensuring they are factual, not using opinion or supposition. Recorded of children's actual words is important. Recording should include:

- Date and time.
- Child's name.
- What was seen, heard or reported.
- Actions taken.
- Who was informed.
- Any decisions made and reasons for them

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

It is essential that all victims are taken seriously and are supported and kept safe. A victim will never be given the impression that they have created a problem by reporting sexual violence or sexual harassment. Nor will they be made to feel ashamed for making a report.
Systems are in place for children to report abuse and these are well promoted, easily understood and accessible to all through the use of CPOMS. Staff are aware of how to use this system and that they should also report in person to the DSL or the DDSL when a disclosure of this nature is made.
Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies provide KEVI with the foundation for a calm, considered and appropriate response to any reports.
The school will contribute to multi-agency working in line with statutory guidance Working Together to Safeguard Children. Any decisions will be made by the DSL through liaising with the Principal on a case-by-case basis, while using their professional judgement, supported by other agencies, such as children's social care and the police as

required. Reports are managed where possible, with two members of staff present. Where the report includes an online element, staff are aware that they are not to view or forward illegal images of a child.
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Staff will not promise confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. Information regarding the next steps will be shared so the victim understands what the next steps will be and who the report will be passed to. Staff will keep in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation. Where there has been a report of sexual child on child abuse, this will be reported to CSC as well as the Police and safety plans will be written for both victim and perpetrator.

CHILD CENTRIC SYSTEMS

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

Academy leaders including the DSL, ensure all welfare information, such as pupil records concerning attendance, first aid, behaviour and achievement, is routinely collated and analysed to identify children who are suffering or at risk of suffering harm. Data and information is used through Inclusion Team and SLT meetings to ensure appropriate support is provided for children.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed. CPOMS records are routinely reviewed by the DSL and DDSL, and shared amongst the Inclusion and Pastoral Team to address any emerging concerns or trends.

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

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

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.

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

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

All guidance from the local authority can be found through the Lincolnshire SCP Policy and Procedures Manual: Contents

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: all staff receive the annual safeguarding training update and regular safeguarding updates through staff briefings, staff CPD and shared documents.

Expectations re: Security lockdown in the academy

Designated Areas	Designated Person	Responsibilities
Control Panel Officer Site Lockdown Confirmation of site lockdown	Under direction of Principal the admin staff or site team whichever is the most appropriate, will activate the panic alarm Site staff to carry out full external door lockdown if safe to do so Site Supervisor	Responsible for sounding the lock down alarm Check all the site is locked down, radio the SLT on channel 2 to confirm each area with relevant staff
Lockdown Manager Deputy Assistant	Principal Nick Bibby DSL Remaining SLT members	Establish the nature of the incident and evaluate if a full/partial Lockdown process needs to be activated. CCTV to be utalised to locate/assess the nature of the risk Manage the lockdown and communication Conclusion of Lockdown
Communications to staff and parents	Senior Admin PA to Principal AOM	Activate Lockdown on email to all staff and when instructed communicate with parents via Bromcom Senso to be activated to send a message out to all screens
Reception area and in-coming telephone calls and visitors	Admin staff	Phone the emergency services if instructed by the Lockdown Manager Ensure no visitors can come into the building. Manage any outside telephone calls
SEND	SENDCO Asst SENCO	Responsible for providing support to our most vulnerable students in SEND
All Teaching Staff/All Support staff	All Teaching Staff/All Support staff	All Students /Staff remain in their classrooms/Offices External doors and classroom doors locked (where possible) and a table placed against

		the door. If appropriate, use a door wedge from the inside to restrict access Windows closed and blinds pulled down Students and staff to be quiet. Take cover if the risk quantifies this Lights/Smartboards to be turned off Computers to be left on If the fire alarm sounds, do not leave unless you see or smell smoke Staff are to wait further instructions and remain in lockdown until instructed otherwise If staff need to enter a locked room, they should state their names *(Mr Carrington for example)* and job title in school to identify themselves.
All Visitors	Guided By Academy Staff	Visitors are to move to the nearest office available to where they currently are located and remain with a staff member

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.
A duty rota is followed by all members of staff. The Duty Manager for each day checks that all duty spots are supervised. If a member of staff is absent due to a planned event they are asked to ensure their duty spot is covered. SLT briefing each morning identifies any spots which won't be covered due to unplanned absences. At the end of the day students will leave site through the student gate and only once their transport is on site, they will be called by transport line up at the gate and leave to gain access to the transport only from the pavement.

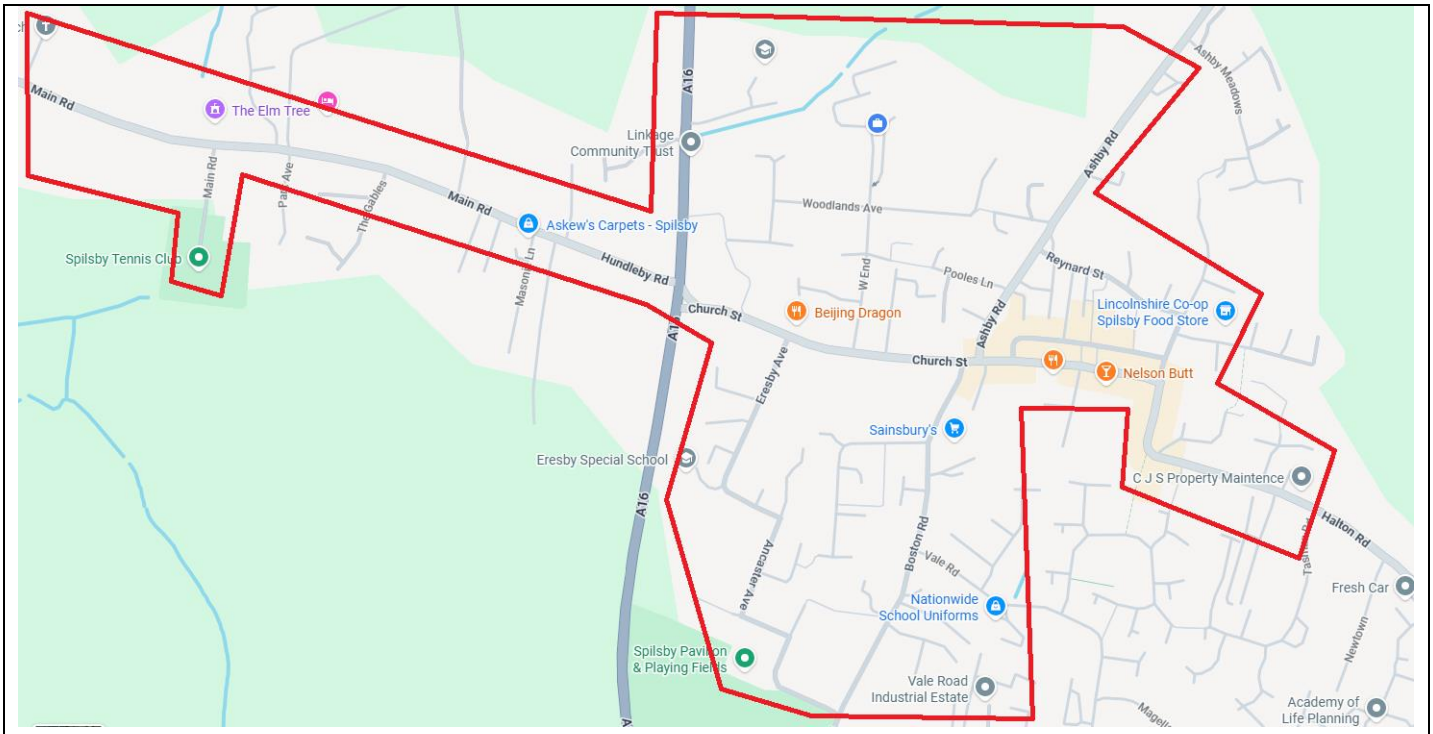
Expectations for supervising visitors to the academy.
Trust/Central staff should wear lanyards with DRET approved ID cards showing their DBS number at all times when in the academy. They should also sign into the visitor (employees) signing in book.
Governors will have been through an onboarding process like other Trust employees and upon proof of ID and receipt of their DBS (AOM has access to this) they do not need to be accompanied on site. They must sign in the visitors book.
Visitors can be unaccompanied if we have sight of an up to date DBS, and proof of ID. In this instance they can be issued with a green lanyard and do not need to be accompanied. They must sign in the visitors book.

Visitors without an up to date DBS, or ad-hoc visitors (parents, guests etc) must be issued with a red lanyard and not be left unaccompanied at any point. They must sign in the visitors book.
Contractors can also be unaccompanied if we have sight of their DBS, or we have an umbrella letter form their employee (AOM/Trust Central team have access to these) We still require them to sign in on site and if conducting works, they must have a site induction from the site manager. They must sign in the visitors' book.

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 with proof of up-to-date DBS and proof of ID can be issued a green lanyard and do not need to be accompanied. All other visitors must be issued with a red lanyard and be accompanied at all times.

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. A map of the local learning area is shown below. Students can walk within the confines of the area marked in red:



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.

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 through training on identifying abuse, neglect or complex family circumstances and regular meetings regarding children with a social worker through the Inclusion Team meetings and School Around the Child meetings.

Looked after or previously looked after children: The designated teacher for looked after children will work with local authorities to promote the educational achievement of registered pupils who are looked after, as well as those who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The Academy has a Designated Teacher for CiC to advocate for children who are, or have previously been, in care.

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. These reasonable adjustments must be bespoke to each individual child but may include: extra transition time, visual timetables, chunking of tasks, noise-reducing headphones, consistent adult support, daily check-in with key staff, reasonably adjusted sanctions, access arrangements for assessments, reduced timetables, etc. All reasonable adjustments will be recorded within a child's PEP, SEND Pupil Passport or a Pastoral Support Plan.

Procedures for providing intimate care:
At KEVI we operate a rights-based approach, focusing on the pupil's dignity, privacy, and involvement in the care process. Key instructions include obtaining parental consent and creating an individual care plan, performing care

in a professional and respectful manner, encouraging the pupil's independence, maintaining hygiene with appropriate protective equipment, ensuring adequate adult supervision, and working with parents and health professionals to promote continuity and safety.

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

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

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

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

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

PUPILS' WELFARE AND BEHAVIOUR

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

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

Behaviour concerns are logged on Bromcom and data is utilised to track emerging needs of individual students. All safeguarding concerns must be logged on CPOMS. Data from both is cross-checked at regular Inclusion Team meetings.

If a child is suspended, parental contact is required before the child leaves the Academy site. On reintegration a plan of 'next steps' must be created and agreed upon to avoid repeat suspensions.

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. Contact, preferably in the form of a in-person meeting, with parents is vital to agree the most appropriate methods of support required for the child to reintegrate into learning.

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.

Anthony Pugh is the Academy's mental health lead. A dedicated well-being room is available within the EcoBarn Inclusion Hub. The Academy uses CASY Counselling for dedicated student mental health support and also refers students to appropriate external mental health support through the NHS.

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. These staff are part of the Inclusion Team. However, it is vital that all staff understand their rights and the rights of the pupil who is being searched. The DSL (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item. The staff member should also involve the DSL (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

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

The academy uses wands as part of its screening arrangements. The wand is a hand-held metal detector, which means that no physical contact is necessary. It is not necessary to obtain the child's consent for screening, and all pupils can be required to undergo screening. This does not necessarily mean there are any suspicions the pupil is carrying a prohibited item.

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.

- Maintain a whole school culture that promotes the benefits of high attendance at all levels utilising the Tutors, House Champions and Head of House.
- 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.
- Analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place. This will occur in a weekly meeting with the Vice Principal, the Attendance Welfare Officer and Attendance Information Officer.
- 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.
- Reports on Bromcom are in place to identify and alert Attendance Officers regarding absence patterns emerging and ensuring prompt action.
- Implement support to meet students needs – Casy Counselling, reduced timetable, pastoral support, wellbeing support, alternative provision, Hospital school referrals, EHA and TACs.
- The AWO will liaise with other agencies in finding appropriate solutions, such as the Virtual Head, representatives from the LCSP working with the family in consultation with the academy safeguarding leads, medical practitioners and CAMHS. They will also source and deliver suitable intervention programmes and engage with LA led interventions such as the EBSA programme.

Severely absent pupils: Particular focus will be given to pupils who are absent from school more than they are present. These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of partners. The Academy Attendance Team and Inclusion Team will work closely wit these students and their parents to provide support. This may come in the form of reduced timetables, home visits, mental health support or other appropriate methods of support.

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. The Academy commits to working with other local primary and secondary schools to ensure positive attendance for family members.

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. The Attendance Team are responsible for daily checking on attendance at alternative provision or an off-site direction.

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 bespoke to each individual student. Regular meetings to review the effectiveness of the part-time timetable will be scheduled and take place in a timely manner.

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 notifies the local authority within 5 days when a pupil is added to the admissions register at nonstandard transition point.

Elective Home Education (EHE) Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the academy will work with the local authority and other professionals to meet with parents/carers before a final decision is made. This is to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable.

MISSING PUPIL PROTOCOL

As soon as a pupil is identified as missing by any member of staff, the DSL and Principal will be informed. The DSL will assess the child's vulnerability and use professional judgement in determining the timeframe required in establishing the pupil's whereabouts before notifying the Police. Academy staff will try to establish the pupil's whereabouts. They will carry out a thorough search of the premises; doors and gates will be checked to see if there has been a breach of security. Staff will consult the attendance officers and check the registers for the last known time the child was accounted for. Academy staff will contact home and try to contact the pupil via their mobile telephone if known.

Notifying the Police
The information required by the Police to assist in locating and returning the pupil to a safe environment is as follows:

- The pupil's name/s; date of birth; status (for example looked after child); responsible authority;
- Where and when they went missing.
- Time and location last seen.
- Previous missing episodes and where they went.
- Who, if anyone, they went missing with.
- What the child was wearing plus any belongings they had with them such as bags, phone etc.; include mobile number.
- Description and recent photo.
- Medical history, if relevant.
- Circumstances or events around going missing with relevant safeguarding information; · Details of family, friends and associates:

- Contact details of safeguarding lead if it was after school hours.

Whilst the search is ongoing, the school will continue to liaise with the police and act in accordance with police instructions.

When the child is found, staff will be supportive, actively listening and responding to the child's needs, as this will have a greater chance of preventing the child from going missing again and safeguarding them against other risks.

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

All efforts will be made initially to ascertain the whereabouts of the missing child, in a time conscious manner. If the child cannot be located during this initial period the DSL must be informed immediately. The trip leader and staff will continue to try to establish the child's whereabouts. The DSL with knowledge of the child's vulnerability, determine when is appropriate to inform the police and the carer. Staff on the trip will divide staffing appropriately to leave enough staff to supervise the rest of the group, keeping them together in a safe place, have a staff member in the last known meeting place and the remainder to search the immediate vicinity. The child will be attempted to be contacted via their mobile phone. In informing the police the procedure above will be followed. The DSL will contact parent/carers to inform them of the situation and will liaise with the Trust via Juliet Jaggs..

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 Academy has a culture of reporting concerns, no matter how small. Relationships between students and staff are built to ensure each child has a 'go-to' member of staff to report concerns or access support. 'Talking boxes' are available for children to report concerns.

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. All concerns reported will be recorded on CPOMS to ensure a clear picture of concerns is given.

Allegations of child-on-child abuse will be recorded, investigated and dealt with in line with the Academy safeguarding procedures, ensuring all recording is completed on CPOMS. The safeguarding team will take the lead on investigating such abuse ensuring that the best suited staff are utilised for an individual situation, with the DSL being the lead on all investigations.

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 Academy can offer: counselling, pastoral support, support from external agencies, changes in seating plans, communication with parents.

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.

Each individual case will be discussed between the DSL and DDSL using their combined experience to determine the most appropriate support. The DSL and DDSL will communicate regularly about the investigation and in particular after any muti agency meeting to decide if the best course of action is still appropriate. This will be shared with SLT on a weekly basis

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.

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 staff training and the NSPCC information on the Hackett continuum (Understanding sexualised behaviour in children | NSPCC Learning) on to support objective decision making about a child' sexual behaviour.

Procedures to minimise child on child abuse include:
Respectful relationships built within the Academy culture, active duty of all staff, challenging concerning behaviour, teaching of healthy relationships through the personal development curriculum and following safeguarding procedures.

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 or DDSL immediately
- Explain to the child that you need to report the incident to the DSL, but won't tell anyone else who doesn't need to know
- Reassure the child that they will receive support and help from the DSL
- Ask questions sensitively to understand more about what's happened, if appropriate. For example, you might ask about how far the image has been shared. **Do not ask about the imagery itself; this is the DSL's responsibility**
- If you accidentally see the imagery, report this to your DSL immediately and seek support

Do not look at, copy, print, share, store or save the imagery – and don't ask the child to do any of these things
Do not delete the imagery, or ask the child to do so
Do not share any information about the incident with anyone who doesn't need to know
Do not say or do anything that blames or shames the child involved

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

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

community based Early Help level. The academy will work with local safeguarding partners to identify children and families who would benefit from more targeted support through Family Help.

ONLINE SAFETY: FILTERING AND MONITORING

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

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

- they witness or suspect unsuitable material has been accessed
- they can access unsuitable material
- they are teaching topics which could create unusual activity on the filtering logs
- there is failure in the software or abuse of the system
- there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
- they notice abbreviations or misspellings that allow access to restricted material

All technical reports must be shared via ITsupport@dret.co.uk. All concerns must be reported in line with safeguarding procedures.

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.
Pupils at key stage 3 and 4 receive a weekly timetabled PSHE session and the use of "drop down" days, tutorial reflection and visits from external speakers. Through a spiral programme of learning pupils will revisit themes, gradually extending thinking, expanding knowledge and developing life skills. The aim of PSHE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and other types of committed relationships.

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. Teaching of this is delivered through the personal development curriculum.

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 RSE curriculum is part of the King Edward VI Academy PSHE curriculum. All RSE delivery is planned and designed to be age appropriate, under the following 3 PSHE strands:

- Health and Wellbeing – Mental and Physical health and lifestyle choices.
- Relationships and Sexual Education – Safe, healthy relationships, sexual consent/life online.
- Living in the Wider World – Careers, Citizenship, Economic Well Being and Enterprise
- RSE topics can fall under the three strands, though will also be covered across the curriculum in subjects such as science and R.E. Below are the key concepts and topics for each year group.

These are flexible and will be adjusted/differentiated based upon classroom dialogue and will be taught through active engagement and interactive activities, rather than the passive receiving of information. During year 7, pupils will:

- Develop the key concepts of identity and respect.
- Reflect upon physical and emotional changes during puberty and the methods of practising safe sex.
- Question gender and sexual orientation and the values that make for safe and loving relationships, discuss topics such as forced marriage and FGM.
- Understand the concept of "consent" and how this can apply to both offline and online behaviours. • Understand that relationships portrayed in the media, both offline and online are at times not a true reflection of loving relationships.

During year 8, pupils will:

- Develop the key concepts of respect, responsibility, resilience, power, rights and consent.
- Reflect upon group behaviour and social expectations, discuss topics which impact Human Rights such as forced marriage and FGM.
- Develop further understanding of gender identity and sexual orientation, understanding the impact of discrimination based upon gender and sexuality
- Develop knowledge and understanding of safe sex the consequences of unprotected sex, peer pressure and STDs.
- Develop further the knowledge of "consent" and how to safely navigate the online world.
- Understand that sexual activity portrayed in the media, both offline and online are at times not a true reflection of loving relationships.

During year 9, pupils will:

- Develop the key concepts of respect, responsibility, resilience, rights, consent, diversity and equality.
- Reflect upon group behaviour and social expectations, question sexual stereotype and inappropriate
- sexualised behaviour.
- Develop further understanding of gender identity and sexual orientation, understanding discrimination law
- Develop further knowledge and understanding of safe sex and consequences of unprotected sex, peer pressure and STDs.
- Develop further the knowledge of online "consent" and the laws governing online sexualised • behaviours/sharing of sexual images
- Question the portrayal of sexualised behaviour in the media, both offline and online and reflect upon the impact of this behaviour upon our own expectations.

During year 10 & 11, pupils will:

- Develop further the key concepts of managing change, rights, responsibility and consent.

- Greater understanding and appreciation of gender identity and sexual orientation, understanding discrimination law.
- Reflect further upon group behaviour and gender expectations, question balance in relationships and discrimination, the impact and cycle of domestic violence and abuse.
- Develop further knowledge and understanding of sex and STDs.
- Develop further the knowledge of the laws governing online sexualised behaviours/sharing of sexual images.
- Greater analysis of the portrayal of relationships in the media, both offline and online and reflect upon the impact of sexualised behaviour through the media and impact upon own expectations.

Contextual safeguarding: The curriculum is adjusted to include knowledge and guidance to pupils about local contextual risks in an age-appropriate manner. Contextual safeguarding is delivered as part of the personal development curriculum

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.	Members of staff should only use academy devices when contacting pupils, parents or carers. 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. Academy devices are available to use.
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 • Allow visitors unaccompanied without a relevant DBS check • Allow visitors without a DBS check have a green visitors lanyard • Leave visitors on a red lanyard alone inside the school site
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	All physical contact of any kind must be avoided at all costs. In any serious incident where the safety of a child is in danger, a member of staff may take reasonable action to mitigate the risk. Wherever possible a member of staff who is trained in physical restraint should be used where physical restraint is required.
One to one situations	Staff should avoid one-to-one situations with children. This includes being alone in a classroom. Staff should ensure they have sight of other staff or leave a door open / blinds open.
Gifts giving and receiving	All have to be declared and logged with Mrs Houldershaw. There should be a limit of £10 and this would include things such as chocolate gifts at the end of term.
Dealing with pupil infatuation	Members of staff should report all concerns about pupil infatuation to the DSL immediately
Conversational boundaries and appropriate language	There should be no conversations around a staff member's personal life, no conversations around any other member of staff or other students and their families. This is not an exhaustive list and staff are expected to act professionally at all times. The language used needs to be appropriate, professional and age appropriate. Any concerns must be raised immediately with the 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. The Principal should inform Juliet Jaggs, Head of Safeguarding, or Rachel Ridgill, HR Director immediately.

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

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

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

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

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

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

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

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

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

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

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

- the harm test is satisfied in respect of that individual;
- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and

- the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

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

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

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

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

CONTEXTUAL SAFEGUARDING: WELFARE RISK ASSESSMENT

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

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

Identify the hazard ***The potential source of harm to pupils***	**Groups of pupils that might be harmed as a result of the hazard**	**Evaluate the risk** ***The likelihood that the child will be harmed***	**Control measures** ***Procedures and practices in place to mitigate this risk***	**Routine evaluation**
Anti-social behaviour in the local area	All students	Medium	Routine assemblies throughout the academic year on what expected behaviour both inside and outside of the Academy looks like. Work with the local police with individuals and will ensure consequences are put in place if it involves the school. Work with parents and the local community	Routine assemblies throughout the academic year but also react appropriately to certain issues that the local PSCO raises at the time. PCSOs come in fortnightly to discuss any antisocial behaviours with the pastoral team and with the student and parent if needs be.

			and take any actions necessary with regards to antisocial behaviour	
Drug and alcohol use outside of school	All students	Medium	Regular liaison with local police, reporting any concerns that are raised to us and for the police to inform us of any concerns bought to them. Offer addiction support where appropriate.	Ongoing
Pupils subjected to abuse within the home and outside of school	All students	Medium	The pastoral team/SLT are involved in all multi agency meetings and are involved in the outcomes and action plans that come from these. The pastoral team will work in partnership with all agencies involved and ensure that the pupils needs are being met in and out of school by being part of the process.	Ongoing
Students involved in sexual exploitation online – including students asking for nude photographs	All students	Medium	The Safeguarding Lead will monitor any online sexual exploitation and liaise with police. All parents will be informed immediately if there are safeguarding	Ongoing

			concerns raised and meetings will be held with all families involved.	
Children missing from education / truanting	All students	Low	Registers taken routinely at the beginning of all lessons. Attendance Team communication with parents. CME / Absconding children procedures followed.	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	Drop in dental clinic	Local Food bank	LA supporting families programme	Commercial community fund such as B&Q
YMCA	Healthy living team	Holiday meal vouchers	LA energy and money saving programme	Church groups
Shelter	School nurse		16 – 19 student bursary	Adult learning groups
	MHST		Fuel rebates	Free sports clubs
				Round table
				Community awareness programme about children who go missing

ALL STAFF MUST READ THE FOLLOWING DRET POLICIES:

The Trust safeguarding and child protection policy
KCSIE – Part 1
The behaviour and ethos policy including the local academy appendix
The anti-bullying policy
The restrictive intervention policy
The child-on-child abuse policy

The personal care policy
The first aid policy
The allergy policy
The staff safeguarding code of conduct in this appendix
The attendance policy and the local academy appendix, including the response to children missing in education in the safeguarding policy
The whistleblowing policy
Supporting pupils with medical needs
Acceptable use of IT
Supervision arrangements specific to the academy