David Ross Education Trust

Broadening Horizons

Safeguarding and Child Protection Contextual appendix

Cedar Road Primary School

September 2026

David Ross Education Trust
Broadening Horizons

Academy: Cedar Road 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
Sue Flaherty	ASC leadership of safeguarding including responsibility for pupils' attendance	SFlaherty@DretGovernor.co.uk
Damian Panton	ASC leadership of safeguarding including responsibility for pupils' attendance	DPanton@DretGovernor.co.uk
Sue Flaherty	ASC colleague overseeing filtering and monitoring standards	SFlaherty@DretGovernor.co.uk
Kimberley Lawton	Executive Head of Primary	Klawton1@dret.co.uk
Safeguarding contact	Shared email address	
Clair Mills	DSL on SLT: Academy level leadership of safeguarding	cmills@cedarroadacademy.co.uk
James Au	DDSL	jau@cedarroadacademy.co.uk
Helen Perumalla	DDSL	hperumalla@cedarroadacademy.co.uk
Rachel Wingerath	DDSL	rwingerath@cedarroadacademy.co.uk
Clair Mills	Designated teacher for CiC	cmills@cedarroadacademy.co.uk
Clair Mills	Designated safeguarding lead for the EYFS	cmills@cedarroadacademy.co.uk

Clair Mills	Colleague responsible for pupils educated in alternative provision off site	cmills@cedarroadacademy.co.uk
Clair Mills	Senior mental health lead	cmills@cedarroadacademy.co.uk
Helen Perumalla	Senior mental health lead	hperumalla@cedarroadacademy.co.uk
Clair Mills	Senior colleague responsible for the implementation of the Allergy Safety Policy	cmills@cedarroadacademy.co.uk
Clair Mills	Colleague leading on First Aid	cmills@cedarroadacademy.co.uk
Clair Mills	Colleague leading on H&S	cmills@cedarroadacademy.co.uk
James Au	Educational Visits Coordinator	jau@cedarroadacademy.co.uk
James Au	Colleague leading on attendance	jau@cedarroadacademy.co.uk
Helen Perumalla	Colleague leading on attendance	hperumalla@cedarroadacademy.co.uk
Clair Mills	Senior colleague responsible for meeting the filtering and monitoring standards	cmills@cedarroadacademy.co.uk
Clair Mills	Colleague responsible for lettings and liaising with external organisations using the academy premises for activities	cmills@cedarroadacademy.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:
Clair Mills, James Au, Rachel Wingerath and Helen Perumalla are available. Please check calendar if a DSL is not in school and find a DSL who is in.
On call arrangements for weekends
Clair Mills is first contact James Au is second contact Rachel Wingerath is third contact Helen Perumalla is fourth contact
On call arrangements for school holidays
Clair Mills is first contact James Au is second contact Rachel Wingerath is third contact Helen Perumalla is fourth contact

We will ensure WNC have holiday contact details dependant on staff holidays etc.
Arrangements for using and managing the Safeguarding shared email address and inbox
Clair Mills, James Au and Helen Perumalla will receive emails from the shared address.

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
West Northamptonshire Council	nscp@northnorthants.gov.uk
Northamptonshire Police	
Northamptonshire Integrated Care Board	

Safeguarding Partners

Name	Leadership level	Contact details - email address and contact number
Andy Smith	Designated officer	ladoreferral@northamptonshire.gov.uk 01604 364031
Paulette Gibbons	Early Help Team	earlyhelpsupport@northamptonshire.gov.uk paulette.gibbons@nctrust.co.uk
Operation Encompass	EIPT Team	EIPT-notifications@childrenfirstnorthamptonshireco.uk
Police	Other/County Lines/FGM referrals	101
Debbie Carrie	Safeguarding in Education Lead	dcarrie@childrenfirstnorthamptonshire.co.uk 01604 364181/07850 299921
Simon Bateson	MASH Education Lead	Simon.Bateson@nctrust.co.uk 07425 617758
Stephanie Howley	MASH Education Lead	Stephanie.Howley@NCTrust.co.uk 07502873850
Leanne Matthews	School Attendance Support Officer	Leanne.matthews@westnorthants.gov.uk

Local children's social care provision

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

Name	Role	Contact details - email address and contact number
Colin Foster	Chief Exec of Northamptonshire Children's Trust	childrenstrust@nctrust.co.uk
Melanie Barnett	Director Children's Services	Melanie.Barnett@westnorthants.gov.uk
Debbie Carrie	Safeguarding in Education Lead	dcarrie@childrenfirstnorthamptonshire.co.uk 01604 364181/07850 299921
Local authority housing support	Local authority housing support	housingcustomerservices@northampton.gov.uk 0845 330 0637
Charlotte Franks	Virtual School Head (LAC)	virtualschool@childrenfirstnorthamptonshire.co.uk 01604 365 912
Simon Aston	Online Safety and Wellbeing Officer	onlinesafety@northnorthants.gov.uk 07841 784610
Early Help Support Service	To provide information, advice or guidance around: Early Help Assessments, support to create a team around the family, access to services.	0300 126 1000

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
Dan Freeman	PCSO	101 ext 344008 dan.freeman@northants.pnn.police.co.uk
Early Intervention and Youth Support Service	Early Intervention	earlyinterventionteam@northantspfcc.gov.uk
Ashley Sparkes	Prevent Officer	prevent@northants.pnn.police.uk 101 ext. 341166
Ivan Bellhachett	Chief Constable	101

Health Services

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

Name	Role	Contact details - email address and contact number
School Nursing Team	School nurse	abington.nhft@nhs.net
Children and Young People's Referral Management Centre (CYPRMC) - NHS	Referral management centre including CAMHS	cyprmc@nhft.nhs.uk
Northamptonshire CYPMHS	CYPMHS	0800 170 7055

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
Early Help Team	Paulette Gibbons	earlyhelpsupport@northamptonshire.gov.uk paulette.gibbons@nctrust.co.uk
WNC Family Hub Team	Family Hub Team	familyhubs@westnorthants.gov.uk
OPFCC	Early Intervention and Youth Support Service	customerservice@northantspfcc.gov.uk

Local community based early help assessment

Safeguarding partners have published a local threshold document which includes the process for the local community based Early Help assessment and the type and level of services to be provided. The designated safeguarding leads (and their deputies) will be familiar with this document.
The local threshold document can be found here: Thresholds document 2025

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.

West Northamptonshire has adopted the phrase Family Help to encompass Early Help, Early Intervention and Prevention. Family Help is a partnership model of delivery, that includes Health partners, Police, Education, Local Authority, Voluntary and Community sectors working together to identify needs within families as early as possible with families so they have access to the right support, in the right place, at the right time.
It aligns with the national definition of Early Help, emphasising collaboration to meet family needs comprehensively. Key components include:
• Tiered support levels, ranging from universal (Tier 1) to targeted interventions for complex needs (Tier 4)
• Family Hubs offering centralised access to services and support
• The introduction of Family Help Lead Practitioners as key contacts for families
• A unified Family Help Assessment and Plan to streamline coordination

Family Help is part of a system-wide approach to supporting the needs of children and their families and works alongside Northamptonshire Threshold Guidance and the Continuum of Need.

Family Help and MACPTs operate as one system ensuring the academy has clearer routes into support. The Family Help system available to children and their families is made up of three types of services that combine in different ways to form our local Family Help offer.
These are: community support, universal services, targeted and acute services.

Community support includes Family and friends, local places and environments, online support services, voluntary, faith and community services, local members of the community and local businesses.

Universal services include early years settings, schools, post-16 education and alternative providers, family hubs, children's centres and youth centres, GP surgeries, libraries, maternity services, specialist public health or community nurses and community co-ordinators.

Targeted and acute services include family support, social care, accident and emergency departments, allied health professionals, mental health services, special education needs support services, jobcentre plus, school attendance and exclusion support, domestic abuse services, alternative provision, housing services, police, probation and prison services, family court and family court advisory services, substance misuse services, fire and rescue, Youth Justice Services and targeted youth services.

Further information on Family Hubs can be found here: Family Hubs | West Northamptonshire 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:
We will seek advice from the local early help co-ordinator in order to access specialist support services such as Service Six. The Early Help Co-ordinator will also be able to support with a Family Help Conversation. If needed a referral to MASH will be made e.g. where the child is or might be in need or suffering/ likely to suffer significant harm. DSLs will liaise with social workers involved (if applicable) and make a report to the police. Once specialist services have been identified we will work closely with them to support the child.

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:

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Children and young people often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.
In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

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

We work in partnership with West Northamptonshire Council and Northamptonshire Police to identify and provide appropriate support to pupils who have experienced domestic abuse in their household; nationally this scheme is called Operation Encompass. In order to achieve this, West Northamptonshire Council will share police information with the Designated Safeguarding Lead(s) of all domestic incidents where one of our pupils has been affected. On receipt of any information, the Designated Safeguarding Lead will decide on the appropriate support the child requires, this could be silent or overt. All information sharing and resulting actions will be undertaken in accordance with the 'NSCP Protocol for Domestic Abuse – Notifications to Schools'. We will record this information and store this information in accordance with record keeping procedures. The DSL will provide support according to the child's needs and update records about their circumstances.

The local offer for children in Kinship care arrangements (including Special Guardianship) can be found here:
Kinship Local Offer | Northampton Children's Trust

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
West Northamptonshire	Charlotte Franks	virtualschool@northnorthants.gov.uk 01536 535680

ALTERNATIVE PROVISION: REGISTRATION

Provider	Address	Registration
N/A		

ALTERNATIVE PROVISION: DESIGNATED SAFEGUARDING LEAD

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

DATE ACADEMY RECEIVED WRITTEN CONFIRMATION ALTERNATIVE PROVIDERS HAVE CONDUCTED ALL NECESSARY VETTING CHECKS

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

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

MANAGED MOVES: DESIGNATED SAFEGUARDING LEAD

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

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

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

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

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

Where services or activities are provided separately by another bod, the academy assures in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and that there are arrangements to liaise with the academy on these matters where appropriate.

Provider	Contact details - email address and contact number	Safeguarding polices exchanged DD/MM/YYYY
Freestyle Sports and Arts	mail@freestylesocceracademy.co.uk 01604 846262	**
Northampton Town FC Community Trust	lorna.stockwell@ntfc.co.uk 07915 315156	
Hot Shots Basketball Club	info@hotshotsbasketball.co.uk 07775670375	
Northampton Music & Performing Arts Trust	office@nmpat.co.uk	
Oscar's Out of School Club	oscarsoosc3@yahoo.co.uk 07900473113	

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
Oscar's Out of School Club	oscarsoosc3@yahoo.co.uk 07900473113	

The management of safeguarding

TRAINING REQUIREMENTS

DSLs

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.

DSLs will attend local authority DSL updates and training sessions. DSLs will subscribe to the local authority safeguarding bulletin and ensure these are read and any actions followed up.

DSL's will attend our DRET DSL days/CPD sessions which often include aspects of training and sharing good practice. Other training providers such as NSPCC will be used if required.

Training Methods

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.

Regular safeguarding training will be provided to all teaching staff via the weekly safeguarding slot in staff meetings. All staff will receive mini updates during staff briefings, via email and via useful links to resources or online CPD. Topics include the various safeguarding issues that are mentioned in KCSiE and in response to any local or national trends, contextual issues or changes in guidance.

Online Safety Training

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.

The Designated Safeguarding Lead (DSL) and Computing Lead take lead responsibility for online safety. They will attend training to ensure that they understand the unique risks associated with online safety and to ensure

that they are confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online.
Our approach to online safety runs through every aspect of our work with children, so training will include (but is not limited to): the four Cs, curriculum planning and RSHE; the role and responsibilities of staff; and parental engagement.
Online safety training for staff is included in the overarching training methods as mentioned above.

Child on Child Abuse (including harassment and violence) Training
All staff are made aware that children can abuse other children, that this can happen online or in person, at school or outside of school. All staff will receive training from DSLs so that they can confidently recognise the indicators and signs of child on child abuse in order to identify it and respond appropriately to reports. All staff will be made aware of the school's policy, risk assessment and procedures with regards to peer on peer abuse and the crucial role that they play in preventing it and responding to it as necessary. It will be made clear that addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

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.
First aiders are trained on how to respond to allergic reactions, administer medication etc.

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 Team Teach training. All incidents will be recorded in full on the DRET proforma and stored on the child's CPOMS file. Parents will be informed on the same day.

Safeguarding Induction Training
Safeguarding induction training for new staff, supply teachers and volunteers will be led by the lead DSL or deputy DSL. This will be delivered whenever new staff, supply or volunteers start at the school throughout the school year.

ECTs
Additional arrangements to ensure Early Career Teachers fulfil their wider professional safeguarding responsibilities include support from their ECT mentor such as weekly review and touch base meetings, programme of CPD from the NIoT and regular check-ins with a DSL. Early Career Teachers will receive further support from their mentor or DSL when required e.g. to identify signs of abuse, follow up concerns, liaise with parents/outside agencies etc.

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.
Training will be provided as part of our annual safeguarding sessions and ongoing as needed.

INTERNAL REFERRALS

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

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

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

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

Staff are aware of internal referral systems. If a member of staff has a concern, they know to record the concern on CPOMs. If the concern needs immediate attention staff will verbally speak to a DSL in the first instance. Staff understand the importance of tagging in relevant staff on CPOMs and also the need to acknowledge CPOMs notifications when they are received.

The academy is committed to ensuring that all children feel able to report incidents of child-on-child abuse.

We will adhere to Keeping Children Safe in Education (2026) and the DfE guidance document 'Sexual violence and sexual harassment between children in schools and colleges' (2021) (where applicable) when responding to incidents of child-on-child abuse. The school takes child on child abuse seriously and will respond to all concerns or disclosures of child-on-child abuse, including those that have occurred outside of school and online, immediately.

Upon receiving a concern, report or disclosure of abuse, the Designated Safeguarding Lead will decide what further action is necessary.

Our starting point regarding any report of child-on-child sexual harassment or violence should always be that there is a zero-tolerance approach, it is never acceptable, and it will not be tolerated. It is especially important not to pass off any sexual violence or sexual harassment as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

The subsequent action taken will vary depending on the type of child-on-child abuse and the severity of the incident/s disclosed. The Designated Safeguarding Lead will take contextual factors into account when managing the report.

The Designated Safeguarding Lead will always consider the following;

- the wishes of the victim in terms of how they want to proceed. The victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including: the level of coercion or threat, whether a crime may have been committed and consideration of harmful sexual behaviour;
- both the chronological ages and developmental stages of the children involved;
- any power imbalance between the children, including consideration of the age of children and whether children have special educational needs or disabilities;
- the impact on the victim;
- that sexual violence and sexual harassment can take place in intimate personal relationships between peers;
- if the alleged incident is a one-off or a sustained pattern of abuse;
- if are there ongoing risks to the victim, other children, adult students or school or college staff; and
- Other related issues and wider context, such as links to child criminal or child sexual exploitation.

Depending on the nature of the incident/s, the Designated Safeguarding Lead may

- Seek further information from those involved and witnesses.
- Undertake a risk assessment and needs assessment to ascertain steps necessary to safeguard the victim, alleged perpetrator, adults and other children.
- Decide to manage the concern internally.
- Organise a meeting with relevant staff and agencies to assess risk and agree a safety plan.
- Refer the victim and/or the perpetrator to local services for Early Help.
- Refer the case to Children's Services via a MASH referral.
- Liaise with social workers working with children involved (if applicable).
- Make a report to the police.
- Liaise with specialist services.

In the event of a disclosure of child-on-child sexual violence, we will make an immediate risk and needs assessment. The risk and needs assessment will consider:

- the victim, especially their protection and support;
- whether there may have been other victims,
- the alleged perpetrator(s); and
- all the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

More information about these options in relation to sexual violence and sexual harassment can be found in Part 5 of KCSIE.

All incidents of child-on-child abuse will be recorded using our CPOMs system.

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.

SLT and DSLs will meet weekly to routinely check and analyse the above information. The meetings will also include information gathered from outside agencies and any safeguarding alerts.

Staff will inform DSLs of any relevant information e.g. regarding attendance or changes in behaviour.

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.
Minutes will be kept of our weekly safeguarding/SLT meetings. Depending on the actions needed and information from outside agencies some of this information will also be recorded on CPOMs and shared with relevant staff members.

Actions and notes from any attendance meetings will be recorded using CPOMs.

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.

The local authority threshold document 'Right Help, Right Time' can be found here: Thresholds document 2025

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. Our family worker and/or SENDCo will be responsible for all Family Help Conversations and act as the Lead Professional for the family. WNC require the online forms to be submitted as soon as the initial assessment has taken place, followed by an action plan. Regular half termly TAF (Team around the Family) meetings will be held, and records uploaded and maintained by the Lead.

Where further intervention is required, the Lead Professional will follow the process required by WNC and make a referral to Tier 3 intervention asking for support from our Early Help Co-ordinator.

Referring concerns about children at risk: a child is suffering, or is likely to suffer, significant harm:
The DSL/DDSL will decide where a MASH referral is deemed necessary, and this will be completed via the MASH online referral form. The DSL/DDSL can make the decision to refuse to send a child home should there be concerns of immediate risk of harm. The DSL/DDSL will contact MASH or the Police at the earliest opportunity where this is evident and work in collaboration with external agencies as required.

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.

The DSL/DDSL will report all concerns directly to MASH who will then advise on next steps for action. If the child has an allocated social worker, then the DSL/DDSL will liaise with the social worker. DSL/DDSL will

support the actions and ensure the monitoring and supporting process is recorded and appropriate to the family/child's needs.

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

Cedar Road Primary School will use the 'Right Help, Right Time' thresholds document when making a referral as set out in the LCSB statutory requirements document found on their website. We will provide any information/reports as requested for assessments.

Prevent management support: Prevent is a vital part of the work to safeguard children from radicalising influences, in operation in local authorities. If a staff member has concerns that a child or young person may be vulnerable to violent extremism or radicalisation, they will report this to a DSL. If a staff member feels that there is an immediate danger to the life of the individual or others, then they will call 999. We will seek advice and guidance from the Prevent Engagement Officers at Northamptonshire Police (email prevent@northants.pnn.police.uk or phone 101 then ext 341166). DSLs know that this team will require a multi-agency referral form to be submitted.

Staff can also report suspected online terrorist content by following 'Report online terrorist material' and refer any content of concern directly to social media platforms details of how to do this can be found at Homepage - UK Safer Internet Centre

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:

- Full annual safeguarding training and update in September
- Safeguarding training as part of induction process for new staff
- Weekly staff meeting (teachers)/Fortnightly support staff meeting
- Weekly whole staff briefing meetings

- Staff emails (all staff on a need-to-know basis)

Expectations re: Security lockdown in the academy

- The Lockdown Manager is Clair Mills (Headteacher)
- The Deputy Lockdown Managers are James Au (DHT) & Harriet Dowling (SENDCo)
- Staff/Students will be alerted to the activation of the lockdown by internal telephone/by walkie talkie/verbally
- Process for communication during a lockdown is:
  When a lockdown is needed, this will be communicated verbally by lockdown managers via internal telephones/walkie talkies/verbally. A hand bell will also be rung. Staff will be told to remain in lockdown until further instructions are given. Email will be used to provide any further information needed. When it is safe to remove lockdown procedures staff will again be informed verbally and a confirmation email will be sent.

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.

- SLT/pastoral team will be present at school gates in the morning to ensure that as children enter the school they remain in classrooms.
- Teachers will open their classroom doors on time and ensure an adult remains in the room from that time onwards.
- Children who are not collected by 3:35pm will be accompanied to the main office and the staff member will ask the office staff to call parents after a short wait. Classroom staff will remain with the child until collected and remind parent/carer of pick up time. If a child is not collected and there is no response to a phone call the staff member should alert a DSL or SLT.
- Pupils are supervised at all times on the playground or field as appropriate. Support staff carry out lunchtime duties outside and some other staff may have duties e.g. SLT. Our rotas are regularly kept up to date and cover arranged if staff are absent.

Expectations for supervising visitors to the academy.

- Visitors will be welcomed and appropriate checks carried out by office staff on entry to Cedar Road Primary.
- Depending on the visitor and reason for the visit an appropriate colour lanyard will be provided, all staff and pupils are aware that a green lanyard indicated DBS checked and a red lanyard indicates not DBS checked.
- Any visitor wearing a red lanyard MUST be supervised at all times, office staff will ensure the relevant member of staff knows they are responsible for the visitor to be accompanied at all times.
- If the visitor is a contractor or visitor for AMEY staff then our AMEY caretakers are responsible for the visitors at all times.
- All known visits are added to the whole school calendar so all staff are aware of upcoming visitors and the reasons for visits.
- Staff know to enquire straight away if they are unsure of who a visitor is, the visitor is not wearing a lanyard/sticker etc.

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.

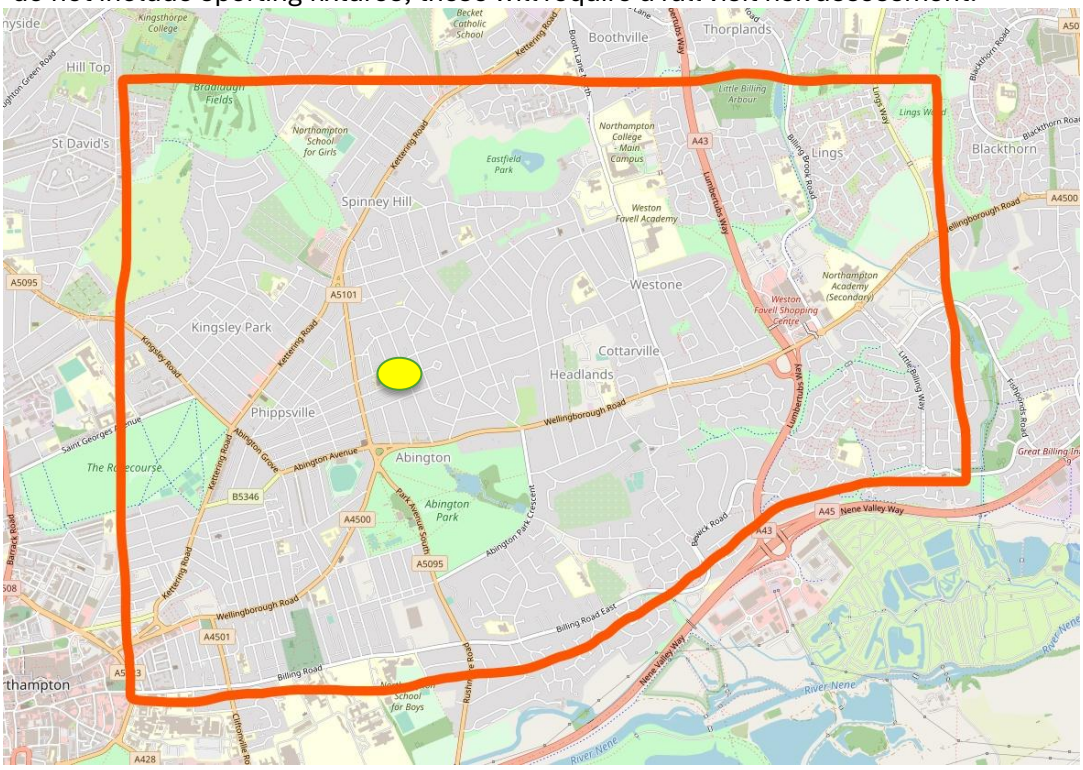
- All visiting speakers need to be authorised by the headteacher or deputy headteacher.

- Prior to visiting the speaker's ID and DBS details will be requested and checked. On occasions, for example with a one-off visit, if the visitor does not have a DBS they will be 'red-badged' and accompanied by a member of staff 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 worke r 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.
These visits/activities:

- must be recorded on EVOLVE via the 'Local Area Visit' module. A final pupil list must be handed into the school office prior to leaving.
- do not require parental consent but parents will be informed if their child is going on a local area vi
- do not normally need additional risk assessments / notes
- do not require transport and will involve walking to the location.
- do not include sporting fixtures, these will require a full visit risk assessment.



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.
We currently have one reading dog 'Dudley' who comes into school once a week.

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:

- Liaise with the allocated social worker and family, including the child(ren) as much as possible
- Ensure the child has trusted people to speak to e.g. 1:1, class teacher, family worker etc.
- Monitor attendance and behaviour, swiftly acting on any concerns
- Seek further support such as counselling, play therapy etc as needed

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 know our designated teacher for LAC children and communicate any concerns immediately. These will also be recorded using CPOMs.
The designated teacher for LAC children liaises with the virtual school and carers. Attendance information is provided weekly and ePeps completed as requested.

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.
Examples of reasonable adjustments include:

- Changes to the start/finish times of the day
- Bespoke individual behaviour plans
- Adaptations to trips and visits
- Use of resources such as chrome books, seating cushions etc.

Procedures for providing intimate care

- The management of all children with intimate care needs will be carefully planned.
- Where specialist equipment and facilities above that currently available in the school are required, every effort will be made to provide appropriate facilities in a timely fashion, following assessment by a Physiotherapist and/or Occupational Therapist.
- There is careful communication with any pupil who requires intimate care in line with their preferred means of communication to discuss needs and preferences.
- Staff will be supported to adapt their practice in relation to the needs of individual children taking into account developmental changes such as the onset of puberty and menstruation. Staff will receive appropriate training from professionals as needed e.g. for medical procedures.
- Pupils will be supported to achieve the highest level of independence possible, according to their individual condition and abilities.
- Individual care plans will be drawn up for any pupil requiring regular intimate care.
- Careful consideration will be given to individual situations to determine how many adults should be present during intimate care procedures.
- Intimate care arrangements will be discussed with parents/carers on a regular basis and recorded on the care plan.
- The needs and wishes of children and parents will be taken into account wherever possible, within the constraints of staffing and equal opportunities legislation.
- Where a care plan is not in place and a child has needed help with intimate care (in the case of a toilet 'accident') then parents/carers will be informed the same day.

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.

Expectations re: behaviour referrals

- All staff to follow the academy behaviour policy
- Class teachers to record behaviour incidents and information on Bromcom
- Class teachers should in the first instance deal with the behaviour incident or any concerns, but should always liaise with SLT to support e.g. if further action is required, parent meeting needs to be arranged etc.

Expectations re: suspensions

- Suspension will be a last resort after a range of methods have been tried to improve the pupil's

behaviour.

- The headteacher may decide to internally exclude a pupil if they reach Stage 4. The pupil will be supervised 1:1 by a member of staff and will need to complete their work.
- The headteacher may decide to suspend a pupil in response to a serious breach or persistent breaches to the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil and/or others in the school.
- Parent/carer will be required to collect the child and have a face-to-face meeting.
- Class teacher will be responsible for preparing work to be completed at home during the period of the suspension.
- Clear expectations and guidelines will be exchanged during the meeting to ensure all parties are aware of the law and regulations for children who are excluded. A formal letter will be given with full reasons for suspension and dates including time and date of a re-integration meeting.

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.

After any external suspension a re-integration meeting will be held before the child returns to school. The meeting will be held with the child's parents and where possible the child. Behaviours that need to be improved, positive behaviours seen and avenues of support will be discussed.

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.

Clair Mills and Helen Perumalla are trained Senior Mental Health Leads and will promote understanding of mental health issues across the school. Any concerns should be referred to a DSL immediately. Safeguarding leaders will also analysis 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. We have dedicated spaces such as the hub, Riley Room etc. where all pupils can access calming or specialist provision as required.

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.

Our Learning Mentor, Helen Pritchard and Family Worker, Helen Perumalla will provide support for pupils and their family as needed.

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. Clair Mills and/or James Au will lead if a search is required.

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

PUPIL ATTENDANCE

Good attendance is essential for pupil wellbeing. For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for any needs to be identified and for them to receive support. Staff at the academy know that the foundation to good attendance is a calm, orderly, safe and supportive environment, where pupils want to attend and where they can thrive.

The academy consistently promotes the benefits of good attendance, setting high expectations for every pupil, communicating those expectations clearly and consistently to pupils and parents, systematically

analysing their data to identify patterns to target their improvement efforts, and working effectively with the local authority and other local partners to overcome barriers to attendance.

All staff will have an awareness of safeguarding issues that can put children at risk of harm including unexplainable and/or persistent absences from the academy.

Children absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. The academy's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.

In promoting good attendance, the academy will:

- Maintain a whole school culture that promotes the benefits of high attendance.
- Implement a clear school attendance policy which all staff, pupils and parents understand. Accurately complete admission and attendance registers.
- Ensure our family worker leads the attendance team and is responsible for attendance, swiftly following up any attendance issues.
- Have effective day to day processes in place to follow-up absence. Our attendance team members will make first day response phone calls every morning by 9.30am. Our attendance team members will complete a classroom check to ensure there are no late arrivals or children missing from a register. Our family worker will make one further phone call and if no response will consider in conjunction with SLT if a home visit is necessary. This will usually be done on the first/second day but MUST be done by the third day if still absent.
- Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place. This will be shared with staff as necessary.
- Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them.
- Share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

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

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

Pupils attending alternative provision: When the academy places a pupil with an alternative provider, it continues to be responsible for the safeguarding of that pupil. The AP will inform school if for any reason the child is absent. We would liaise with the AP and parents if attendance is poor or there are patterns that cause a concern.

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:

- Regular discussions with parents/child and written confirmation of part-time hours
- The part-time timetable will include the plan to increase hours up until full-time hours
- Our local authority School Attendance Support Officer will also be informed and updated regularly.

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.

- Our attendance team will always follow up with parents/carers when a pupil is not at school. We hold two, up to date contacts for parents/carers and ask parents to update these as needed.
- Our family worker will follow Northamptonshire Local Authority procedures regarding procedures and requirements for reporting children who are absent for prolonged periods and/or repeated occasions.
- Our family worker will inform local authority of pupils who fail to attend regularly or have missed ten consecutive school days without permission.
- Our family worker will support the local authority to make reasonable enquiries to establish the whereabouts of the child. E.g. a home visit.
- Our family worker will seek advice when necessary from the local authority and notify the local authority when a pupil is deleted from the admission register.
- Any non-standard transition points for children arriving/leaving are verified by our family worker to ensure there are no incidents of children being absent or missing. Local authority admissions are contacted within 5 days or where the offer of a school place has not been taken.
- Where children move to alternative schools, our family worker will confirm the child's attendance at the new school on the first day of admission.
- WNC leavers and joiners' forms will be completed online as needed.

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.
We will liaise with our local authority School Attendance Support Officer and keep them informed of the parent/carer's decision. This includes filling in the relevant WNC EHC form.

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

If a child goes missing during an offsite visit, then the trip leader, in line with risk assessment procedures, will make every attempt to locate the child. If not found, then Critical Incident procedures will swiftly be initiated. The trip leader will inform the emergency services and start to log all information. They will inform senior leaders in school who will attend or support via phone. The appointed senior leader will then inform the Trust and take their advice on further implementing the Critical Incident Plan and informing parents. Clear roles and tasks will be assigned accordingly and regular updates given as soon as possible. Staff will provide care and support for the other children on the trip and arrange their return to school as soon as possible.

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.

In school, pupils can:

- Speak to a trusted member of staff, e.g. class teacher, family worker, SLT, teaching assistant etc.
- Post a written concern in their class worry box
- Email DRET via the dedicated listening email

All of these methods can be used to report any form of harm or abuse or can be used by pupils to share worried or concerns about any issue, including child on child abuse.

Victims may not talk about the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, the academy will respect and support the victim's choices in identifying how and to whom they would like to talk about their needs.

Allegations of child-on-child abuse will be recorded, investigated and dealt with in the following way:
In the event that a pupil reports or discloses child on child abuse, we will take their report seriously, take prompt action to respond and to safeguard the child or children involved and we will ensure that we are listening to the voice of the child when deciding on the best course of action to take. We will always act in the best interests of children.
All concerns, discussions and decisions made, and the reasons for those decisions, will be recorded in writing. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.

Following any disclosures or reports of child-on-child abuse, we will review our school systems, training and policies to determine if any learning can be derived from the situation to further strengthen our approach to this issue. We will always encourage our pupils to safely express their views and give feedback on how they have been supported following a safeguarding concern.

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.
All victims will be taken seriously, regardless of how long it has taken them to come forward and they will be supported and kept safe. Abuse that occurs online or outside of the school will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting peer on peer abuse, including sexual violence or sexual harassment. A victim will never be made to feel ashamed for making a report or have their experience minimised.

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.
DSLs will liaise with SLT to ensure all pupils are supported and communication with all stakeholders is effective.

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.

- Any allegations of bullying will be taken seriously and information sought to give a clear picture of the concern.
- Staff are to inform a DSL of any incidents and liaise to decide on next steps of action via CPOMs or a safeguarding concern form.
- The parents of all parties will be called or invited into school to discuss with a DSL/SLT and class teacher.
- All information must be recorded on individual pupil CPOMs logs and staff members informed as needed.
- Pastoral support may be required depending on the outcome of the investigation and this will be available to all children involved.
- Where deemed necessary, the local PCSO will come and talk to the year groups or individuals with regards to the impact and effect of bullying.
- Further monitoring will be in place to ensure any conflict has been resolved.

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.
At Cedar Road we use the Brooke Traffic Light Sexual Behaviour Tool and NSPCC Harmful Sexual Behaviour Framework for review and also for individual cases.

Procedures to minimise child on child abuse include:
- Clear safeguarding policies and procedures
- Team of trained DSLs
- Training provided to all staff regarding child on child abuse and signs to look out for
- Staff code of conduct in place and shared with all staff
- Enforcing rigorous online filtering and monitoring systems
- Delivering age appropriate targeted PSHE and Relationships Education including personal boundaries, consent, digital safety etc

- Appropriate supervision throughout the school day
- Carefully designed learning environment spaces

ONLINE SAFETY: MAKING OR SHARING NUDES AND SEMI NUDES

Producing and sharing nudes and semi-nudes, including digitally manipulated and AI generated nudes and semi-nudes of children, ie under 18s, is illegal. It can be a form of child-on-child abuse, also referred to as image based sexual abuse. Although the production of such images will likely take place outside of the academy, sharing can take place and the impacts of an incident are often identified or reported within it. Incidents involving the sharing of nude or semi-nude images require a safeguarding response, whether they are consensual or non-consensual. The academy will make sure the pupils involved are safeguarded, supported, and educated.

The risks to children of receiving nude or semi-nude images, and being the subject of a shared nude or semi-nude image:

- It's illegal to create, share or view nude and semi-nude images of children under 18
- A child might be harmed by having images sent to them that they didn't want to see
- Sharing nude and semi-nude images can be a sign that children are at risk of harm.

What to do if a child tells you about image sharing

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

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

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

- the incident should be referred to the DSL (or DDSL) as soon as possible
- the DSL (or DDSL) will hold an initial review meeting with appropriate staff such as the staff member(s) who heard the disclosure and the Area Safeguarding Lead. Points for consideration include
    - whether there is an immediate risk to any child or young person
    - whether the image(s) has been shared widely and via what services and/or platforms.

  - any relevant facts about the children or young people involved which would influence safety planning
  - if there is a need to contact another education, setting or individual
- there should be subsequent interviews with the pupils involved (if appropriate)
- parents and carers should be informed at an early stage and involved in the process to best support the child unless there is good reason to believe that involving them would put the child or young person at risk of harm
- a referral will be made to children's social care and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process. Some children and families may require more targeted support than that offered at the universal and community based Early Help level. The academy will work with local safeguarding partners to identify children and families who would benefit from more targeted support through Family Help.

ONLINE SAFETY: FILTERING AND MONITORING

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

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

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

If the Lead DSL receives an alert via Senso then this must be acted on as soon as possible, relevant staff informed and further details gathered as needed. If a DSL needs further IT support e.g. a particular website needs to be prohibited then DRET IT support will be contacted immediately. 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.

Our Jigsaw programme helps to teach children about keeping themselves safe and promotes an ethos in school that strongly supports keeping all children safe in diverse situations. From the Early Years onwards, children are taught about what to say and do if they don't like something – from encountering strangers to bullying, and from unwanted physical contact to racism and being safe with technology.

Jigsaw makes a significant contribution towards ensuring that the curriculum and the learning environment that children experience lays down a grounding in which the ideological and emotional roots of extremist beliefs, attitudes and behaviours cannot flourish. This contribution emerges first and foremost through the overall character of the Jigsaw scheme and the learning styles it advocates, but also through many aspects of the specific content of the themes or 'Puzzles' that make up the programme. Children are taught to know their own minds, to operate from a position of self-awareness and self-valuing, and to develop the capacity to empathise with others.

We want children to know that bullying (or cyberbullying) in any form is not acceptable, and that they must report it immediately if they or anyone else is being bullied. We want them to know that it is not acceptable for anyone to encourage bullying by others and not acceptable to do nothing if they know it is taking place.

In school we will work hard to prevent bullying taking place. Some of the ways we do this are:

- Using assemblies to talk about bullying and give out key messages.
- Taking part in Anti-Bullying Week.
- Constantly reviewing all behaviour incidents this includes bullying type behaviours, which is analysed by daily/weekly behaviour and CPOMs reports, termly behaviour and safeguarding reports and the Principal's report which is shared with the Academy Scrutiny Committees.
- Ensuring that there are clear links between personal, social and health education, citizenship, religious education and other curriculum areas so that all pupils can extend and apply their learning in all subjects
- Lessons, as part of our curriculum, discussing bullying.
- School, classroom and playground rules make clear the behaviour we expect, and our use of rewards and sanctions.
- Adults modelling language and behaviours for children to follow and learn from
- Staff briefings where clear messages can be shared among staff to support any information needed to ensure all children feel safe.
- Use 'Speak out, Stay Safe' NSPCC resources

Pupils and staff at Cedar Road enjoy and contribute towards a culture where equality, diversity and inclusion are celebrated.
Our whole curriculum ensures that diversity is celebrated and we ensure our resources, books etc reflect this. Our RE curriculum takes into account our contextual information, celebrating the range of cultures and religions of families in our school whilst also ensuring all of the main religions are explored in different year groups.

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.

- Whole school approach to online safety, including assemblies.
- Staff training so staff have an awareness of online risks.
- Curriculum (computing, PSHE and RSE) planned to include age-appropriate teaching on online safety.
- Use of outside agencies such as NSPCC/Target to give assemblies/workshops.
- Teachers will monitor google classrooms and online learning.
- Parents and pupils will be given regular reminders regarding online safety at home and suggestions of resources that support online safety e.g. CEOP Safety Centre

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

- At Cedar Road we use the Jigsaw programme and PSHE association resources which meet the requirements of the RSE curriculum.
- Parents are fully informed prior to any sex education classes, this includes the content of the sessions.
- RSE resources will be shared with parents as appropriate, parent approval will be sought beforehand if necessary.

Contextual safeguarding: The curriculum is adjusted to include knowledge and guidance to pupils about local contextual risks in an age-appropriate manner.

Our local community is very much part of our school community and we work with a variety of local organisations to ensure positive links and to support our pupils in understanding local risks. When needed we liaise with our local PCSOs and invite them into school to speak to our pupils about any concerns.

Pupils are encouraged to be positive citizens and enrichment opportunities such as workshops by our local church, local trips, volunteering etc are used to give pupils guidance on contextual risks and ways in which they can impact positively in the local community.

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.
Staff use of wearable tech, including mobile phones in parts of the school such as the EYFS	Members of staff should use academy devices only when contacting pupils, parents or carers. Members of staff must not use their personal mobile phones in the EYFS at all. /They must not use their mobile phone at the academy unless it is in the course of their break and in an area not designated for pupil use. Personal mobiles should be kept securely and silently during the school day. The use of personal mobile phones is only permitted during non-lesson times and in the staff room or classroom where no children are present. Staff should not carry their phone on themselves unless this has been agreed by SLT for a specific reason. DO: Ensure your phone is put away e.g. in cupboard or locker, and on silent during lesson times. Ask a member of SLT if you need to access your phone for any reason during teaching sessions e.g. emergency situation, so appropriate arrangements can be made. If needed, check your mobile phones during break times and in an area where no children are present. Be aware that mobiles can update/turn on notifications when they become attached to the school Wi-Fi. DO NOT: Give personal mobile phone numbers to parents (we understand there may be exceptions to this as some staff live in the local area and have children at the school) or pupils. Answer your phone or make calls during lesson times. Check your phone when pupils are present. Use personal phones to take photos of pupils.
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 are able to use school iPads/staff tablets to take photos at events etc.
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 Staff need to liaise with admin staff regarding obtaining ID and DBS information. Members of staff should not confirm visits without approval from SLT.
Social contact outside the academy such as	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.

through sport club membership	
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. Only staff with business insurance should use their cars for work e.g. home visits. Where this is in place, two members of staff must travel together. Approval for use of a staff car must be gained from SLT.
Physical contact	Followed under the Safeguarding Policy including the Intimate Care Policy. If staff are concerned they must follow the whistleblowing procedures. Staff members are trained in Team Teach, if a child has had physical restraint then this is recorded onsite in the Bound Book and on CPOMs.
One to one situations	Covered within the vetting process and under the Safeguarding Policy. Lone working is to be avoided and learning activities planned well to ensure best use of adults and spaces in school.
Gifts giving and receiving	All gifts must be declared to the Trust in line with the Gifts and Hospitality policy.
Dealing with pupil infatuation	Members of staff should report all concerns about pupil infatuation to the DSL immediately.
Conversational boundaries and appropriate language	All members of staff will respond to all children and adults in a professional manner at all times. They will ensure they use appropriate language in order to maintain the professionalism of the academy and in a manner in which all children can understand. Any concerns must be reported immediately to the Principal/DSL where any further actions or investigations will be carried out under the discretion of the Principal.
Other matters relevant to the academy	Staff will be provided with any updates as necessary.

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.

The LADO will be contacted as necessary, this may be for advice or to make an immediate referral using the appropriate inline form. The LADO can be contacted via email: LADOConsultations@NCTrust.co.uk
The LADO Referral Indicator Matrix can also be used to ascertain the best course of action.

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

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

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

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

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

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

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

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

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

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

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

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

CONTEXTUAL SAFEGUARDING: WELFARE RISK ASSESSMENT

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

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

Identify the hazard ***The potential source of harm to pupils***	**Groups of pupils that might be harmed as a result of the hazard**	**Evaluate the risk** ***The likelihood that the child will be harmed***	**Control measures** ***Procedures and practices in place to mitigate this risk***	**Routine evaluation**
Road Safety	All children and adults may be at risk	Minimal risk	Road Safety Assemblies/PSHE lessons Staff present on gates to remind pupils of safe entry to school Reminders to parents re parking/liaise with road safety officers	Monitoring of gates/parking.
Risk of critical incident within the community	All children and adults may be at risk	Dependent on the hazard	Critical Incident Policy and procedures in place	Discussion at weekly Safeguarding meeting. Evaluate and discuss next steps at the meeting.
Gang culture in local community, including secondary school gangs	KS2 pupils (although not limited)	Minimal risk	Safeguarding Policy Assemblies highlighting risks associated with gang culture Links with Local Police Early Intervention Team, PCSO	Discussion at weekly Safeguarding meeting. Evaluate and discuss next steps at the meeting.
County Lines	KS2 pupils (although not limited)	Minimal risk	Safeguarding Policy Assemblies highlighting risks associated with gang culture Links with Local Police Early Intervention Team, PCSO	Discussion at weekly Safeguarding meeting. Evaluate and discuss next steps at the meeting.
Knife Crime	KS2 pupils (although not limited)	Minimal risk	Critical Incident Policy and procedures in place Safeguarding Policy PCSO talks to relevant age groups	Discussion at weekly Safeguarding meeting. Evaluate and discuss next

			Pupils to be educated on how to keep themselves safe	steps at the meeting. Evaluate with PCSOs as needed.
Community issues e.g. incidents at Eastfield Park/Abington Park/Racecourse	All children and adults may be at risk	Dependent on the hazard	Critical Incident Policy and procedures in place Liaising with parents Regular communication with DDSL,PCSO and housing officer PCSO talks to relevant age groups Pupils to be educated on how to keep themselves safe	Discussion at weekly Safeguarding meeting. Evaluate and discuss next steps at the meeting. Evaluate with PCSOs as needed.
Northamptonshire Children's Services are currently rated as inadequate and council split into unitary authorities	All children and adults may be at risk	Minimal risk	Regular staff training Safeguarding Policy Links with PCSO, Local Police Early Intervention Team, social care etc DRET DSL Hub work and networking School will challenge any decisions they feel are not appropriate	Discussion at weekly Safeguarding meeting. Evaluate and discuss next steps at the meeting.
Online safety e.g. grooming, online abuse	All children and adults may be at risk	Dependent on online use	Whole school approach to online safety, including assemblies Staff training so staff have an awareness of online risks Curriculum (computing and RSE) planned to include age-appropriate teaching on online safety Information shared with parents Use of outside agencies such as NSPCC to give assemblies/workshops.	Discussion at weekly Safeguarding meeting. Evaluate and discuss next steps at the meeting.
Domestic Violence	Child Adults	Dependent on the family and situation.	Family worker relationships/interventions. Operation Encompass notifications. Referrals to NDAS Links with PCSO, Local Police Early Intervention Team, social care etc	Discussion at weekly Safeguarding meeting. Evaluate and discuss next steps at the meeting. Monitored through notifications and CPOMs records.

Parental Conflict	Child Adults	Dependent on the family and situation.	Family worker relationships/interventions. DSLs attend training such as DSL Forums, EHA etc Trust Safeguarding/Data Protection teams support as needed.	Discussion at weekly Safeguarding meeting. Evaluate and discuss next steps at the meeting.
Violent and sexual offences are the most reported crimes in Northants.	Child Adults	Dependent on the family and situation.	Family worker relationships/interventions. Pupils feel able to talk to their trusted adults . Links with PCSO, Local Police Early Intervention Team, social care etc	Discussion at weekly Safeguarding meeting. Evaluate and discuss next steps at the meeting.

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 or Contact us - Citizens Advice	Cedar Road Dental Practice 01604 721525 abington@rodericksdental.co.uk	Local Food Banks St Alban's Food Bank jillward46@outlook.com Hope Centre – Tackling homelessness, rebuilding lives (northamptonhopecentre.org.uk)	Money and Debt Advice WNC Money and debt advice - Adult social services (northamptonshire.gov.uk)	Commercial community fund such as B&Q
YMCA 02071869500 or enquiries@ymca.org.uk	Healthy Schools healthyschools@northnorthants.gov.uk	Holiday meal vouchers in conjunction with WNC	LA energy and money saving programme Northamptonshire Energy Saving Service (NESS) - Planning and the environment	Church groups e.g. Broadmead Avenue, St Alban's, Park Avenue
Shelter Home - Shelter England	School nurse abington.nhft@nhs.net	Shop Zero – The Headlands Waste not, want not… » Revolution Zero	Fuel rebates Northamptonshire Energy Saving Service (NESS) - Planning and the environment	Adult learning groups Adult Learning (northamptonshire.gov.uk)
West Northants Council Housing	Mental Health Support Adult mental health, learning disabilities and speciality services | NHFT	Restore Northampton Restore Northampton		Northamptonshire Community Foundation (ncf.uk.com)

Housing | West Northamptonshire Council (westnorthants.gov.uk)				
	Northamptonshire Health and Wellbeing Health and wellbeing (northamptonshire.gov.uk)	McCarthy Dixon Foundation Working to alleviate hunger & provide for those in need in Northampton		Northamptonshire Sport – events and courses Home - Northamptonshire Sport
	The Lowdown support including the Wellbeing Café The Lowdown | Free and confidential support for 8-25 year olds			
	Northamptonshire Social Prescribing Social Prescribing | Spring Northamptonshire | England			

ALL STAFF MUST READ THE FOLLOWING DRET POLICIES:

The Trust safeguarding and child protection policy and this appendix
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 intimate care 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
The supporting pupils with medical needs policy
The acceptable use of IT policy