David Ross Education Trust

Broadening Horizons

Safeguarding and child protection Contextual appendix

Academy: Charnwood College

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
Stuart Thompson	ASC colleague overseeing filtering and monitoring standards	sthompson1@dretgovernor.co.uk
Timothy Day	ASC leadership of safeguarding including responsibility for pupils' attendance.	tday@dret.org
Aron Whiles	Director of Secondary Education	awhiles@dret.org
Tracey Rowe	DSL on SLT: Academy leadership of safeguarding	trowe@charnwoodcollege.org 01509 554400
Alastair O'Connor	DSL	aoconnor@charnwoodcollege.org 01509 554400
Jodi Farmer	DDSL / Assistant Principal – Outcomes	JFarmer@charnwoodcollege.org
Beth Anderson	Senior head of year /DDSL	banderson@charnwoodcollege.org

Lara Morley		DDSL / Head of sixth form	Lmorley@charnwoodcollege.org
Allison Mortimer-Plester		Safeguarding officer / Mental health first aider	amortimer@charnwoodcollege.org
Anna Tyers		SENDCO/Assistant Principal	atyers@charnwoodcollege.org
Amanda Wilson		Head of year 9 /DDSL	AWilson@charnwoodcollege.org
Luke Heward		Head of year 10	lheward@charnwoodcollege.org
Tracey Rowe		Senior mental health lead	Trowe@charnwoodcollege.org
Anna Tyers	Colleague responsible for pupils educated in alternative provision off site	atyers@charnwoodcollege.org	
Anna Tyers	Colleague responsible for pupils educated in alternative provision on site	atyers@charnwoodcollege.org	
Tracey Rowe		Senior colleague responsible for meeting the filtering and monitoring standards	Trowe@charnwoodcollege.org
Helen Wood		Attendance welfare coordinator	HWood@charnwoodcollege.org
Sarah Ingle		Attendance Information Officer	single@charnwoodcollege.org
Claire Hall		Colleague leading on H&S	chall@charnwoodcollege.org
Claire Hall		Colleague leading on First Aid	chall@charnwoodcollege.org
Claire Hall		Educational Visits Coordinator	chall@charnwoodcollege.org
Jodi Farmer / Beth Anderson		Careers lead responsible for safeguarding pupils on work experience	jfarmer@charnwoodcollege.org Banderson@charnwoodcollege.org
Claire Hall		Colleague responsible for lettings and liaising with	chall@charnwoodcollege.org

	external organisations using the academy premises for activities	
Claire Hall	Senior colleague responsible for the implementation of the Allergy Safety policy	chall@charnwoodcollege.org
Anna Tyers	Designated teacher of CIC	atyers@charnwoodcollege.org

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: Tracey Rowe (DSL), Alastair O'Connor (DSL), Beth Anderson (DDSL), Allison Mortimer Plester (Safeguarding Officer, DDSL), Lara Morley (DDSL), Chloe Warrington-Ramloll (DDSL), Helen Wood (DDSL), Amanda Wilson (DDSL), Anna Tyers (DDSL) Luke Heward (DDSL)
Tuesday: Tracey Rowe (DSL), Alastair O'Connor (DSL), Beth Anderson (DDSL), Allison Mortimer Plester (Safeguarding Officer, DDSL), Lara Morley (DDSL), Chloe Warrington-Ramloll (DDSL), Helen Wood (DDSL), Amanda Wilson (DDSL), Anna Tyers (DDSL) Luke Heward (DDSL)
Wednesday: Tracey Rowe (DSL), Alastair O'Connor (DSL), Beth Anderson (DDSL), Allison Mortimer Plester (Safeguarding Officer, DDSL), Lara Morley (DDSL), Chloe Warrington-Ramloll (DDSL), Helen Wood (DDSL), Amanda Wilson (DDSL), Anna Tyers (DDSL) Luke Heward (DDSL)
Thursday: Tracey Rowe (DSL), Alastair O'Connor (DSL), Beth Anderson (DDSL), Allison Mortimer Plester (Safeguarding Officer, DDSL), Lara Morley (DDSL), Chloe Warrington-Ramloll (DDSL), Helen Wood (DDSL), Amanda Wilson (DDSL), Anna Tyers (DDSL) Luke Heward (DDSL)
Friday: Tracey Rowe (DSL), Alastair O'Connor (DSL), Beth Anderson (DDSL), Allison Mortimer Plester (Safeguarding Officer, DDSL), Lara Morley (DDSL), Chloe Warrington-Ramloll (DDSL), Helen Wood (DDSL), Amanda Wilson (DDSL), Anna Tyers (DDSL) Luke Heward (DDSL)
On call arrangements for weekends
trowe@charnwoodcollege.org *or* **aoconnor@dret.org**
On call arrangements for school holidays
Will be a rota over school holidays which will be shared with staff during the morning staff meeting and through safeguarding briefings **Staff to be contacted at anytime** ***trowe@charnwoodcollege.org*** *or* **aoconnor@dret.org**

Arrangements for using and managing the Safeguarding shared email address and inbox
Will be a rota over school holidays which will be shared with staff during the morning staff meeting and through safeguarding briefings **Staff to be contacted at anytime** *trowe@charnwoodcollege.org or* **aoconnor@dret.org**

SAFEGUARDING PARTNERSHIPS

Locally, the three safeguarding partners (the local authority; a clinical commissioning group 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.

Name	**Leadership level**	**Contact details - email address and contact number**
Leicestershire Local authority	Local authority Designated officer	Kim Taylor and Kundai Muvingi 0116 305 4141 Cfs-lado@leics.gov.uk
Leicestershire Police Chief Constable Rob Nixon	Designated officer	0116 2222222 (or 101)
Clinical Commissioning Group (CCG) LLR Safeguarding Professionals and LLR CCG Safeguarding Team	Designated officer	
First response	Operation Encompass	0116 305 0005

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
Leicestershire County Council	Head of children's social care	0116 232 3232
	Safeguarding and Compliance Lead	Charlotte Davis charlotte.davis@leics.gov.uk 0116 3057750 Laura Kaminski Laura.Kaminski@leics.gov.uk 07743188427
	Personal advisor for LAC	Marion Hunt Email: Marion.hunt@leics.gov.uk Tel: 0116 3052713 Mob: 07966 111087

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
Euan Smedley	PCSO	Euan.smedley2@leics.police.co.uk
Channel	Counter terrorism	101 prevent.team@leicestershire.pnn.police.uk PC Mark Bailey 1052 07970860335 mark.bailey@leicestershire.pnn.police.uk
	FGM referrals	999 / Conversation form
	County lines	101 – online police reporting

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
Leicestershire Health Visiting Service	Support for children under 5 years and their families, including safeguarding, child development and wellbeing.	Tel: 0300 300 3001
Leicestershire School Nursing Service	Health support for school-aged children including safeguarding, attendance, emotional wellbeing and health promotion.	Tel: 0300 300 3001
Family Help Service	Early Help, family support, parenting support and coordination of services for children and families.	Tel: 0116 305 8727
CAMHS (Leicestershire Partnership NHS Trust)	Specialist assessment and treatment for children and young people experiencing significant mental health difficulties.	Referral via GP, Family Help, or professional referral routes.
Mental Health Support Team (MHST)	Early intervention and support for mild to moderate mental health needs in participating schools.	Local MHST contact (where commissioned).
Teen Health 11-19 Service	Physical, emotional and sexual health advice and support for young people.	Referral via Family Help Service.
Family Hubs Leicestershire	Advice, support and signposting for families from pregnancy through young adulthood.	https://www.leicestershire.gov.uk/family-hubs
NHS 111	Urgent medical advice and mental health support when GP is unavailable.	Tel: 111
Emergency Services	Immediate risk to life or serious harm.	Tel: 999

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:

Local Authority	Leicestershire Family Help Service	Tel: 0116 305 8727;
Local Authority	Family Hubs Leicestershire	https://www.leicestershire.gov.uk/family-hubs
Health	Leicestershire School Nursing Service	Tel: 0300 300 3001
Health	Leicestershire Health Visiting Service	Tel: 0300 300 3001
Mental Health	CAMHS (Leicestershire Partnership NHS Trust)	Via GP or professional referral pathways
Mental Health	Mental Health Support Team (MHST)	Local MHST practitioner details to be inserted where applicable
Education	Academy Designated Safeguarding Lead	Insert academy details
Police	Leicestershire Police	Non-emergency: 101; Emergency: 999
Safeguarding Partnership	Leicester, Leicestershire and Rutland Safeguarding Children Partnership (LLR SCP)	https://lrsb.org.uk
Voluntary Sector	Family Information Service (Leicestershire)	Tel: 0116 305 6545
Youth Support	Teen Health 11-19 Service	Referral through Family Help Service

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:

Leicestershire & Rutland Thresholds Guidance https://lrsb.org.uk/children/lrscp/professionals/thresholds-guidance/

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.

In Leicestershire, targeted early help is delivered through the Family Help Service (previously the Children and Family Wellbeing Service), which forms part of the local Families First Partnership approach. Family Help provides coordinated support for children, young people and families where needs cannot be met through universal services alone. Support may include family support, parenting programmes, emotional health and wellbeing support, domestic abuse support, youth services, support for young people at risk of offending or exploitation, SEND support, and access to Family Hubs and community-based services. Referrals can be made by professionals through the Multi-Agency Referral Form (MARF) or by families directly with their consent. Family Help works alongside partner agencies to provide the right support at the right time and to prevent needs escalating to statutory intervention.

The Families First Partnership Programme promotes a joined-up, multi-agency approach to supporting children and families through early intervention, family help, family group decision-making and integrated safeguarding services. The aim is to ensure families receive coordinated support that improves outcomes and reduces the need for more intensive intervention.

Further information about Leicestershire's Family Help Service and referral pathways can be found at: https://www.leicestershire.gov.uk/education-and-children/social-care-and-supporting-families/help-for-children-and-families

Family Help and MACPTs operate as one system ensuring the academy has clearer routes into support via Family Hubs in the following ways:
Family Help and multi-agency safeguarding arrangements operate as one integrated system, ensuring the academy has clear routes into support for children and families through Family Help, Family Hubs and partner agencies. This supports the academy in the following ways:

- Providing a single point of access for advice, guidance and targeted early help services.
- Enabling children and families to access coordinated support through Family Help practitioners, reducing the need to navigate multiple services independently.
- Facilitating earlier intervention where concerns are emerging, helping to prevent escalation to statutory social care services.
- Supporting multi-agency working between education, health, police, social care and voluntary sector organisations to improve outcomes for children.
- Providing access to family support, parenting programmes, emotional wellbeing services, domestic abuse support, SEND services, youth support and targeted interventions for children at risk of exploitation or offending.
- Promoting family-led planning and family group decision-making, ensuring the voices of children and families are central to assessments and support plans.
- Offering accessible support through Leicestershire's Family Hubs, which provide advice, information and services for children, young people and families from pregnancy through to young adulthood.

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:
The Harmful Sexual abuse support service - Call: 0344 255 0623 Email: hsbs@swgfl.org.uk
Advice on individual cases or incidents of harmful sexual behaviour, to ensure an appropriate response both for children displaying this behaviour and others affected by it.

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.
https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Confidentiality%20-%20SEF%20guidance.pdf

Details of the local authority domestic abuse strategy and the academy's role in complying with this strategy can be found here.
https://www.leicestershire.gov.uk/sites/default/files/field/pdf/2022/1/6/domestic-abuse-reduction-strategy-2022-2025.pdf

DV support include links to NCDV Domestic Abuse Help · National Centre for Domestic Violence (ncdv.org.uk). Freeva Free from Violence & Abuse | Support & Services | Freeva

The local offer for children in Kinship care arrangements (including Special Guardianship) can be found here:

The local offer for children living in kinship care arrangements, including those subject to Special Guardianship Orders (SGOs), provides information about the support, advice, services, education, health, financial assistance and family support available to kinship carers and children across Leicestershire. Schools should recognise the particular needs that children in kinship care may experience as a result of trauma, loss, separation and adverse childhood experiences and work closely with carers and relevant agencies to promote their welfare and educational outcomes

https://resources.leicestershire.gov.uk/leicestershire-virtual-school/previously-looked-after-children/kinship-care

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
Leicestershire County Council	Service Manager / Virtual School Head	Tel: 0116 305 6097 Email: virtualschool@leics.gov.uk
Leicester City Council	Virtual School Team	Tel: 0116 454 5007 Email: virtualschool@leicester.gov.uk

ALTERNATIVE PROVISION: REGISTRATION

Provider	Address	Registration
Oakfield	Iveshead School, Forest Street, Shepshed, Loughborough, LE12 9DB	URN: 136754 (Pupil Referral Unit) • DfE No: 855/1102 • Ofsted Registered

ALTERNATIVE PROVISION: DESIGNATED SAFEGUARDING LEAD

Provider	Name	Contact details - email address and contact number
Oakfield **Short Stay School** **LNCIP**	Netsai Muzuva – Quality assurance completed on 02.07.2026	Netsai Muzuva – netsai.muzuva@leics.gov.uk 0116 305 5860
The Hub CIC (Hathern)	Vanessa Brooks – Quality assurance completed on 29.06.2026	vanessa@thehub-cic.co.uk 07394981320 Vanessa Brooks

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

When the academy places a pupil with an alternative provider, the school 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
Melton Hub	13.09.2024	28.08.2025	
Oakfield	17.09.2024	28.08.2025	

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
Iveshead school	Sophie Mcnally	01509 602156 Iveshead School, Forest Street, Shepshed, Loughborough, LE12 9DB info@ivesheadschool.org
Woodbrook Vale	Suzie Kell	WOODBROOK VALE SCHOOL GRASMERE ROAD LOUGHBOROUGH LEICESTERSHIRE LE11 2ST Tel: 01509 557560
De Lisle Catholic College	James Lissaman	De Lisle College, Thorpe Hill, Loughborough, Leicestershire, LE11 4SQ Telephone: 01509 268739 Fax: 01509 233643 E-mail Address: enquiries@delisle.leics.sch.uk
Limehurst Academy	Steve Smith	Bridge Street, Loughborough, Leicestershire LE11 1NH Telephone: 01509 263444 Email: Office@limehurst.org.uk
Castle Donnington	Nathan Barratt	Mount Pleasant, Castle Donnington, Derby DE74 2LN 01332 810528

Rawlins	Nick Schober	Loughborough Road, Quorn, Loughborough, Leicestershire LE12 8DY NickSchober@rawlins.embracemat.Org

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
Limehurst Academy	28.08.2025	28.08.2026	
Woodbrook Vale	28.08.2025	28.08.2026	
Iveshead Academy	28.08.2025	28.08.2026	
De Lisle Academy	28.08.2025	28.08.2026	
Castle Donnington	28.08.2025	28.08.2026	
Rawlins	28.08.2025	28.08.2026	

EXTERNAL AGENCIES WORKING WITH THE ACADEMY TO PROMOTE PUPILS' WELFARE AND DEVELOPMENT

Safeguarding leaders should ensure the child's wishes and feelings are considered when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. All systems and processes should operate with the best interests of the child at heart.

Provider	Name	Contact details - email address and contact number
CAMHS		0116 2955048
Virtual school Leicestershire		0116 305 6097
Leicestershire County Council	Teen health – Hayley Gunter Megan Hughes	Hayley.Gunter@leic.gov.uk Megan.hughes@leic.gov.uk

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

Where services or activities are provided separately by another body, including through the National Tutoring Programme, 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

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**
Loughborough Lions	Daniel Moss 07985684704 dannyjmoss@hotmail.co.uk	01/09/2023- CH organising update check
Loughborough Emmanuel Youth Club	Andrew Duxbury Andrew.duxbury1@sky.com 07531590108	01/09/2023- CH organising update check
Sporting Loughborough FC	treasurer@sportingloughboroughfc.co.uk 0748 689 2019 and 07791364977	01/09/2023- CH organising update check
Joel Wolfe Sports Coaching Company	Joel Wolfe jwsportsacademy@outlook.com 07470276396	01/09/2023- CH organising update check
Gemma Pescott Football Development Schools	Gemma Pescott 01858461166 jwsportsacademy@outlook.com	01/09/2023- CH organising update check
The Well Church	Sarah Algar 01509266841 sarah@thewellchurch.org	01/09/2023- CH organising update check
Comets Netball	Celine Watts cwatts@charnwoodcollege.org	01/09/2023- CH organising update check
Charnwood Rangers	Sean Wilton s.wilton@charnwoodcollege.org	01/09/2023- CH organising update check
Leicester Riders	Rob Jarram rob.jarram@riders.basketball	01/09/2023- CH organising update check

The management of safeguarding

TRAINING REQUIREMENTS

The designated safeguarding lead and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years. DSLs (and deputies) will also

continue to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters and professional advice groups.

DSL receives Leicestershire Local Authority safeguarding training every year.
All DDSL receive Leicestershire Local authority safeguarding training every 2 years.
Any new DDSL receive Leicestershire Local authority safeguarding training every 2 years.
DSL/DDSL keep updated through the Safeguarding Network, LEICESTERSHIRE and Rutland newsletters, DRET monthly safeguarding newsletters, Leicestershire trading Services, safeguarding network.

All staff will receive appropriate safeguarding and child protection training which is regularly updated. Online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach. In addition, all staff will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff will receive appropriate safeguarding and child protection training which is regularly updated and included within the academy CPD sessions (Thursday afternoons).

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.

Safeguarding is always an agenda item on all faculty meetings and SLT meetings, and a member of the safeguarding team will attend/respond to any concerns, queries or training needs that arise from this.

Information that is usually disseminated via a weekly safeguarding am all staff briefing will be shared via other mediums (dependent on what is appropriate).
Training will also be placed on safeguard.

Online safety training
Online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Child on child abuse training
All staff will be trained on child on child abuse as part of the full safeguarding annual training. This will updated annually as well as any relevant updates throughout the year during Safeguarding meetings.

Safeguarding induction training for new staff and volunteers will be led by **Tracey Rowe**.

All new staff receive safeguarding training as part of their academy induction training which will take place face to face sessions during the first autumn term on 26th August 2025.

The academy has mobile phone devices, cameras, i-pads and wearable technology that can be used to take images and recordings within the academy or directly related to academy events. These devices can be used to support teaching and learning, student expectations, staff CPD and training, record and promote academy events, and to support the safety of staff when working off site.
Staff should ensure they are clear how to work all devices and that any recordings/images are uploaded to the one drive and deleted off the device being used in a timely manner and before they hand back the device. Staff should not use their own devices under any circumstances and no images/recordings relating to the academy and students or staff should be posted on personal social media.

Additional arrangements to ensure Early Career Teachers fulfil their wider professional safeguarding responsibilities include

All new staff receive safeguarding training as part of their academy induction training which will take place face to face sessions during the first autumn term 26th August 2025.

Safeguard training will be conducted on an ad hoc basis throughout the year to ensure ongoing awareness and compliance with current safeguarding policies and procedures. Sessions will be scheduled as needed in response to staff requirements, changes in regulations, or emerging concerns, allowing for a flexible and responsive approach to maintaining a safe and supportive environment.

INTERNAL REFERRALS

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.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

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

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

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

Staff will receive a copy of the updated safeguarding policy that will have details of how to recognise and identify signs of abuse and neglect. This will be reiterated in the annual refresher session for all staff. All concerns and disclosures are logged via CPOMS Software, and these will be monitored and actioned within a short period of time by the safeguarding team. In the case of low-level concerns, often this information is used to create a picture of what is happening within individual students lives and therefore it is vital that all concerns (however small/appearing insignificant) are clearly logged in a timely fashion

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

Staff should:

- challenge inappropriate behaviours;
- make clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and,
- challenge physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.

Managing reports

- Manage reports with two members of staff present.
- Where the report includes an online element, consult searching screening and confiscation advice (for schools) and UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people.
- Staff MUST not view or forward illegal images of a child.
- Do not promise confidentiality at this initial stage as it is very likely a concern will have to be shared further
- Recognise that an initial disclosure to a trusted adult may only be the first incident reported,
- Listen carefully to the child, reflect back, using the child's language, be non-judgmental, be clear about boundaries and how the report will be progressed
- Do not ask leading questions and only prompt the child where necessary with open questions – where, when, what.
- Wait until the end of the report and immediately write up a thorough summary.
- It is essential a written record is made that includes the facts as the child presents them.
- The notes should not reflect the personal opinion of the note taker.
- Inform the designated safeguarding lead immediately.

Child on Child abuse response

Account for:

- the wishes of the victim in terms of how they want to proceed. Victims should 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 whether a crime may have been committed and/or whether harmful sexual behaviour has been displayed;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children.
- if the alleged incident is a one-off or a sustained pattern of abuse.
- that sexual violence and sexual harassment can take place within intimate personal relationships between peers;
- are there ongoing risks to the victim, other children, adult students or school or college staff; and,
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

A referral may be made to early help and alongside this to the police.

- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated**.**

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The academy has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
Mental health concerns have significantly increased after pandemic and will be a consistent concern throughout the school year.

Step 1:
Students will be given Self-help information and guides to access online help. This will include the self-help guide. Which students are encouraged to use as part of a graduated response.

Other self-help information can be found on the board beside the canteen or with any of the Mental Health first aiders. Parents are also called to inform them what information has been provided and to inform them of their child's mental health concern.

Step 2:

If mental health concerns continue to come through, then a student can be referred, or self-refer to Teen Health. This can also be discussed Tracey Rowe or Allison Mortimer - Plester - safeguarding Officer/Mental Health First aider who can also see what other support maybe offered at that time and monitor their progress. Communication with parents will also continue with informing them of updates and plans for moving forward.

Step 3:

This will involve Allison Mortimer - Plester completing a multi-agency referral form (MARF) to see if there are any external agencies could get involved. This can range through a variety of different agencies including CFS, social workers, key workers etc. This step can also take place if the mental wellbeing concern is severe and needs to skip past previous steps. If this comes back as not possible for an agency to get involved, then parents will be contacted to go back to the doctors to find CAMHS support.

CHILD CENTRIC SYSTEMS

Information sharing is vital in recognising indications that a child is being harmed, identifying and tackling all forms of abuse and neglect, 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 inclusion data is completed on a weekly basis and analysed this data includes
Attendance including groups – year on year comparison
Mobility of students
PP / SEN attendance
Continuous absence
Pastoral data
Exclusions
Behaviour data
Weekly DSL meeting
Year 7-13 inclusion tracker
Academy context
Attendance tracker
Behaviour tracker
Inclusion map
School around the child.

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.

A daily pastoral meeting is held with staff.
Weekly DSL meeting is held with DDSL staff.
Chronological events are looked at and audited by the records being reviewed on a monthly audit on a DSL cycle by Tracey Rowe, Allison Mortimer - Plester, DDSL's and the safeguarding core team.

LOCALLY AGREED INTER-AGENCY PROCEDURES PUT IN PLACE IN ACCORDANCE WITH WORKING TOGETHER TO SAFEGUARD CHILDREN 2022, INCLUDING:

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 can be found Charnwood College shared drive / Safeguarding

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

When an issue emerges where early help will be utilised, staff are to liaise with DSL where a Multi-agency referral form (MARF) will be completed. The Marf referrals are followed up to ensure they are dealt with in a timely manner.

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

Should any professional have a safeguarding concern for a child, a call to Leicestershire county council First response 0116 305 5500. In an emergency dial 999. Out of normal office hours, calls should be made to Priority 1 0116 305 0005

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.

Should professionals have a safeguarding concern for a child already subject to a 'Child in Need plan' (CIN), calls should be made to the child's social worker who is assigned to the family. Calls can also be directed to 0116 3005 0005

Features of the threshold document: the point at which the local authority's Children's Social Care are likely to accept a referral for a child, young person or their family.

Staff are to consider 4 tiers of need – Universal/Early Help/Child in Need/Immediate Safeguarding. Intervention is needed when there is an immediate risk of physical, sexual, emotional harm or neglect.

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

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

Prevent relies on community support and information to identify and protect people. If you are concerned that a friend, neighbour or relative is at risk of being exploited or becoming involved in terrorism or extremist activity, you should inform your local authority or the police.

To make a police referral, please get in touch with Leicestershire Police

For any concerns you may have about an adult who may be at risk of radicalisation, please contact our Adult Social Care team. **https://www.leicestershire.gov.uk/adult-social-care-and-health/assessment-and-eligibility-for-care-and-support/contact-adult-social-care**

If you have concerns about the exploitation of a young person, please contact the First Response Children's Duty team. **https://www.leicestershire.gov.uk/leisure-and-community/community-safety/report-abuse-or-neglect-of-a-child**

The NSPCC have launched a free 24-hour service for adults who need advice on how to talk to their children about issues related to radicalisation and terrorism. If you're worried, you can call the NSPCC helpline on 0808 800 5000 or visit the NSPCC

Act Early **https://actearly.uk/** is dedicated to helping friends and family of potentially vulnerable individuals spot the signs. If you're worried about someone close to you, it's important that you act early and share any concerns in confidence - you won't be wasting anyone's time and you won't ruin lives, but you might save them.

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

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.

The Principal will inform the DRET DPO of all such requests immediately so the DPO can manage the data protection element and provide (or withhold) the data as necessary.

ACADEMY ROUTINES FOR PROMOTING PUPILS' WELFARE

Routine safeguarding updates will be shared with staff in the following ways:
Whole staff briefings take place on a Monday morning (Online) every week and whole staff meetings throughout the year.

Daily meetings are held with pastoral teams where any safeguarding issues are discussed.

Weekly DSL meetings are held with the designated safeguarding lead and the deputy designated safeguarding leads.

The Lead DSL will run a Safeguarding session on one of the Teacher Training Days at the beginning of the academic year. Other sessions are arranged for staff who could not attend and for new staff throughout the year. All new members of staff receive training as part of a rolling programme throughout the year.

All staff have received PREVENT training, any new member of staff will be given PREVENT training as part of the school safeguarding training. They will also complete the online PREVENT training.

When reporting an incident to the DSL staff are required to report on the CPOMS system. If for any reason this cannot be done then the concern can be completed on a piece of paper which is dated and hand it to the DSL immediately. These forms can be found in the reprographics, main office, behaviour office, DSL office.

Meetings are held every week where safeguarding updates are a standing item on the agenda.

Monthly 'Safeguarding Pupils at DRET' are sent out to all staff, updates are placed onto safeguard.

Termly safeguarding updates sent out from Leicestershire and Rutland via email and are left in reception.

SLT meetings take place daily where safeguarding is a standing agenda item.

CPD dates for mandatory safeguarding are lead by Tracey Rowe on;

24th August 2025 – Mandatory safeguarding training

Expectations re: Security lockdown in the academy
In the instance that the safety of students has been compromised any member of SLT with the principal's permissions are able to put the school into lockdown.

Arrangements for the supervision of pupils
When supervising a student, staff members should always make sure that they are in an open area, where other people can see them. Staff should not be in a situation where they are 1:1 with a student in a closed room or office. Classroom/office door should be kept open, and another member of staff should be alerted and preferably in the room, unless it's a safeguarding concern.

Remote learning: the following arrangements are in place to ensure that children are safe if they are asked to learn online at home.
Existing school policies still apply.
• Reinforce the process for reporting safeguarding concerns.
• Staff should be reminded to discuss any general concerns or potential policy breaches with the DSL or a member of leadership staff immediately.
• Resources should be used in line with existing teaching and learning policies, taking licensing and copyright into account.
• Share any changes to policies with learners, staff and parents/carers as appropriate.
• Principals should risk assess the use of live learning.

Expectations for supervising visitors to the academy.
Any staff member asking for a visitor to come into school, a visitor form needs to be completed and taken through SLT for agreement. If the visitor is a regular visitor they will be placed on the SCR (all checks to be taken place) and given a green lanyard. Any visitor who is not on the SCR will be placed on a red lanyard and supervised at all times by a member of staff.

Arrangements for organising visiting speakers

A form is completed prior by the member of staff for the speaker that they wish to invite into Charnwood College, which is then discussed at SLT meeting.
The speaker is then invited for an interview prior with
Speaker is vetted prior to coming onto site.
When on site, the visitor will have a red lanyard and be 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 worker and those with SEND, are met. The trip leader will also work with the colleague responsible for pupils with medical conditions to ensure that these pupils can participate safely. Final approval is delegated to the Executive 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.
Staff training has been completed on 30/08/2023.

The EVC is available for one-on-one training sessions throughout the academic year. These personalized sessions offer staff the opportunity to receive tailored support, guidance, and hands-on assistance with any aspect of using the EVC's resources or integrating technology into their teaching. Whether you're looking to build your confidence with specific tools, explore new digital strategies, or troubleshoot challenges, the EVC is here to help on a flexible, individual basis.

Dog policy
Dogs are not allowed on academy premises. Only formally trained assistance and therapy dogs are permitted following consultation with the Principal. Evidence of training is required for any therapy dog on site. This academy dog is the only dog permitted on the academy site at any time. This is to safeguard all staff, pupils and the dog, as the level of training and behaviour of other dogs is unknown.

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. 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:
By working closely with dedicated family support workers, working closely with local authority and other specialist or targeted support programmes. Charnwood College also has very good working relationship with social care and invites them into the school for meetings with families in order to create a joined up approach to safeguarding and support.
Any child that is at risk of neglect or abuse are directly referred to the LA or the police. We work together with our safeguarding partners to ensure a joint up approach to supporting vulnerable children. Charnwood also support children with attendance issues by referring to the LA and supporting families to improve attendance.
Students are rewarded for their completed work in class and also homework, and positive attitude which can be found on bromcom.
Where children have been identified by teacher's academically struggling, booster sessions and intervention will be given to the, in some cases extra tuition is agreed but this is done on a case by case basis.

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.

Anna Tyers - SENDCO is the designated member of staff for LAC

Any safeguarding concerns regarding any PLAC or LAC children to come to Safeguarding Officer who will then filter this to Anna Tyers.

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.

All students are assessed by the SEN faculty on a case by case basis.
Students with medical needs with medical evidence will be given reasonable adjustments as necessary.
Students with a disability will have a bespoke set of reasonable adjustments as necessary.
Students have a IEP with reasonable adjustments which can be located on bromcom.
With some reasonable adjustments, a risk assessment is put in place by the SEN faculty which is signed by parents/carers and SENCO which is then uploaded to bromcom and safeguard which is reviewed regularly by the SEN faculty.

Procedures for providing intimate care:
Currently no student receives intimate care at Charnwood College

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: 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, the **teacher** must report this to the police. It would be appropriate to do so in consultation with the DSL.

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 refer these concerns to the NRM.

PUPILS' WELFARE AND BEHAVIOUR

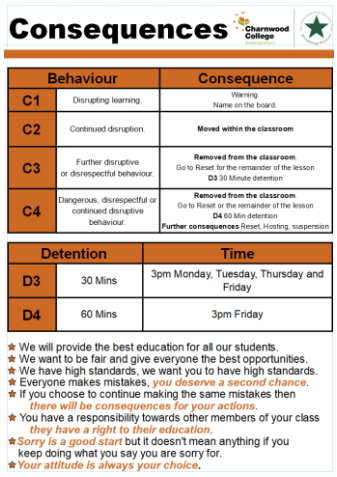
The academy behaviour and ethos policy include a range of possible sanctions, which have been clearly communicated to and understood by pupils, staff, and parents. Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time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

The academy will consider whether any misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, staff should speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate. The academy will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. The academy will seek to try and understand the underlying causes of behaviour and whether additional support is needed.

The academy will consider whether any misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case staff should speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate. The academy will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

All behaviour concerns will be recorded by members of staff on BROMCOM. Alerts will be sent to the appropriate staff. Any safeguarding concern will be recorded on CPOMS, which will automatically notify a DSL/DDSL.

Staff follow the sanctions poster. The behaviour / Teaching staff team manage Reset (internal exclusion). If a pupil is removed from a lesson they are placed into Reset for 1 lesson. A student returns to lessons when they have successfully completed the lesson in the Reset. The member of staff in the Reset emails the attendance officer as soon as the student arrives and double checks that of the student's whereabouts.



Consequences Charnwood College

Behaviour		Consequence
C1	Disrupting learning.	Warning. Name on the board.
C2	Continued disruption.	**Moved within the classroom**
C3	Further disruptive or disrespectful behaviour.	**Removed from the classroom.** Go to Reset for the remainder of the lesson **D3** 30 Minute detention
C4	Dangerous, disrespectful or continued disruptive behaviour.	**Removed from the classroom.** Go to Reset or the remainder of the lesson **D4** 60 Min detention **Further consequences** Reset, Hosting, suspension

Detention		Time
D3	30 Mins	3pm Monday, Tuesday, Thursday and Friday
D4	60 Mins	3pm Friday

- We will provide the best education for all our students.
- We want to be fair and give everyone the best opportunities.
- We have high standards, we want you to have high standards.
- Everyone makes mistakes, *you deserve a second chance.*
- If you choose to continue making the same mistakes then *there will be consequences for your actions.*
- You have a responsibility towards other members of your class *they have a right to their education.*
- *Sorry is a good start* but it doesn't mean anything if you keep doing what you say you are sorry for.
- *Your attitude is always your choice.*

If a student fails in Reset**,** they are placed into reset for the remaining part of the day. Students who do not meet the behavioural expectations of reset they will be issued with a Hosting programme or suspension and a reintegration meeting held with parents and or carers.

The Academy is committed to supporting pupils to successfully reintegrate into mainstream education following removal from the classroom, time spent in the Reset Room, placement in another setting under off-site direction, or a period of suspension. Reintegration procedures are designed to help pupils reflect on their behaviour, rebuild relationships, and access the support needed to meet the Academy's expectations and achieve positive outcomes. Following a suspension, a reintegration meeting will be convened by Mrs Mortimer-Plester, Behaviour Manager, and attended by the pupil and their parent(s)/carer(s). The purpose of this meeting is to review the circumstances

that led to the suspension, identify any underlying concerns, and agree strategies to support the pupil's successful return to school.
During the meeting:

- The incident(s) leading to the suspension will be discussed and reflected upon.
- The pupil will be supported to understand the impact of their behaviour and identify positive choices for the future.
- Parent(s)/carer(s) will have the opportunity to share relevant information and discuss any support needs.
- Appropriate interventions, support strategies and reasonable adjustments will be considered to reduce the likelihood of future incidents.
- Clear expectations regarding behaviour, attendance and engagement will be reinforced.

Where appropriate, a Behaviour Contract, Pastoral Support Plan, or other targeted intervention may be implemented. All agreed actions and outcomes will be documented and signed by the pupil, parent(s)/carer(s), and the relevant member of staff. Documentation will be retained on the pupil's record and uploaded to Bromcom.
Where concerns persist or further suspensions occur, additional review meetings will be led by Mrs Mortimer-Plester, Behaviour Manager, in collaboration with the pupil, parent(s)/carer(s), relevant staff and, where appropriate, external agencies. These reviews will evaluate the effectiveness of the support in place, identify any emerging needs, and ensure that a coordinated approach is taken to support the pupil's continued success within the Academy.
The Academy's aim is to ensure that every pupil receives the guidance, support and opportunities necessary to make positive behavioural choices, engage successfully in learning and thrive as a valued member of the school community.

Early Help Support Include links to the LA website **Special educational needs and disability | Leicestershire County Council**
Early Help | Leicestershire County Council Professional Services Portal

PUPILS' MENTAL HEALTH

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

Staff training will prepare staff to recognise where pupils may have mental health needs. Any concern should be referred to the DSL immediately. Safeguarding leaders will 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. The academy will maintain a dedicated space where all pupils have access to calming or specialist provision.

If mental health is continuously worse, then a MARF referral can be made to find support. MARF referrals can also be referred for students who are self-harming.

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 Tracey Rowe -DSL or lead first aider/Executive Principal in person or by phone (not email).
- If it is not an emergency, you must still inform the Tracey Rowe -DSL/Executive principal by phone/in person. If they are not available, locate someone from the safeguarding team/SLT.
- Ensure that the pupil has a suicide risk assessment 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

Mental health support offered in school or out of school- CAMHS- **Child and Adolescent Mental Health Services (CAMHS) Crisis and Home Treatment Team - Leicestershire Partnership NHS Trust (leicspart.nhs.uk)**

First contact Plus- **Mental Health and Wellbeing | First Contact Plus**

Information for people struggling with Mental Ill Health or low moods
Seeking help is often the first step towards getting and staying well, but it can be hard to know how to start or where to turn to. It's common to feel unsure, and to wonder whether you should try to handle things on your own. But it's always ok to ask for help
How to seek help for a mental health problem - Mind
Our best mental health tips - backed by research | Mental Health Foundation
Are you worried about your mental health? (rethink.org)
Black Dog Institute | Better Mental Health | Science. Compassion. Action.
Worried about someones mental health? (rethink.org)
YoungMinds | Mental Health Charity For Children And Young People | YoungMinds
Get help now (rethink.org)
Contact Us | Samaritans
Shout - UK's 24/7 Crisis Text Service for Mental Health Support | Shout 85258 (giveusashout.org)
Charity Partnerships - Help Create Change - Mental Health UK (mentalhealth-uk.org)
https://www.poetsin.com/
My Self Referral • Leicester, Leicestershire and Rutland

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.

All searches will be logged on the searches log on CPOMS and bromcom to monitor both the amount of searches, along with who has been searched and whether any contraband has been discovered. All searches are discussed with the Principal prior to the search and the appropriate members of staff present.

All searches are reported back to parents to inform them of the reasons behind the search, along with if any items have been found.

If an item of contraband has been found, the behaviour policy will be followed depending on what item has been found.

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.

In promoting good attendance, the academy will:

- Maintain a whole school culture that promotes the benefits of high attendance.
- Implement a clear school attendance policy which all staff, pupils and parents understand. Accurately complete admission and attendance registers
- Have effective day to day processes in place to follow-up absence.
- Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.
- Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them.
- Share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

If a student's attendance is poor, the academy will use a staged approach, which is as follows:
1st – *A letter of concern will be sent to state that there is a concern surrounding their attendance, which will be monitored for 28 days.*
2nd – A second letter requesting medical evidence will be sent to parents for medical proof surrounding their poor attendance.
3rd – A request for a parental meeting will be made by SIN or HWD to discuss the attendance of a student.
4th – A referral will be made to County Hall surrounding the lack of a student's attendance.
5th – A referral will be done by SIN which will be either a Inclusion Forum referral, CME (Child missing education) or CMN (Child with medical needs).

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.

Sarah Ingle – Attendance Officer receives a daily email from Oakfield or whichever provision the students are at to confirm the students in attendance at alternative provision. If students are not in alternative provision, Oakfield call parents / carers to see why they have not attended and inform SIN of this.

Part-time timetables: 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:

All reduced timetables for students will be agreed by SLT.
Parental meeting will be held with the child's parents/carers, and relevant member of staff.
Children's timetables will be reviewed on a regular basis to ensure they continue to meet each child's individual needs and support their progress effectively. These reviews allow staff to make any necessary adjustments based on academic performance, wellbeing, or changes in support requirements. By regularly monitoring and updating timetables, we aim to provide a balanced and supportive learning experience for every child.
Once signed and updated the reduced timetables will be added to bromcom and CPOMS by Mrs Mortimer-Plester – Behaviour Manager who will keep a record of the parental meeting and the next review date for the reduced timetable and update Leicestershire County Council via their website.

Children absent from education: 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.

Sarah Ingle – Attendance Officer, Helen Wood – Attendance Welfare Officer call parents in the morning of the date that their child is absent from school which is then updated to the student's profile.
In the case that SIN or HWD cannot get in contact with a parent/carer on a 2nd consecutive day they will complete a home visit to speak to the parent and to see the student.
If the student's attendance drops to 95%, SIN and HWD will monitor the student's attendance to look for any patterns.
If a pattern is found within the student's attendance, Sarah Ingle, Helen Wood, Allison Mortimer- Plester Safeguarding Officer who will then discuss this with the student and invite the parents in for a parental meeting to discuss ways to improve the student's attendance and to see if any reasonable adjustments need to be made.

Sarah Ingle, Helen Wood and will send regular emails to work together with local schools, local authorities and other partners by informing them of a child's attendance whether this has improved or declined and if their absence is at risk of becoming persistent or severe.

Statutory duties re CME: Staff should refer to statutory guidance on Children Missing Education (Issued 10.9.18) If a child cannot be located after 10 consecutive school days and every effort has been made to make contact with the parent/carer then they will be reported missing from education with the local authority. If for any reason there is a safeguarding concern then this may be referred to Leicestershire Police sooner than 10 days in order for them to conduct a safe and well check. Confirming with the local authority when a student is removed from the academy's roll: this will take place within 5 school days of a child being registered as educated elsewhere whether that be at another educational establishment or otherwise. This information is done through Leicestershire County Council's Data Exchange so that the central register can be updated.

Elective Home Education (EHE) Where a parent or carer has expressed their intention to remove a child from school in order to educate them at home, the academy will work closely with the local authority and other professionals to arrange a meeting with the parents/carers before a final decision is made. The aim of this meeting is to ensure that the parents/carers have fully considered what is in the best interests of the child. This process is especially crucial for children with special educational needs or disabilities, those who have a social

worker, or who are otherwise considered vulnerable, as it is important to ensure their needs are adequately supported and protected.

Charnwood College works closely with local authority and other professionals and parents to determine what is in the best interest of the child / children that are to be home educated.
An EHE referral form and risk assessment for Leicestershire County Hall is completed by Tracey Rowe for the child.
A home schooling resources pack will be given to the parents / carers of the child with information of the curriculum being delivered at Charnwood College to help assist with home education.

Information for parents wanting to home school or considering alternative education
Educating your child at home - GOV.UK (www.gov.uk)
Styles of Home Education. - Educational Freedom
Home Education in the UK (home-ed.info)

Information for parenting dealing with anxiety and children school attendance
What do you do when your child won't go to school or is overly anxious about attending? It can be heart-breaking and frustrating for a parent to manage. Hopefully the information provided and the signposting to professional agencies, will help.
Not Fine in School - School Refusal, School Attendance
School Anxiety and Refusal | Parent Guide to Support | YoungMinds
Missing school due to anxiety or other mental health needs - Enquire
Why parent support could see an increase in school attendance - Kids Matter
School anxiety and refusal | Parentkind
How do I deal with school refusal and school anxiety? - Support for Parents from Action For Children

MISSING PUPIL PROTOCOL

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

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

- The pupil's name/s; date of birth; status (for example looked after child); responsible authority;
- Where and when they went missing.
- Time and location last seen.
- Previous missing episodes and where they went.
- Who, if anyone, they went missing with.
- What the child was wearing plus any belongings they had with them such as bags, phone etc.; include mobile number.
- Description and recent photo.

- Medical history, if relevant.
- Circumstances or events around going missing with relevant safeguarding information; · Details of family, friends and associates:
- Contact details of safeguarding lead if it was after school hours.

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

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

The pastoral team and or behaviour manager will have a discussion with student and parents. Parents may be invited in to discuss further. A risk assessment may be completed if deemed necessary.

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

Arrangements may change, depending on the age group etc of children. Alert trip leader, following procedures and protocols outlined in the trip specific Risk Assessment. This could include contacting the adult responsible for the child, contacting the child directly by phone. An adult would be positioned at the predetermined meeting point. In venues we would alert staff and make an announcement, if appropriate to the venue. Contact police if deemed necessary.

SYSTEMS IN PLACE FOR CHILDREN TO CONFIDENTLY 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.

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

The academy will allocate a DDSL to support the student. This will be a consistent person that the student will feel comfortable providing information to.

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

- Manage reports with two members of staff present.
- Where the report includes an online element, consult searching screening and confiscation advice (for schools) and UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people.
- Staff MUST not view or forward illegal images of a child.
- Do not promise confidentiality at this initial stage as it is very likely a concern will have to be shared further
- Recognise that an initial disclosure to a trusted adult may only be the first incident reported,
- Listen carefully to the child, reflect back, using the child's language, be non-judgmental, be clear about boundaries and how the report will be progressed
- Do not ask leading questions and only prompt the child where necessary with open questions – where, when, what.
- Wait until the end of the report and immediately write up a thorough summary.
- It is essential a written record is made that includes the facts as the child presents them.
- The notes should not reflect the personal opinion of the note taker.
- Inform the designated safeguarding lead immediately

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.
A member of the safeguarding team will make the immediate risk and needs assessment. Which will be continually reviewed and updated.

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.

A safety plan must be put in place to support any students affected by child-on-child abuse. This must be personalised to ensure support for all concerned and may be shared with all or some staff (dependent on individual details of case).
The safety plan must be kept updated and any updates recorded on the safety plan and shared with staff where appropriate. Signed updated safety plans must be added to safeguard software (and shared on Bromcom where agreed). Any student involved within a child-on-child abuse case must be allocated a specified member of staff whom the students feels comfortable with and this member of staff must monitor and support the student as well as maintain contact and communication with parents/family where necessary. Any student affected by child-on-child abuse (in any way) will be fast tracked for additional support in terms of the academy counsellor, personalised timetable, additional mentoring support. External referrals to professional agencies for specialised and/or additional support are a priority to support students who are affected by child-on-child abuse. A support plan should be considered to support the student throughout the academy, and this must be reviewed at least once per term but more frequently if required.

Expectations for staff concerning all allegations of bullying, discrimination and harassment
There is no legal definition of bullying, but it is usually defined as behaviour that is:
Repeated, intended to hurt someone either physically or emotionally and often aimed at certain groups, for example because of race, religion, gender or sexual orientation. Staff should provide as much information as possible about the nature of the bullying.

Academy staff will deal with bullying in different ways. They might deal with it in school, for example by disciplining bullies, or they might refer it to social services or report it to the police if a crime has been committed. Any sanction will take account of special educational needs or disabilities that the pupils involved may have.

Staff follow the DRET Anti Bullying Policy. Incidents are recorded and monitored once they are deemed to be bullying then they are recorded on the Anti bullying log which is categorised into types of bullying. Weekly meetings are held with the pastoral team to discuss bullying and to deem whether an alleged report is bullying.

Anti-bullying is embedded within in the college and within the assembly and PD programme.

PROTECTING PUPILS FROM WEARABLE TECHNOLOGY

The academy ensures the safe and appropriate use of personal devices, wearable technology, mobile phones and cameras in the following ways.

Staff may need to record images and/or recordings of students to document information for curriculum or to showcase the work completed within the academy. Staff must only use academy devices to do this and there are mobile phones, cameras and i-pads within the academy that can be used for this purpose.

Teaching & Learning
For the use of technology in relation to support teaching and learning, staff must ensure the IT department are aware of this to provide support and ensure that all recordings are completed and uploaded to the academy one drive as well as ensuring recordings are deleted once this has happened and once they have served their purpose. Students must be made aware they are being recorded and agree to this happening. These recording must not be used externally or for social media.
Curriculum development
The academy may use recordings to support student expectations and staff development. Students must be happy to be part of any recording and it should be clearly communicated with both students and staff if they are being recorded for training purposes. These recordings must be securely stored on the one drive and must not be used externally.
Trips, visits and academy promotion
Images and recordings used to promote the academy (both inside the academy and externally when on trips and visits) must be completed on academy device, uploaded to the one drive and deleted in a timely manner. Staff must ensure that any recordings/images that are to be used externally (social media) that we have consent to do this and should only be shared on academy based social media sites.
Any concerns raised via recordings should be reported to the DSL immediately and logged on safeguard software.
Expectations regarding professional boundaries and the behaviour of staff, including communication via social media are provided in the staff safeguarding behaviour policy later in this document.
Wearable technology – home visits
No wearable technology is used within the academy

In particular, the EYFS setting ensures the safe use of all devices with imaging and sharing capabilities.

Online safety concerns should be reported to the DSL immediately.
Expectations regarding professional boundaries and the behaviour of staff, including communication via social media are provided in the staff safeguarding behaviour policy later in this document.

ONLINE SAFETY: SHARING NUDES AND SEMI NUDES

Sharing nudes and semi-nudes between children can be a form of child-on-child abuse.
If it's non-consensual, it's illegal and abusive. If it's consensual, it's still illegal, but in certain circumstances it might be experimental behaviour.
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:
DSL/DDSL to inform parents request for parents to check phones. DSL/DDSL Contact police. A multi-agency referral form may be made with parental consent.

ONLINE SAFETY: FILTERING AND MONITORING

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

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

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

- they notice abbreviations or misspellings that allow access to restricted material

All technical reports must be shared via ITsupport@dret.co.uk

The DSL checks alerts every day. All staff are expected to be vigilant in recognising signs that a child might be attempting to access harmful content. The DSL works with representatives of the ASC in regularly evaluating the effectiveness of these arrangements.

Information for parents for keeping your child safe online
Homepage - UK Safer Internet Centre
Keeping children safe online | NSPCC
Online Safety UK

SAFEGUARDING IN THE WELFARE CURRICULUM

Teaching safeguarding including bullying, cyberbullying, diversity issues, extremism and radicalisation. See PD programme.
Online safety: it is essential that children are safeguarded from potentially harmful and inappropriate online material accounting for the four main areas of risk – content, contact, conduct and commerce. Please see the IT scheme of work, PD programme and the assembly programme.
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 Please see the PD programme and assembly programme.
Contextual safeguarding: The curriculum is adjusted to include knowledge and guidance to pupils about local contextual risks in an age-appropriate manner. Please see the PD and assembly programme.

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 –
	Members of staff should report to the Executive 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 via social media.

	All staff have signed to say they have read the Safeguarding in Education Induction booklet, and this is regularly shared as a reminder. Personal engagement with students on social media is not permitted. The riders coaching staff have been advised to have a group chat WhatsApp and not to communicate with students on an individual bases using any social media.
Acceptable use of IT	Staff using their own devices on academy premises must sign into the Guest Wi-Fi.
Managing the online CPD platform	All members of staff should use a DRET device to record any material for sharing. Staff must ensure that parents have consented to their child's image being shared before these images are posted. These materials must only be used for internal purposes.
Communication with pupils through social media	Members of staff should report to the principal any instances where they are connected to pupils via social media such as through music / community group membership. Members of staff must not associate with any pupils individually via social media. Members of staff will not use social media to post information to pupils such as team lists. This information must be shared with pupils using internal academy communications.
Arrangements for using Student Portal	Staff are encouraged to communicate with pupils using Student Portal on Bromcom. Great care should be taken when providing feedback to pupils and staff are expected to maintain appropriate professional boundaries and language at all times. All communications are saved, monitored and will always be considered in determining the most appropriate provision for pupils.
Staff use of 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. They must not use their mobile phone at the academy unless it is during their break and in an area not designated for pupil use. The Academy has mobile devices, iPads and cameras that can be used if photographs and/or recordings of students are required. These images are to be stored on the academy shared one drive only. Staff should ensure their personal devices are locked and on silent during the academy day. These should not be visible or on sight within classrooms and staff should use timers that are either in the classroom or on the desktop. Staff should not allow students to have access to their personal devices or share any images/recordings via these devices. Mobile phones should be always locked away in classrooms or safe areas.
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 assessment 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.

	All marketing images of pupils are taken on the academy iPad or school camera. Staff are aware of students on the photograph permission refused list which is in the main office and the staff room.
Arrangements for vetting visiting speakers	Members of staff should always complete the DRET Visiting Speaker approval form Members of staff should not invite visitors within the academy without approval from SLT and the visitor form completed and approve.
Social contact outside the academy such as through sport club membership	Members of staff should report to the principal any instances where they belong to sport/music / community groups also attended by pupils/former pupils at the academy.
Social contact with former pupils	Members of staff should not have individual social contact with former pupils until the pupil has achieved the age of 21.
Use of staff cars	Staff must not transport pupils in their cars for any reason.
Physical contact	Staff follow the Positive Handling Policy. Tracey Rowe and Lucy Brotherhood have received Team Teach training in Positive Handling 3/1/2023
One to one situation	When meeting student's staff must leave doors open at all times.
Gifts giving and receiving	Staff must read and understood 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	Staff to follow the Code of Conduct when having conversations with students.

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.
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 principal 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 their mobile phone;
- 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 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 Executive principal should notify the HR Director RRridgill@dret.co.uk or the Core Team safeguarding lead 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.***

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

PLEASE SEE THE PD AND ASSEMBLY PROGRAMME.

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**
See appendix 1				

LOCAL SUPPORT FOR VULNERABLE FAMILIES

The academy leadership will engage with the following providers in supporting vulnerable families.

Housing	**Health**	**Food**	**Finance**	**Community**
Citizen's advice bureau Local Enquiry Line 01509 649605 – Monday, Tuesday and Thursday 9:30am-3pm (except for public holidays)	Drop in dental clinic Carillon Dental Care 44 Baxter Gate, Loughborough, LE11 1TQ Tel: 01509 219 699	Local Food bank Loughborough Area Foodbank New Life Community Church, 2 De Montfort Close Loughborough Leicestershire LE11 4RL	LA supporting family's programme	Free sports clubs https://families.leicester.gov.uk/media/1280/club-directory-specialist-sports-clubs-in-leicestershire-and-east-midlands.pdf

NATIONAL ADVICE LINE - FREEPHONE 0800 144 8848 Text phone 18001 0800 144 8884. **https://www.charnwoodcab.org.uk/loughborough**	Email: info@carillondentalcare.com	Wednesday 6:30pm – 8:30pm Friday 10am-12pm. PHONE 07495 561408 WEBSITE https://loughborougharea.foodbank.org.uk/		
YMCA 26 Devonshire Square, Loughborough, LE11 3DW Directions Tel01509 233609	Healthy living team https://www.nhsinform.scot/healthy-living	Holiday meal vouchers https://www.leicestershire.gov.uk/education-and-children/social-care-and-supporting-families/free-school-meals	LA energy and money saving programme https://www.leicestershire.gov.uk/adult-social-care-and-health/assessment-and-eligibility-for-care-and-support/household-support-fund	Round table Loughborough Round Table @RoundTableLoughborough
The Bridge, John Storer House Ward's End Loughborough LE11 3HA Tel: 01509 260500 Freephone: 0800 038 5964	School nurse NorthCharnwoodAdmin@leicspart.nhs.uk		16 – 19 student bursary	
			Fuel rebates https://www.leicestershire.gov.uk/leisure-and-community/community-schemes-and-funding/energy-efficiency-grants	

Information for families struggling with financial issues

The rising cost of living is affecting many working parents and carers across the UK. If you're struggling to make ends meet the following guidance on financial support that may be available to you might help.

Cost of Living Support for Families - Working Families
Get help with the cost of living - Citizens Advice
Emergency grants, loans and money help - Shelter England
Emergency Help If You Have No Money Or Food. StepChange
Grants for low income families (white goods & home improvement) - MSE (moneysavingexpert.com)
Cost of living crisis: Families are forced to make difficult decisions | Action For Children
The Trussell Trust - Stop UK Hunger
Your Local Pantry
Home - Feeding Britain

Family support and guidance

Citizens Advice- **Citizens Advice**
Autistic Support- **Family support (autism.org.uk)**
Sleep Charity- **Home - The Sleep Charity**
Family Lives-**Parenting and Family Support - Family Lives (Parentline Plus) | Family Lives**
PACE- **What is county lines? - Parents Against Child Exploitation (Pace) UK (paceuk.info)**
Young Minds- YoungMinds | Mental Health Charity For Children And Young People | YoungMinds
We are With You- Home - With You (wearewithyou.org.uk)
Action For Children- Action For Children | Children's charity | For safe and happy childhoods
Relate- Children's counselling | Relate
Parenting Smart- Place2Be: Parenting Smart: Articles
CAFCASS- Supporting your children through divorce and separation - Cafcass - Children and Family Court Advisory and Support Service
Gingerbread- Support for your child | Gingerbread
Family Action- FamilyLine - Family Action (family-action.org.uk)
Barnardos- Believe in children | Children's charity | Barnardo's (barnardos.org.uk)
Family Rights Group- Helping families Helping children - Family Rights Group (frg.org.uk)

ALL STAFF MUST READ THE FOLLOWING DRET POLICIES:

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