



David Ross Education Trust

Broadening Horizons

Safeguarding and child protection Contextual appendix



Booth Wood Academy

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Academy: *Booth Wood Academy*

Safeguarding information for all staff

DESIGNATED SAFEGUARDING LEADS AND STAFF RESPONSIBLE FOR SAFEGUARDING

The designated safeguarding lead should take lead responsibility for safeguarding and child protection including online safety. This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post.

Name	Leadership level	Contact details - email address and contact number
Tracey Maloney	Senior Trust board level of leadership in safeguarding	01509 320148
Rachel Ridgill	HR Director	RRidgill@dret.co.uk
Juliet Jaggs	Core Team leadership level: head of safeguarding	jjaggs@dret.co.uk 075522 229848
Keeley Pearl	Core Team leadership level: Area Safeguarding Lead	kpearl@dret.co.uk
Helen Kidson	Core Team leadership level: Area Safeguarding Lead	HKidson@dret.co.uk
Bev Bambrough	ASC leadership of safeguarding including responsibility for pupils' attendance.	01509 267876 bbambrough@boothwoodacademy.co.uk
	ASC colleague overseeing filtering and monitoring standards	
Kimberley Lawton	Executive Head of Primary	Klawton@dret.co.uk
Heather Sharpe	DSL on SLT: Academy leadership of safeguarding	hsharpe@boothwoodacademy.co.uk 01509 267876
Amanda Hall	DDSL	ahall@boothwoodacademy.co.uk 01509 267876
	Designated teacher for LAC	
Christina Morley	DDSL	cmorley@boothwoodacademy.co.uk 01509 267876
Jennie Christie	DDSL	jchristie@boothwoodacademy.co.uk 01509 267876
Heather Sharpe	Safeguarding officer	hsharpe@boothwoodacademy.co.uk 01509 267876
	Designated safeguarding lead for the EYFS	
	Colleague responsible for pupils educated in alternative provision off site	
	Colleague responsible for pupils educated in alternative provision on site	



Christina Morley	Senior mental health lead	cmorley@boothwoodacademy.co.uk 01509 267876
Heather Sharpe	Senior colleague responsible for meeting the filtering and monitoring standards	hsharpe@boothwoodacademy.co.uk 01509 267876
Christina Morley	Attendance welfare officer/ Mental health lead	cmorley@boothwoodacademy.co.uk 01509 267876
	Attendance Information Officer	
Heather Sharpe	Colleague leading on H&S	hsharpe@boothwoodacademy.co.uk 01509 267876
	Colleague leading on First Aid	
Amanda Hall	Educational Visits Coordinator	ahall@boothwoodacademy.co.uk 01509 267876
	Careers lead responsible for safeguarding pupils on work experience	
Heather Sharpe	Colleague responsible for lettings and liaising with external organisations using the academy premises for activities	hsharpe@boothwoodacademy.co.uk 01509 267876

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: Heather Sharpe/ Amanda Hall/ Jennie Christie/ Christina Morley

Tuesday Heather Sharpe/ Amanda Hall/ Jennie Christie/ Christina Morley

Wednesday Heather Sharpe/ Amanda Hall/ Jennie Christie/ Christina Morley

Thursday Heather Sharpe/ Amanda Hall/ Jennie Christie/ Christina Morley

Friday Heather Sharpe/ Amanda Hall/ Jennie Christie/ Christina Morley

On call arrangements for weekends

Heather Sharpe/ Amanda Hall/ Jennie Christie/ Christina Morley – dsl@boothwoodacademy.co.uk

On call arrangements for school holidays

Heather Sharpe/ Amanda Hall/ Jennie Christie/ Christina Morley – dsl@boothwoodacademy.co.uk

SAFEGUARDING PARTNERSHIPS

Locally, the three safeguarding partners (the local authority; integrated care boards and the police) will work together with appropriate relevant agencies to safeguard and promote the welfare of local children and protect them from harm. Relevant agencies are those organisations and agencies whose involvement the safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need.



SAFEGUARDING PARTNERS

Name	Leadership level	Contact details - email address and contact number
Leicestershire & Rutland Mark Goddard/ Kim Taylor	Designated officer	0116 305 7597 lado@leicestershire.gov.uk
Leicestershire Multi Agency Team	First Response	0116 305 5641
Leicestershire Police		101
Operation Encompass contact		0116 305 0005
School attendance support team		0116 232 3232
Children missing education officers		0116 232 3232

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
John Sinnott	Chief Executive Leicestershire Council	john.sinnott@leics.gov.uk
Charlotte Davis	Head of safeguarding and Compliance Lead	0116 305 7750 Charlotte.davis@leics.gov.uk
Marion Hunt	Personal advisor for LAC	0116 305 2713 Marion.hunt@leics.gov.uk
Jane Moore	Director of children and family	jane.moore@leics.gov.uk
Virtual School Head – Vivien Tetley	Lead advisor vulnerable groups	virtualschool@leics.gov.uk 0116 305 6097

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
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Chief Inspector Bill Knopp, East Midlands Regional Prevent Coordinator	Counter terrorism	101
Leicestershire Police or MASH/MARF	FGM referrals	101 or 0116 305 0005
Detective Superintendent Lee McBride, head of Serious and Organised Crime	County lines	101

HEALTH SERVICES

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

Name	Role	Contact details - email address and contact number
NHS school nurse	School nurse	0116 225 6000

UNIVERSAL SERVICES AND COMMUNITY-BASED EARLY HELP

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

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

Provider	Name	Contact details - email address and contact number
NA		

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: <https://www.leicestershire.gov.uk/education-and-children/social-care-and-supporting-families/help-for-children-and-families>

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.

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

Local Family Hubs here: Mountfield Lodge

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:

Juniper Lodge (sarc) - 0116 273 3330 - [Overview - Juniper Lodge - Leicestershire and Rutland SARC – NHS \(www.nhs.uk\)](#)

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. **[Safeguarding Children and Young People from Sexual Exploitation in Leicester, Leicestershire and Rutland \(lcitylscb.org\)](#)**

[Keeping children safe from sexual harm | Leicestershire County Council Professional Services Portal](#)

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

Leicestershire Police – 101 (ask for Victim Liaison Officer)

Women's Aid Leicester 0116 283 2225

Men's Advice Line 0808 801 0327

Galop 0800 999 5428

Age UK. 0800 678 1174

National Domestic Abuse Helpline 0808 2000 247

NSPCC 0808 800 5000

Samaritans 0845 790 9090

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
Virtual school Leicestershire		0116 305 6078

ALTERNATIVE PROVISION: REGISTRATION

Provider	Address	Registration
NA		



ALTERNATIVE PROVISION: DESIGNATED SAFEGUARDING LEAD

Provider	Name	Contact details - email address and contact number
NA		

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
NA			

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
NA		

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
NA			

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
Leicestershire Educational Psychology Service	Dr Amy Hopkins	Amy.Hopkins@leics.gov.uk Leicestershire Educational Psychology Service Office: 0116 305 5100 Direct: 0116 305 3091 Mobile: 07873 616 513
NHS - Speech and Language Therapy		0116 295 5256 fypc.referrals@nhs.net
NHS - School Nursing Service	Healthy Together 0-19 (Health Visiting and School Nursing)	0116 225 6000
CAMHS		0116 295 5048

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 policies exchanged DD/MM/YYYY
NA		

USE OF ACADEMY PREMISES FOR NON-ACADEMY ACTIVITIES

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

Provider	Contact details - email address and contact number	Date of annual safeguarding check by the academy DD/MM/YYYY
Joel Wolfe Sports Coaching Company	Joel Wolfe jwsportsacademy@outlook.com 07470276396	Sept 2025
BW Performance Academy	Beth Wolfe BWPerformanceAcademy@outlook.com 0712102643	Aug 2026



The management of safeguarding

TRAINING REQUIREMENTS

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

Training is provided by the local authority and County Safeguarding. ASC receives updates regarding status of training each term.

- DSL receives safeguarding training every year.
- All DDSL receive safeguarding training every 2 years.
- Any new DDSL 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 receive safeguarding update training each year in August/September. Details of attendance and understanding are held in school training records. Update bulletins (NSPCC, LCC and Safeguarding in Schools) are shared as appropriate with DSL team and wider staff body.

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

Online safety training including guidance about AI, and the risks of AI generated imagery and deepfakes and protecting children from accessing harmful content online and understanding the risks associated misinformation, disinformation and conspiracy theories.

DSL team receive updated online safety training as needed. Specific training is delivered to teams according on a needs-led basis thereafter. Online trust training takes place annually.

Child on child abuse (including harassment and violence) training

Child on child abuse training is refreshed each year at the safeguarding update training and updated throughout the year according to specific pressures on individual teams by DSL and as part of the staff training cycle. Risk assessments including those for supervision and residential activities include assessments to reduce risk of harm.

Allergy training

All staff present during times when pupils are scheduled to be on site receive allergy awareness training. This includes permanent staff, temporary staff, supply teachers, peripatetic staff, agency workers and regular volunteers. It includes catering staff and others who may oversee children and young people at



breakfast or after school clubs. The school complete annual allergy awareness training at the start of every school year.

Restrictive intervention

The academy seeks to minimise the need for restrictive intervention through prevention and de-escalation. All staff will be informed how to use restrictive interventions safely, appropriately and lawfully when necessary. This includes post-incident support for the staff and the children involved. Specific staff have received additional practical training. All incidents will be recorded in full on the DRET proforma and stored on the child's CPOMS file. Parents will be informed on the same day. The school uses the team teach method for restrictive interventions. All those that use these interventions have been fully trained.

Safeguarding induction training for new staff, supply teachers and volunteers will be led by Amanda Hall and arranged before staff/ volunteers commence at Booth Wood.

Additional arrangements to ensure Early Career Teachers fulfil their wider professional safeguarding responsibilities include reviewing specific community safeguarding issues and systems at Booth Wood, health and safety, teaching the safeguarding curriculum and is a standing agenda item during weekly mentor meetings.

Low-level concerns.

The academy leadership will ensure staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from inappropriate, problematic or concerning behaviour, in themselves and others. This will include guidance on how to share concerns confidentially with the Principal.

INTERNAL REFERRALS

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

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

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

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

Staff receive a copy of the slides to the yearly safeguarding training, and have access to the 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, 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.



Staff members that do not have access to CPOMS will log their concerns on a Blue Safeguarding concerns sheet and give to the DSL/ DDSL as soon as possible.

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

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.

The school employs a full time ELSA/Mental Health and Well-being Lead who offers support for pupils who may be showing signs that they have mental health problems. These can be self-identified by the child, a staff member has raised a concern or a concern has been raised by a parent. A program of support is designed with the child at the centre. The ELSA may contact and involve other agencies as required for the best support available for the child.

CHILD CENTRIC SYSTEMS

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

Academy leaders including the DSL, ensure all welfare information, such as pupil records concerning attendance, first aid, behaviour and achievement, is routinely collated and analysed to identify children who are suffering or at risk of suffering harm.

- Attendance including groups – year on year comparison
- PP / SEN attendance
- Continuous absence
- Pastoral data
- Exclusions
- Behaviour data
- Detailed behaviour data
- First aid trends

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.

Weekly pastoral meetings are held with staff, such as DSL meetings and with class teachers as needed.

Chronology of events are looked at and audited with the records being reviewed on a monthly audit on a DSL cycle by DSL and DDSL's.

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 with the ELSA/Mental Health and Well-being Lead and SENDCO.

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.

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.

INFORMATION SHARING

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

Staff at the academy understand that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing staff to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. In addition, the academy will consider whether in sharing the information the risk to the child would increase and the harm test would be met. In this case, the academy will withhold data in compliance with data laws. In processing special category personal data the academy will always consult with the Trust DPO immediately.

Information sharing with the police. There is an exemption in law that allows the academy to share information lawfully with the police. For that exemption to apply, the principal/DSL must obtain a written request from the police, outlining the information they require. The police should also provide instructions about whether the request should be withheld from the subject of that request.



ACADEMY ROUTINES FOR PROMOTING PUPILS' WELFARE

Routine safeguarding updates will be shared with staff in the following ways:

- Staff meetings and support staff meetings throughout the year.
- Daily meetings are held with pastoral teams and DDSLs as needed where any safeguarding issues are discussed.
- 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 Blue Safeguarding forms. These forms can be found in the staff rooms and classrooms.
- DSL/ Pastoral meetings are held throughout the year (Every Wednesday) where safeguarding updates are part of the meeting and updates are placed onto safeguard.
- Regular 'Safeguarding Pupils at DRET' are sent out to all staff.
- Termly safeguarding updates sent out from Leicestershire and Rutland via email and are left in the staffroom and emailed to staff members.
- Staff meetings take place weekly where safeguarding is a standing agenda item. CPD dates for mandatory safeguarding are led by Heather Sharpe.

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, including during arrival and dismissal each day, at break and lunch time and in relation to other contextual circumstances.

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.

A member of the SLT team is outside at the start and the end of the school day to supervise children leaving the premises.

The school car park gates are closed during arrival and dismissal times to keep pupils safe.

All breaktimes are adequately supervised by school staff to ensure the safety of all children.

Cherry class that has to cross over the school carpark always has adequate staff to ensure pupils safety when walking across the car park.

Remote learning: the following arrangements are in place to ensure that children are safe if they are asked to learn online at home.



- children are taught via Teams using their school log ins and emails. This ensures that cameras are switched off
- staff teach using Teams, using their DRET credentials and DRET-provided equipment.
- contact with families will be maintained at least weekly
- ELSA/Mental Health and Well-being Lead and SENDCO will maintain support to vulnerable families

Additional and specific information will be provided should this occur.

Cameras will always be off. Any request to change this arrangement should be submitted to ITsupport@dret.co.uk for consideration through the change management risk assessment process.

Expectations for supervising visitors to the academy.

- All visitors are required to be booked in at the school office via the Sign-In app. If they have a DBS check, then this will have been provided beforehand and all visitors are expected to have photo ID.
- Visitors without DBS are required to wear a RED lanyard and need to be always accompanied whilst in the school.
- Visitors with a checked and verified DBS wear a GREEN lanyard and do not need to be accompanied whilst in school.

The exception for the supervision rule is when families are invited into school: they are required to sign in electronically or using paper registers at the front office (or other entry point). Whilst groups of families are in school, staff and volunteers are expected to be vigilant that the group remains together at all times.

Arrangements for organising visiting speakers: External organisations can provide a varied and useful range of information, resources and speakers that can help academies enrich children's education. Careful consideration will be given to the suitability of any external organisations using DRET standard procedures for vetting these visitors.

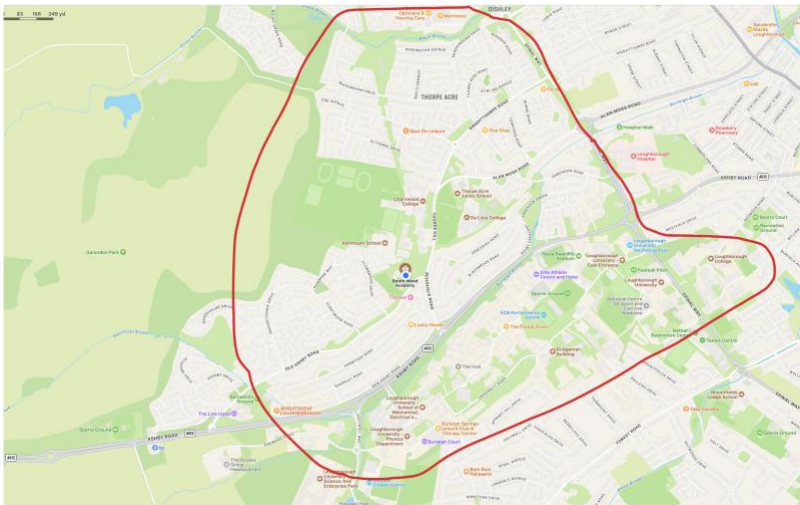
Arrangements for educational trips and visits: The academy uses the web-based system EVOLVE for the planning, management, approval, and evaluation of visits. The academy's Educational Visits Coordinator (EVC) provides training for all staff involved on or leading visits and ensures these colleagues have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

The Local Learning Area: This is an area within walking distance of the academy, that is used for regular curriculum-based learning and for which standard operating procedures and risk management arrangements have been established. The academy will designate a Local Learning Area, by adapting the template document in EVOLVE. Activities taking place in the Local Learning Area will follow the Standard Operating Procedures set out and should not normally need additional risk assessments or notes added.

There is no specific boundaries of the Local Learning Area, although a rough guide can be found below and the following areas are included, but is not limited to, the following frequently used venues: *e.g.*



- Charnwood College
- Charnwood Forest Nursery
- Booth Wood (including stream for educational purposes)
- The Hut (local hub)
- Loughborough University
- Loughborough College
- Thorpe Acre church
- Thorpe Acre Village area
- Morrisons Supermarket



Dog policy

Dogs are not allowed on academy premises except for formally trained assistance and therapy dogs. Only **one** of these dogs is permitted on academy premises at a time and this visit must be approved in writing by the Principal. Evidence of training is required before any therapy dog will be permitted on site. This is to safeguard all staff, pupils and the dog, as the level of training and behaviour of other dogs is unknown. A comprehensive analysis of risk will be maintained and regularly updated including particular reference to the safety and welfare of children in the EYFS.

EXPECTATIONS IN CARING FOR VULNERABLE CHILDREN

Children who need a social worker because of safeguarding or welfare needs. Children may need this help due to abuse and/or neglect and/or complex family circumstances, or because they are at risk of exploitation. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health. The Academy advocates for these pupils in the following ways:

- Ensuring that information sharing is appropriate with key members of staff
- Children are considered for additional therapeutic and counselling support on site and with partner agencies, even if they are not displaying dysregulation
- Ensuring that regular wellbeing checks are maintained by ELSA/Mental Health and Well-being Lead or delegated to key members of staff
- Children are prioritised for club enrolment, residential trips and other enrichment activities



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.

- Information is held centrally to identify children who are LAC and PLAC (Previously Looked After Child)
- LAC and PLAC are prioritised for support procured for the school e.g., access to pastoral support programmes
- Children are prioritised for club enrolment, residential trips and other enrichment activities

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

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

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

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

Booth Wood Academy sets high standards for all its children, however if individuals require planning to address their physical or mental needs, then individual planning takes place in partnership with the SENCo (Special Educational Needs Coordinator) and partner agencies. This might include a Pupil Safety Plan, Individual Education Plans (Personalised plan PP/One Page Profile) or Pastoral Support Plans that contain arrangements for individual care, coaching and academic development.

Procedures for providing intimate care:

Staff follow school and DRET procedures for Intimate care. Care takes a person centric, consent-based approach and ensures that dignity is maintained for children in school and off-site, for example during sports and other enrichment opportunities.



Booth Wood Academy has two disabled toilets suitable for intimate care to be provided for children who are not able to care for themselves, though a changing bed is not available for full intimate care. Care is always provided by adults working in pairs. The door is lockable and should be kept closed to maintain dignity.

For older children who may have the support of a continence nurse or other community health partner, Booth Wood Academy supports implementation of individual plans created to facilitate attendance and independence.

Families are always informed when children have had their intimate care needs met at school.

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

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

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

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

Education support staff with similar concerns should refer them to the DSL who will work with the colleague in reporting the concern to the police.

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

PUPILS' WELFARE AND BEHAVIOUR

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

Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. The academy will consider whether any misbehaviour gives cause to suspect that a pupil is suffering or is likely to



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

All adults in school are responsible for monitoring the behaviour of children and have clear steps to follow if rules are broken:

1. **Refocus support** - a verbal reminder is given and behaviour expectation reminder.
2. **Reflection time** - reflection time is given in the class to help the child think about their actions and the choices they make.
3. **Redirection** – the child spends 15 minutes time in another class to help them reset their own behaviour.
4. **Referral** - If behaviour persists the child is spoken to by a member of the Leadership Team to support their reflection on their own behaviour and what further support might they need.

Reintegration: The academy's strategy for reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension includes identifying the support needed to help the pupil return to mainstream education and meet the expected standards of behaviour. In the case of suspension, the child is offered a readmission meeting, at which point the specific support is recorded and shared with families.

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.

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

Safeguarding leaders will analyse pupil records for attainment, behaviour and attendance in identifying pupils who may be struggling with mental health. Staff will also be aware that pupils' mental health needs can emerge through the admissions process, through mental health professionals or through children referring themselves to a trusted adult. The academy will engage other agencies in supporting these pupils such as educational psychological support, counselling services and recommended therapies such as art and music therapy. The academy will maintain a dedicated space where all pupils have access to calming or specialist provision.

Christina Morley is a trained Mental Health First Aider and ELSA. She supports all children who need pastoral and mental health support.

Self-harm: Suicide and self-harm exist along a continuum of risk. Self-harm is deliberately causing harm to oneself, such as by cutting, scratching or burning, banging or punching objects or self, an intentional overdose or deliberate risk-taking with the intention of injury. Suicide is intentionally causing one's own death. Self-harm is the strongest known predictor of suicide.



Immediate action for self-harm:

- Remain calm. Be supportive and non-judgemental, don't make ultimatums or try to force the person to stop. Ensure the child understands the limits of confidentiality. Do not leave them alone and act immediately.
- If it is a medical emergency (i.e. the pupil has taken an overdose or consumed poison, is confused, disoriented, unconscious or has bleeding that is rapid of pulsing), ring emergency services and notify the DSL or lead first aider/principal in person or by phone (not email).
- If it is not an emergency, you must still inform the DSL/principal by phone/in person. If they are not available, locate someone from the safeguarding team/SLT.
- Ensure that the pupil has a suicide 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.

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. Guidance on searching pupils can be found here

(https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbe55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf) 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.

PUPIL ATTENDANCE

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

The academy consistently promotes the benefits of good attendance, setting high expectations for every pupil, communicating those expectations clearly and consistently to pupils and parents, systematically analysing their data to identify patterns to target their improvement efforts, and working effectively with the local authority and other local partners to overcome barriers to attendance.

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

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



In promoting good attendance, the school will:

- Maintain a whole school culture that promotes the benefits of high attendance, including certificates for good attendance and awards for 100% attendance.
- Implement a clear school attendance policy which all staff, pupils and parents understand. Accurately complete admission and attendance registers twice daily.
- Have effective day to day processes in place to follow-up absence, including first-day absence calling. Mental Health Lead monitors absences daily and meets weekly with the Headteacher to review attendance and follow up any concerns.
- 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.
- Admin, teachers, SLT and the pastoral support work to build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them.
- Share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.
- Attendance has a high profile on the monthly newsletters.

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

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

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

Part-time timetables: In very exceptional circumstances, where it is in a pupil's best interests, the academy will provide a part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending school or another setting full-time and a part-time timetable is used to help the pupil access as much education as possible. A part-time timetable should not be used to manage a pupil's behaviour. Where the pupil has a social worker, the academy will keep them informed of the process.

This will only be in place for the shortest time necessary. Any pastoral support programme or other agreement will have a time limit by which point the pupil is expected to attend full-time, either at school or alternative provision. The formal arrangements in place for regularly reviewing the part time timetable with the pupil and their parents are as follows:

- Timetables are published to parents with clear indication of the anticipated timescale of the part-time arrangement
- Timetables clearly show the curriculum areas covered each day, to allow for accurate catching-up when children return to a full-time timetable
- Timetables are reviewed on a weekly basis

Statutory duties re CME: All staff recognise children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.

Booth Wood Academy in accordance with guidance from Leicestershire County Council, notifies the Education Inclusion Partnership team (EIPT) with details of pupils who fail to attend regularly or have missed ten consecutive school days without permission. The school and local authority must make reasonable enquiries to establish the whereabouts of the child. The school notifies the local authority when a pupil is deleted from the admission register only in the case where a child has left the UK and their whereabouts have been established and records



shared with the receiving school. The school must notify the local authority within 5 days when a pupil is added to the admissions register at non-standard transition point.

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

The parent is expected to write to the school to inform them that child will be receiving home education, and the time frame. The school notifies the LA (Local Authority) via the EIPT portal.

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.

During the search, staff should remain in contact via mobile phone. If they search outside the school premises, then they should inform the Office that they are leaving the site, and the direction they are going. They should leave their phone numbers with them. It may not be appropriate for staff to carry out off-site checks unaccompanied, unless SLT have been consulted and deemed such an action as very low risk to either the child or the member of staff.



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

All specific arrangements for locating lost children are contained in specific trip planning documentation, and a meeting point is communicated to all staff, children and volunteers for every trip. However, the following should be followed:

1. Take an immediate head count to ensure that all other pupils are present. All adults and pupils should be asked to calmly explain when they last remember seeing the missing pupil.
2. An adult would search the immediate vicinity and if at a venue, the venue manager should be informed to arrange a search and potentially securing the venue.
3. Depending on the age of the child and nature of the trip, staff might phone the pupil's mobile number.
4. The Head and DSL should be informed if the pupil is still missing after actions 1,2,3 have been carried out
5. A strategy would be agreed with the Head, which may involve returning the rest of the group to school, or moving to a different location (if outside, for example) where the rest of the group can be safely supervised and ideally occupied.
6. The Office will phone the pupil's parents to explain what has happened and what steps have been taken. Depending on where the trip is, it may be appropriate for them to go to the venue, or to come to school.
7. Depending on the precise circumstances, either the Head or the staff with the group would call the Police to notify them of a missing pupil. Precise information, timings and descriptions should be readily available before making this call.
8. The DSL may inform the Local Children Safeguarding Board

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.

Children are reminded in PSHE session, in weekly assemblies that they can talk to the Mental Health Lead, their teachers and teaching assistants, and any member of support staff. All children know their 5 trusted adults they can talk to if they have a worry or a concern. Each class room has a worry monster that children can access and is checked daily. There is also a worry monster and a table of concerns in the Rainbow room that children can write their concerns on. These are dealt with as soon as they are received.



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. Dialogue between adults (member of staff and DSL) supports the management of this. This may be documented, and support offered to the trusted individual.

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

- initial conversations and/or disclosures will be reported to DSL without delay and recorded on CPOMS.
- DSL will triage and decide about whether further information is required (and how this can be facilitated) and whether to speak to the child directly. Decisions will also be made regarding ongoing support for the child.
- In cases where local threshold is deemed to have been met i.e., in the case of a full disclosure, advice will be sought from the LA multi agency team and the Police 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.

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.

DSL will take the lead in liaising with the statutory agencies i.e., in strategy meetings. They will ensure that the views of children involved are represented during the decision-making process.

Expectations for staff concerning all allegations of bullying, discrimination and harassment

There is no legal definition of bullying but it is usually defined as behaviour that is:

Repeated, intended to hurt someone either physically or emotionally and often aimed at certain groups, for example because of race, religion, gender or sexual orientation. Staff should provide as much information as possible about the nature of the bullying. The school refers to bullying using the STOP acronym: SEVERAL TIMES ON PURPOSE and encourages children to START TELLING OTHER PEOPLE.

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.

At Booth Wood Academy, all allegations of bullying, discrimination and harassment should be referred directly to the Principal, Deputy or Mental Health Lead, who will co-ordinate ongoing investigations and actions. All incidents will be recorded on CPOMS/Bromcom, and supplementary documentation i.e., Voice of the Child, witness statements will be collated and held by the Principal.



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

The school does not allow staff to use their own devices to take pictures of pupils, these must only be taken on a school device. Where a staff member must have a mobile device to access accounts to enhance the curriculum, safety of pupils or an emergency situation, the digital recording device of voice or picture must not be used. **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

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

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

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

What to do if a child tells you about image sharing

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

Do not look at, copy, print, share, store or save the imagery – and don't ask the child to do any of these things
Do not delete the imagery, or ask the child to do so

Do not share any information about the incident with anyone who doesn't need to know

Do not say or do anything that blames or shames the child involved

All actions following a disclosure will be coordinated by the DSL once they are informed.

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

- the incident should be referred to the DSL (or DDSL) as soon as possible



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

ONLINE SAFETY: FILTERING AND MONITORING

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

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

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

All reports must be made to the DSL. 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.

SAFEGUARDING IN THE CURRICULUM

Teaching safeguarding including bullying, cyberbullying, diversity issues, extremism and radicalisation.



Booth Wood Academy uses Jigsaw PSHE to teach about these aspects of safeguarding in the context of understanding themselves and others within their world. The programme begins in the Reception class and continues throughout school until children leave in Year 6. The programme is supplemented by weekly thematic assemblies that raise children's awareness of emerging local and national safeguarding themes. In the case of FGM or other themes that may be traumatic, advice is sought from partner organisations e.g., charities, so that content is modified to the children's age and stage. PSHE content is shared on the school website, to avoid confusion or misunderstanding.

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. At Booth Wood Academy, each termly module of the Computing Curriculum contains an online safety element that is appropriate to the age and stage of the children. In addition to this, online safety, respect and good conduct online is addressed annually in the Jigsaw PSHE programme. The school is an Apple accredited school, therefore children from an early age are taught how to stay safe online as they access learning through online platforms.

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

Booth Wood delivers relationships and health education to all children using the Jigsaw programme. A mapping document can be found on the school website.

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

Contextual safeguarding content is planned with, and supported by our local safeguarding partners, for example staying safe in the community; the threat of County Lines; online abuse. Additional safeguarding elements are included in the termly report to ASC.

STAFF BEHAVIOUR POLICY:

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

Feature	Academy expectations
Acceptable use of IT	Staff using their own devices on academy premises must sign into the Guest Wi-Fi.
Safe use of DRETme	All members of staff should use a DRET device to record any material for sharing via DRETme. Staff must ensure that parents have consented to their child's image being shared before these images are posted. These materials must only be used for internal purposes.
Communication with pupils through social media	Members of staff should report to the Principal any instances where they are connected to pupils via social media such as through music / community group membership. Members of staff must not associate with any pupils individually via social media.



	Members of staff will not use social media to post information to pupils such as team lists. This information must be shared with pupils using internal academy communications.
Arrangements for using Showbie/ Microsoft Teams	Staff are encouraged to communicate with pupils using Showbie. Great care should be taken when providing feedback to pupils and staff are expected to maintain appropriate professional boundaries and language at all time. All communications are saved, monitored and will always be considered in determining the most appropriate provision for pupils. Staff must not communicate individually with pupils in any other way.
Staff use of wearable tech, including mobile phones in parts of the school such as the EYFS	Members of staff should use academy devices only when contacting pupils, parents or carers. Members of staff must not use their personal mobile phones in the EYFS at all. They must not use their mobile phone at the academy unless it is in the course of their break and in an area not designated for pupil use.
Staff use of mobile phones, cameras and electronic devices with imaging and sharing capabilities in parts of the school such as the EYFS	Personal mobile devices belonging to members of staff should be kept securely and silently during the school day. Where possible, the camera function should be disabled. Members of staff must not use their personal mobile phones in the EYFS at all. In the EYFS area phones should be kept in the kitchen area only when school is open. Staff must not use their mobile phone at the academy unless it is in the course of their break and in an area not designated for pupil use or when staff members are accessing platforms that need a verification code. This includes wraparound care and clubs. Members of staff should use academy devices only when contacting pupils, parents or carers.
Use of personal cameras and images of pupils such as competition winners or in routinely recording pupils' achievements.	Members of staff should not use their personal devices to record pupil assessments, especially 1:1 assessments such as when children reach individual milestones or in achieving success in sport or the performing 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. School has a variety of ipads and 3 school phones. These can be used to take photos of pupils only.
Arrangements for vetting visiting speakers	Members of staff should always complete the DRET Visiting Speaker approval form Members of staff should not invite in volunteers or visiting speakers, or otherwise guests, onto the site without requesting permission from the Headteacher or Deputy Head Teacher.
Arrangements for parent visitors	Parent visitors, including parent governors, will always be accompanied by a member of staff unless they have undergone the checks appropriate for them to be a parent volunteer.
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 and volunteers should behave in ways that ensure that physical contact is limited to that that is necessary i.e., to direct a child, to comfort a child or



	to ensure a child's safety. Touch is a vital component in developing positive relationships and the need for touch changes as children grow and develop. The child's age and stage of development help adults decide about the 'appropriateness' of touch. Positive Handling/Restrictive Intervention will only be used as a last resort to stop students: 1. causing injury to themselves 2. causing injury to other pupils 3. damaging property 4. having a negative impact on good order The overriding principle relating to touch/positive handling is that the best interests of the child take precedence over every other consideration. The first line of paragraph of the Children Act 1989 in the UK stated that the welfare of the child shall be the paramount consideration.
One to one situations	Members of staff should not be in a one-to-one situation with a child. All classroom and office doors have glass observation panels in them, and these should not be covered. Sometimes individual activities i.e., consultations with children, therapy, interviews with statutory agencies may require 1:1 in a private space and this must always be undertaken with full knowledge of the Head or Deputy Head, who will risk assess the situation.
Gifts giving and receiving	All gifts over the value of £10 must be declared on the school Gift Register. Members of staff may not accept gifts of cash or vouchers. The giving of gifts to individuals or families by individual members of staff is not permitted, unless it is with the express permission of the Headteacher.
Dealing with pupil infatuation	Members of staff should report all concerns about pupil infatuation to the DSL immediately.
Conversational boundaries and appropriate language	All members and staff are bound by the DRET Code of Conduct. Language used in school should be respectful and polite. Members of staff and volunteers should be mindful of having confidential conversations in confidential spaces and be aware that information can be overheard. Conversations about children and their families should maintain privacy and dignity. Members of staff should be mindful of the content of their conversations and understand that depending on the age and stage of each child's development, they may hear, repeat, understand personal information about the member of staff, or their family, or about another child or their family. Consideration should be given about disciplinary matters, and adults should understand that speaking openly about a child's distress, without their consent, can be shaming and represent additional trauma for them, on top of the fact that this would also be sharing confidential information about a child.



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

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

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

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

Leicestershire Designated Officer contact details: 0116 305 4141

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

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

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

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

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

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

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

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



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

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

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

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

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

CONTEXTUAL SAFEGUARDING: WELFARE RISK ASSESSMENT

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

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

Identify the hazard <i>The potential source of harm to pupils</i>	Groups of pupils that might be harmed as a result of the hazard	Evaluate the risk <i>The likelihood that the child will be harmed</i>	Control measures <i>Procedures and practices in place to mitigate this risk</i>	Routine evaluation
Grooming on social media or on-line bullying due to children with unsupervised access to the internet	All children but mostly Upper KS2	Online bullying and inappropriate use of the internet is the main concern and impacts on mental health. Grooming is less likely but has a much higher level of harm.	-safety as a priority in school - Communication with and workshop for parents - NOS resources shared with parents	DSL termly monitoring
Risk of being hit by traffic on Old Ashby Road	All pedestrians	The road is busy at drop-off and pick-up times especially. It is used by the public buses.	- SLT on duty every morning - - School Council involved in road safety campaign - Frequent reminders posted in school communications.	Regularly reviewed by SLT and ASC



			School Car Park gates shut to create a safe route into school	
Risk of becoming engaged in CSE and CCE (County Lines)	Older children and those with unsupervised access to locality parks	Loughborough is known to be at the centre of multiple County Lines	Individuals are identified and: - mentored by members of staff to ensure that lines of communication are kept open - families are involved if there are ongoing concerns - community partners may be involved with individuals and provide universal advice for older year groups	By DSL and ASC reports

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 0800 144 8848	Drop in dental clinic	Local Food bank	LA supporting families programme	Commercial community fund such as B&Q
YMCA 0116 255 6507	Healthy living team	Holiday meal vouchers	LA energy and money saving programme	Church groups
Shelter	School nurse	PACE	16 – 19 student bursary	Adult learning groups
	MHST	Trussel Trust	Fuel rebates	Free sports clubs
			Household support fund	Community awareness programme about children who go missing



				The Hut
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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 local academy appendix

The anti-bullying policy

The physical restraint policy

The child-on-child abuse policy

The intermate care policy

The first aid policy

The staff safeguarding code of conduct in this appendix

The attendance policy and the local academy appendix, including the response to children missing in education in the safeguarding policy

The whistleblowing policy

Supporting pupils with medical needs

Acceptable use of IT

Supervision arrangements specific to the academy