David Ross Education Trust

Broadening Horizons

Safeguarding and child protection Contextual appendix

Endike Academy

September 2026

David Ross Education Trust
Broadening Horizons

Academy: Endike 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
Helen Tan	ASC leadership of safeguarding including responsibility for pupils' attendance.	htan@dretgovernor.co.uk
Helen Tan	ASC colleague overseeing filtering and monitoring standards	htan@dretgovernor.co.uk
Kimberley Lawton	Executive Head of Primary	klawton@dret.co.uk
Safeguarding contact	Shared email address	safeguarding@endikeprimary.co.uk
Kate Buyukyilmaz	DSL on SLT: Academy leadership of safeguarding	kbuyukyilmaz@endikeprimary.co.uk
James Storr	DDSL	jstorr@endikeprimary.co.uk
Jenny O'Connor	DDSL	joconnor@endikeprimary.co.uk
Vicky Crawford	DDSL	Vcrawford@endikeprimary.co.uk
Kate Buyukyilmaz **Amy Pierrepont**	Designated teacher for CiC	kbuyukyilmaz@endikeprimary.co.uk apierrepont@endikeprimary.co.uk
Helen Savage	Designated safeguarding lead for the EYFS	hsavage@endikeprimary.co.uk
James Storr	Colleague responsible for pupils educated in alternative provision off site	jstorr@endikeprrimary.co.uk
James Storr	Colleague responsible for pupils educated in alternative provision on site	jstorr@endikeprrimary.co.uk

Trina Smallwood	Senior mental health lead	Tsmallwood@endikeprimary.co.uk
Kate Buyukyilmaz	Senior colleague responsible for the implementation of the Allergy Safety Policy	kbuyukyilmaz@endikeprimary.co.uk
Emma Moore	Colleague leading on First Aid	emoore@endikeprimary.co.uk
Kate Buyukyilmaz	Colleague leading on H&S	kbuyukyilmaz@endikeprimary.co.uk
Matt Plummer	Educational Visits Coordinator	mplummer@endikeprimary.co.uk
James Storr	Careers lead responsible for careers and safeguarding pupils on work experience	Jstorr@endikeprimary.co.uk
Kate Buyukyilmaz	Senior Attendance officer	kbuyukyilmaz@endikeprimary.co.uk
Vicky Crawford	Attendance Information Officer	vcrawford@endikeprimary.co.uk
Kate Buyukyilmaz	Senior colleague responsible for meeting the filtering and monitoring standards	kbuyukyilmaz@endikeprimary.co.uk
Emma Moore	Colleague responsible for lettings and liaising with external organisations using the academy premises for activities	emoore@endikeprimary.co.uk

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

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

Monday to Friday:
Kate Buyukyilmaz James Storr Vicky Crawford Jenny O'Connor
On call arrangements for weekends
Kate Buyukyilmaz James Storr
On call arrangements for school holidays
Kate Buyukyilmaz James Storr
Arrangements for using and managing the Safeguarding shared email address and inbox
All DSLs/DDSLs have access to this. Vicky Crawford and Jenny O'Connor monitor this on a day to day basis during term time. Kate Buyukyilmaz and James Storr monitor this during holidays.

Safeguarding Partnerships

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

Local Authority Safeguarding Partnerships working with the academy	Safeguarding partnership chair details
Pauline Turner – Director of children's services, Hull City Council	Pauline.turner@hullcc.gov.uk
Deborah Lowe – Hull CCG Director of Nursing	Deborah.lowe@hullccg.nhs.net
Jonathan Evison - Humberside Police and Crime Commissioner	pcc@humberside.pnn.police.uk 01482 220787

Safeguarding Partners

Name	Leadership level	Contact details - email address and contact number
Jacquie Edhouse	Designated officer	07710 119092
Dan Horne	Designated officer	01482 790933 lado@hullcc.gov.uk
Claire Winters	Designated officer	01482 790933 lado@hullcc.gov.uk
Sheryl Greendale	MACPT lead	Sheryl.greendale@hullcc.gov.uk
Sheryl Greendale	Operation Encompass contact	Schools.partnership@hullcc.gov.uk
Heidi Hulme	School attendance support team	Heidi.hulme@hullcc.gov.uk EWSNorth@hullcc.gov.uk
Mandi Morgan	Education Safeguarding Manager	Mandi.morgan@hullcc.gov.uk
Jackie Matthews – senior EWO, North	Children missing education officers	01482 613967 CME@hullcc.gov.uk EWSNorth@hullcc.gov.uk
Janet Strong	Strategic lead for children with a social worker, PLAC and kinship	Janet.strong@hullcc.gov.uk
Louise Hamson, Youth Justice Manager	Youth Offending Team	01482 614200 Louise.hamson@hullcc.gov.uk
Chris Todd	Humberside Police Chief Constable	Chris.todd@humberside.pnn.police.uk
Sheryl Greendale	School Partnership officer	Sheryl.greendale@hullcc.gov.uk
EHASH	Early Help and Safeguarding Hub	01482 448879 ehash@hullcc.gov.uk

Local children's social care provision

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

Name	Role	Contact details - email address and contact number
Pauline Turner	Head of children's social care	Pauline.turner@hullcc.gov.uk
Lara Davidson	Head of safeguarding	Lara.davidson@hullcc.gov.uk
Janet Strong	Personal advisor for CiC	Janet.strong@hullcc.gov.uk
Alicia Rose	Schools and education social worker - HCC	01482 614328/07702 670179 Alicia.rose@hucc.gov.uk

Police Liaison

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

Name	Role	Contact details - email address and contact number
Terry Mitchell	PCSO	Terry.mitchell@humberside.pnn.police.uk 07817 961766
Phil Snowden	Counter terrorism	01482 379090
Humberside Police	FGM referrals	01482 220393
Humberside Police	County lines	01482 220393
Justine Mortimer	Chair of Hull Channel Panel	07887710592

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
Thrive	Mental Health SErvices	Hull.cypcommunityservices@nhs.net 01482 259600
Contact Point	CYPMHS - CAMHS	01482 303688
Claire Smith (CHCP nursing team)	School nurse	Claire.smith147@nhs.net 01482 259600
NHS mental health community team	Mental health services	01482 205205

Humber Teaching NHS Foundation Trust	CAMHS	01482 303688 Crisis team – 01482 301701

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
MIND	The National Association for Mental Health	tel:0300 123 3393 info@mind.org.uk
EHASH	Early Help	01482 448879 / out of hours – 300304
NHS mental health community team	Mental health services	01482 205205
McMillan Family Hub 21st Avenue	Best Start Family Hub	01482 850200 parksfamilyhub@hullcc.gov.uk

LOCAL COMMUNITY BASED EARLY HELP ASSESSMENT

Safeguarding partners have published a local threshold document which includes the process for the local community based Early Help assessment and the type and level of services to be provided. The designated safeguarding leads (and their deputies) will be familiar with this document.
The local threshold document can be found here:
HSCP 2024 Threshold Guidance

FAMILY HELP

Targeted early help services delivered through Family Help are coordinated by the local authority and/or their partners to address specific concerns within a family. Examples of these include parenting support, mental health support, youth services, youth offending teams and housing and employment services. Targeted early help may be appropriate for children and families who have multiple and or complex needs. It is a voluntary approach, requiring the family's consent.
Details can be found here: Hull Families First Partnership – Hull Collaborative Partnership

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

Hull Safeguarding Children Partnership – Hull Collaborative Partnership

LOCAL SPECIALIST SUPPORT Effective safeguarding practice is demonstrated when schools and colleges are clear, in advance, about what local processes are in place and what support can be accessed
Details of the specialist support available for victims and perpetrators of child-on-child sexual violence and sexual harassment from children's services, police and health as follows: School work closely with the schools education officer and also the PCSO for our local area. We have a working partnership with CHCP and regularly make referrals for children in need of support.
Details of the local authority guidance regarding young people who are sexually active under the age of 18, including those at risk of child sexual exploitation. Referrals would be made to the nursing team and also EHASH. If this was a case of a child who was at risk of sexual exploitation, we would also be involving the police as part of the social care assessment process.
Details of the local authority domestic abuse strategy and the academy's role in complying with this strategy can be found here: Domestic abuse strategy – Hull Collaborative Partnership
The local offer for children in Kinship care arrangements (including Special Guardianship) can be found here: Kinship Care

ADVOCATING FOR CHILDREN IN CARE AND PREVIOUSLY LOOKED AFTER CHILDREN.
Virtual School Heads manage pupil premium plus funding for Children in care, and receive this funding based on the latest published number of children looked after by the local authority. The Academy designated teacher works with the Virtual School Head from the following Local Authorities to discuss funding decisions on behalf of children as well as promoting their educational achievement as well as that of previously looked after children.

Local Authority	**Name of the VSH**	**Contact details - email address and contact number**
Hull City Council	David Williamson	***david.williamson@hullcc.gov.uk*** 01482 615606
North East Lincolnshire Council	Michelle McMahon	Michelle.mcmahon@nelincs.gov.uk

Alternative Provision: registration

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

Alternative Provision: designated safeguarding lead

Provider (include addresses for all premises used by the provider including satellite sites and subcontracted providers)	Name	Contact details - email address and contact number
Whitehouse 262a Pickering Road, Hull, HU4 7AD	Mrs K Pullen	kelly.pullen@vennacademy.org 01482 303300

Date academy received written confirmation alternative providers have conducted all necessary vetting checks

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

Provider	Date received DD/MM/YYYY	Follow up due DD/MM/YYYY	Comments
Whitehouse	September 2026	September 2027	

Managed moves: designated safeguarding lead

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

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

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

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

Arrangements for safeguarding pupils working with external agencies to promote pupil development and outcomes

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

Provider	Contact details - email address and contact number	Safeguarding polices exchanged DD/MM/YYYY
N/A		

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
Samantha Catanach	Samantha Catanach samanthalouisecatanach@gmail.com	September 2026
Endike Kids' Club	Aileen Livingston Aileen.livingston@outlook.com 07502 034409	September 2026

	Tina Owen tinaowen@hotmail.co.uk	

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. Kate Buyukyilmaz, James Storr, Vicky Crawford and Jenny O'Connor undergo training every two years, this is facilitated by Hull City Council Learning and Development (Hull CC L&D). The DSL (Designated Safeguarding Lead) receives email updates from NSPCC (National Society for the Prevention of Cruelty to Children) CASPAR; attends local DSL group meetings and takes part in Hull City Council Learning & Development half day training courses.
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. At the beginning of the academic year, all staff receive annual safeguarding training. This training is developed and shared by the Trust Lead for safeguarding and is delivered by the DSL at Endike, with additional contextual information and discussions.
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. Whole staff face to face training is delivered by the DSL as part of the annual safeguarding updates. Quizzes are sent throughout the year to keep this in the front of people's minds.
Child on child abuse (including harassment and violence) training Whole staff face to face training is delivered by the DSL as part of the annual safeguarding updates. Quizzes are sent throughout the year to keep this in the front of people's minds.
Allergy training All staff present during times when pupils are scheduled to be on site receive allergy awareness training. This includes permanent staff, temporary staff, supply teachers, peripatetic staff, agency workers and regular volunteers. It includes catering staff and others who may oversee children and young people at breakfast or after school clubs. All academy staff undertook allergy and anaphylaxis training.

Supply staff, catering staff, Kids' Club and Flex Dance – we receive written confirmation that they have received their training.
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. Three staff members have received Team Teach Training – James Storr, Matthew Plummer, Andy Pinchbeck
Safeguarding induction training for new staff, supply teachers and volunteers will be led by Kate Buyukyilmaz. As part of the induction process, new staff receive the annual safeguarding training which incorporates online safety. Staff on supply receive information about the safeguarding team and what to do if they have concerns about a child. Anyone visiting the school will sign in on the school system, which includes reading and signing safeguarding information. Students working in the school on work experience have a risk assessment which is communicated to them and shared with their provider. They also wear a red lanyard and are supervised by staff members at all times.
Additional arrangements to ensure Early Career Teachers fulfil their wider professional safeguarding responsibilities include ECTs received dedicated time each week/fortnight to develop their knowledge which includes safeguarding alongside the DSL and as part of their standard ECT package.
Low-level concerns. The academy leadership will ensure staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from inappropriate, problematic or concerning behaviour, in themselves and others. This will include guidance on how to share concerns confidentially with the Principal. Low level concerns and how to report them is covered in the annual safeguarding training delivered by the DSL.

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 annual safeguarding training which incorporates how to log a concern. Staff log concerns on CPOMS which alerts all DDSLs. Staff are also asked to verbally speak to the DDSLs about the concern. DDSLs then follow this up with all actions logged in CPOMS.

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

No forms of harassment or abuse are tolerated at Endike Academy. Any such incidents are logged and investigated by a senior leader/D/DSL. Education around what constitutes abuse and harassment is shared in our whole school, phase and class assemblies.

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.

All behaviour incidents are logged and analysed on a weekly basis with appropriate actions put in place. Attendance is monitored weekly with appropriate actions put in place such as support for the child/family. Serious first aid incidents are logged on our EVERY system and analysed termly.

All concerns, discussions and decisions made, and the reasons for those decisions, are recorded in writing. Records are reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.
Weekly safeguarding meetings are held to discuss children causing concerns. Minutes are recorded from all meetings and all actions addressed.

Local multiagency safeguarding arrangements put in place in accordance with Working Together to Safeguard Children 2026, including:

Local authority children's social care has the responsibility for clarifying the process for referrals in their area. The academy will provide as much information as possible as part of any referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address the harm.
All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child

suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

Local protocols for the early help process: Early help means providing support as soon as a problem starts to emerge in a child's life

Early help: CYP Hub

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

Referring concerns about children in need: a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.
Phone (Office Hours): 01482 448 879 (option 4) — Monday to Thursday, 8:30 am to 5:00 pm; Friday, 8:30 am to 4:30 pm.
Email: EHASH@hullcc.gov.uk (mark as urgent if necessary).
Emergency Duty Team (Out of Hours): 01482 300 304 for urgent evening, nighttime, or weekend concerns.
Immediate Danger: Call 999 if a child is at immediate risk of harm

Statutory assessment: assessments determining if a child or their family meet the LSCB threshold.
Threshold of Needs Guidance – Hull Collaborative Partnership

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

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:
Updates are included in the Monday morning briefing which is emailed every Monday morning.

Expectations re: Security lockdown in the academy
Lockdown procedures have been shared with all staff, governors and the nursery on site. A run through with teaching staff has taken place on a number of occasions and the procedures have been amended accordingly.

Arrangements for the supervision of pupils, including during arrival and dismissal each day, at break and lunch time and in relation to other contextual circumstances.
Children exit the building onto the playground. No bikes or scooters are to be used on school site in order to keep everyone safe.
The school carpark has two zebra crossings and double yellow lines including traffic cones to stop inappropriate parking. A staff member oversees the car park during busy periods.
There is a lollipop person immediately outside the school gates to support children and families in crossing the road.
The PCSO and Hull City Council parking enforcement team regularly visit to ensure the safety of all stakeholders during busy times.
A member of SLT is in the playground in a morning and afternoon to keep oversight.

Expectations for supervising visitors to the academy.
Badges are to be worn by all visitors to the academy. Visitors are accompanied by a member of staff who stay with the visitor at all times. If a visitor has be unsupervised, a copy of their DBS will have been seen and recorded on the SCR.

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. For some visitors, a red lanyard may be required with a supervising member of staff.

Badges will be worn by visitors to the academy. Visitors would be shown around by a member of academy staff who will remain with the visitor. If the visitor was to be unsupervised, a copy of the DBS would have been seen and copied by the admin team.

Arrangements for safer sleeping; Children in the nursery who sleep during the day will be monitored regularly. The Academy has a 'Sleep and Rest policy' which is displayed on the Medical board in the main office.

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

Principal sign off. Arrangements for these types of visits must be submitted to the Trust via EVOLVE at least 28 days in advance.

The Local Learning Area: This is an area within walking distance of the academy, that is used for regular curriculum-based learning and for which standard operating procedures and risk management arrangements have been established. The academy has designated the Local Learning Area, by adapting the template document in EVOLVE/ Resources/Forms: Local Learning Area Endike Academy.docx

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

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

Ensure any concerns are raised for a child who is CLA through CPOMS. The DSL, who is also the designated teacher, will ensure regular discussions take place with staff working with these children to ensure the correct support is in place. The CLA lead will attend meetings and PEP meetings and ensure all relevant staff are involved in discussions when making decisions for the children including the child voice.

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

involving them, the DSL will determine what action is needed to safeguard the child, before the parents or carers are contacted or any decisions are taken.

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

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

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

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

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

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

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

- Attempt to be a mediator or encourage mediation, reconciliation, arbitration or family counselling.

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

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

PUPILS' WELFARE AND BEHAVIOUR

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

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

All behaviour incidents are logged onto Bromcom and CPOMS. Safety plans are in place for children who may need additional support with their behaviour. Children causing concern are discussed in weekly pastoral meetings and provision is put in place to support them. Parents are always contacted to discuss any concerns with regards to a child's behaviour.
If a child is suspended, parents are always informed of a suspension and will be given a letter informing them of the reason for the suspension. Every effort will be taken to gain pupil voice. Parents will be invited to a reintegration meeting with the pupil before the pupil returns.

Returning to learning procedures: The academy's strategy for reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension includes identifying the support needed to help the pupil return to mainstream education and meet the expected standards of behaviour.
A reintegration meeting is held with the pupil and their parent/carer before the pupil returns to their learning. These meetings are logged and follow up actions are added to CPOMS.

PUPILS' MENTAL HEALTH

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Academy staff, however, still have an important role to play in promoting good mental wellbeing and preventing the onset of mental illness, in observing pupils and identifying early those who may be

experiencing mental health problems or being at risk of developing one, ensuring early targeted support is provided, and liaising with/referring to specialist services where needed.
The academy will implement an academy-wide approach to promoting pupils' positive mental health and wellbeing. Through this strategy, the Senior Mental Health lead will seek to normalise mental health issues, raise awareness of how and where pupils can access support. This will help them develop the emotional literacy and resilience to explain, understand and find ways to manage their emotions and mental health. Staff training will prepare staff to recognise where pupils may have mental health needs. Any concern should be referred to the DSL immediately. Safeguarding leaders will analyse pupil records for attainment, behaviour and attendance in identifying pupils who may be struggling with mental health. Staff will also be aware that pupils' mental health needs can emerge through the admissions process, through mental health professionals or through children referring themselves to a trusted adult. The academy will engage other agencies in supporting these pupils such as educational psychological support, counselling services and recommended therapies such as art and music therapy. The academy will maintain a dedicated space where all pupils have access to calming or specialist provision. Endike Academy has the Rainbow Room – a nurture provision for pupils to access by prior arrangement. There is also a sensory room in the Academy for pupils to access as part of their support plan/safety plan. The Academy has a trained ELSA and a member of staff trained in drawing and talking. The Academy also has space for 4 pupils at any one time to receive weekly play based therapy from a trained counsellor from 'Advotalk'. Regular check ins are conducted with vulnerable pupils which are logged on CPOMS.
Self-harm: Suicide and self-harm exist along a continuum of risk. Self-harm is deliberately causing harm to oneself, such as by cutting, scratching or burning, banging or punching objects or self, an intentional overdose or deliberate risk-taking with the intention of injury. Suicide is intentionally causing one's own death. Self-harm is the strongest known predictor of suicide. Immediate action for self-harm: • Remain calm. Be supportive and non-judgemental, don't make ultimatums or try to force the person to stop. Ensure the child understands the limits of confidentiality. Do not leave them alone and act immediately. • If it is a medical emergency (i.e. the pupil has taken an overdose or consumed poison, is confused, disoriented, unconscious or has bleeding that is rapid of pulsing), ring emergency services and notify the DSL or lead first aider/principal in person or by phone (not email). • If it is not an emergency, you must still inform the DSL/principal by phone/in person. If they are not available, locate someone from the safeguarding team/SLT. • Ensure that the pupil has a suicide safety plan completed by someone who is trained in suicide risk assessment. It is likely that the self-harming behaviour is a coping strategy but it is important that suicidal risk is assessed. Appropriate referrals to mental health professionals are then required.

SEARCHING, SCREENING AND CONFISCATION

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

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

PUPIL ATTENDANCE

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

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

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

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

- Bromcom is used to monitor daily attendance. Weekly analysis of attendance takes place and forms part of the weekly pastoral meeting.
- We work closely with the local authority once all other avenues of support have been put in place within school including attendance plans and the ATTEND framework. We support families via referrals to external services such as Health and Early Help.
- We work closely with the trust support lead for attendance and the EWO for our area for support in tackling attendance when this is at risk of becoming persistently absent or severely absent. We also work with the local authority in terms of issuing penalty notices.

Severely absent pupils: Particular focus will be given to pupils who are absent from school more than they are present. These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of partners. A graduated response is in place within the school to work with parents and the child to improve attendance. We would ensure all avenues have been used to improve a child's attendance and would be working with the family before the attendance became severe.
Working with partners when pupils' absence is at risk of becoming persistent or severe: The academy will work with local communities including voluntary and community groups to help remove the barriers to attendance that families experience. In some cases, families will experience the same or similar barriers to attendance for multiple children who attend different schools in the area and academy staff are fully committed to partnership working with these other establishments. Termly meetings are held with the EWO and the attendance officer and senior attendance lead. Endike works in a supportive manner to support good attendance.
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. A daily phone call is conducted to ensure the child has arrived and a weekly welfare visit is made to the child at the alternative provision.
Part-time timetables: In very exceptional circumstances, where it is in a pupil's best interests, the academy will provide a part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending school or another setting full-time and a part-time timetable is used to help the pupil access as much education as possible. A part-time timetable should not be used to manage a pupil's behaviour. Where the pupil has a social worker, the academy will keep them informed of the process. This will only be in place for the shortest time necessary. Any pastoral support programme or other agreement will have a time limit by which point the pupil is expected to attend full-time, either at school or alternative provision The formal arrangements in place for regularly reviewing the part time timetable with the pupil and their parents are as follows: The local authority would be informed if a child is placed on a PT timetable and this would be reviewed every four weeks.
Statutory duties re CME: All staff recognise children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation. The academy has agreed with their local authority the intervals at which they will inform them of pupils who fail to attend regularly or have missed ten consecutive school days without permission. The academy and local authority will make reasonable enquiries to establish the whereabouts of the child. The academy liaises with the local authority for any in year transfer. A CME is submitted by day 4 following calls and home visits on days one and three inn consultation with the local authority.
Elective Home Education (EHE) Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the academy will work with the local authority and other professionals to meet with parents/carers before a final decision is made. This is to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Evidence of phone calls, meetings and written requests are kept as a record of a parent choosing to EHE their child.

MISSING PUPIL PROTOCOL

As soon as a pupil is identified as missing by any member of staff, the DSL and Principal will be informed. The DSL will assess the child's vulnerability and use professional judgement in determining the timeframe

required in establishing the pupil's whereabouts before notifying the Police. Academy staff will try to establish the pupil's whereabouts. They will carry out a thorough search of the premises; doors and gates will be checked to see if there has been a breach of security. Staff will consult the attendance officers and check the registers for the last known time the child was accounted for. Academy staff will contact home and try to contact the pupil via their mobile telephone if known.

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

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

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

When the child is found, staff will be supportive, actively listening and responding to the child's needs, as this will have a greater chance of preventing the child from going missing again and safeguarding them against other risks.
A safety plan will be put in place for the child to mitigate any further risk and put in place further support for the child.

Arrangements for locating a missing child during an educational visit off site
Lead teacher (visit leader) will organise a search of the immediate site; inform all academy staff. Site staff and contact the police. The lead will contact the school to inform the Principal and DSL. Safety plans would be in place to support particularly vulnerable children.

SYSTEMS IN PLACE FOR CHILDREN TO REPORT ABUSE, INCLUDING CHILD ON CHILD ABUSE, KNOWING THEIR CONCERNS WILL BE TREATED SERIOUSLY, AND KNOWING THEY CAN SAFELY EXPRESS THEIR VIEWS AND GIVE FEEDBACK.

The initial response to a report from a child is incredibly important. How the academy responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. It is essential to reassure the victim that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside the academy will be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of academy staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. Endike Academy holds 'speak out, stay safe' assemblies; through our PSHE lessons led by the class teacher children are reminded to speak out and who they can speak out to. Each class has a worry monster to allow children to share concerns and posters are displayed around the school showing who is available to help children.
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. Information is all logged on CPOMS which allows the DDSLs to see all the pieces of the jigsaw and offer support accordingly. Regular check ins are conducted with vulnerable children or when a concern has been raised.
Allegations of child-on-child abuse will be recorded, investigated and dealt with in the following way: Child on child abuse incidents are logged on CPOMS and Bromcom under the category of abuse. This information is analysed weekly in both behaviour and safeguarding meetings. The safeguarding team analyses all cases of child on child abuse in their weekly safeguarding meeting and put in actions accordingly.
Victims, perpetrators and any other child affected by child-on-child abuse will be supported 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) will 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. The DSL is informed of all cases of child-on-child abuse decisions in terms of support for children are discussed with the pastoral team and the Principal to ensure appropriate action has been taken. During an investigation support will be provided to those children involved. The level of support would be decided with the child and a designated adult would be in place to support the child or children through the process.
Expectations for staff concerning all allegations of bullying, discrimination and harassment There is no legal definition of bullying but it is usually defined as behaviour that is: Repeated, intended to hurt someone either physically or emotionally and often aimed at certain groups, for example because of race, religion, gender or sexual orientation. Staff should provide as much information as possible about the nature of the bullying. Academy staff will deal with bullying in different ways. They might deal with it in school, for example by disciplining bullies, or they might refer it to social services or report it to the police if a crime has been committed. Any sanction will take account of special educational needs or disabilities that the pupils involved may have.

All allegations will be fully investigated and sanctions given on a case by case basis. The victim and perpetrator will be placed on a safety plan and support provided for children involved including education.

Harmful sexual behaviour

Early intervention in inappropriate behaviour such as misogyny can help to prevent escalation to more serious abuse such as sexual harassment and sexual violence. Staff at the academy understand that children who display HSB may have experienced their own abuse and trauma. They know it is important to be able to distinguish developmentally typical sexual behaviours from those that may be problematic or harmful, and make sure children receive appropriate support. Staff at the academy will always consider the child's holistic needs and safeguarding concerns alongside any sexualised behaviour and follow due procedures accordingly. They will use the following tool to support objective decision making about a child's sexual behaviour.

Early intervention in inappropriate behaviour such as misogyny can help to prevent escalation to more serious abuse such as sexual harassment and sexual violence. Staff at the academy understand that children who display HSB may have experienced their own abuse and trauma. They know it is important to be able to distinguish developmentally typical sexual behaviours from those that may be problematic or harmful, and make sure children receive appropriate support. Staff at the academy will always consider the child's holistic needs and safeguarding concerns alongside any sexualised behaviour and follow due procedures accordingly. Staff at the academy use the Brook Traffic Light tool to support objective decision making about a child' sexual behaviour. Each case of HSB is recorded on CPOMS and assessed against this tool.

Procedures to minimise child on child abuse include:

School culture of respect and tolerance. Child on child risk assessment shared with all staff, PHSE curriculum and safeguarding assemblies. Zero tolerance of child on child abuse and consequences in place, respectful relationships workshops.

ONLINE SAFETY: MAKING OR SHARING NUDES AND SEMI NUDES

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

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

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

What to do if a child tells you about image sharing

- Report it to the DSL immediately
- Explain to the child that you need to report the incident to the DSL, but won't tell anyone else who doesn't need to know
- Reassure the child that they will receive support and help from the DSL

- Ask questions sensitively to understand more about what's happened, if appropriate. For example, you might ask about how far the image has been shared. **Do not ask about the imagery itself; this is the DSL's responsibility**
- If you accidentally see the imagery, report this to your DSL immediately and seek support

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

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

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

ONLINE SAFETY: FILTERING AND MONITORING

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

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

- they witness or suspect unsuitable material has been accessed
- they can access unsuitable material
- they are teaching topics which could create unusual activity on the filtering logs
- there is failure in the software or abuse of the system

- there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
- they notice abbreviations or misspellings that allow access to restricted material

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

The DSL checks SENSO alerts every day. All staff are expected to be vigilant in recognising signs that a child might be attempting to access harmful content. The DSL ensures that the leadership team and all staff know how to manage provisions effectively and how to escalate concerns when identified.

The member of SLT responsible for filtering and monitoring will review the effectiveness of the academy's arrangements with the support of the school's DSL and IT. They will check that filtering is working appropriately on all internet-connected devices in all relevant locations, and keep a record of these checks.

SAFEGUARDING IN THE CURRICULUM

Teaching safeguarding including bullying, cyberbullying, diversity issues, extremism and radicalisation. Relationships Education is taught as part of our science curriculum. We also teach PSHE through Jigsaw each week, as well as having a half termly focuses on different aspects of safety. British Values is also taught through the curriculum and in assemblies. Prevent will be included within the Year 5/6 phase assemblies.

Online safety: it is essential that children are safeguarded from potentially harmful and inappropriate online material accounting for the four main areas of risk – content, contact, conduct and commerce as well as risks associated with misinformation, disinformation and conspiracy theories. The curriculum will also support learning about the risks from AI generated imagery and deepfakes.
E-safety is taught as part of the child safety curriculum and reminders are used at the start of every computing lesson. Updates are given to the children/parents when needed via newsletters. Monthly e-safety newsletters are sent out to parents. Assemblies cover aspects of online safety each term.

Relationships education: This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education
The PHSE Lead monitors the teaching of RSE which is delivered using Jigsaw PSHE. Children's voice is recorded, and pastoral meetings would highlight any further teaching or themes emerging which may need extra focus. Expect respect for white ribbon day is covered as a whole school. Respectful relationships workshops take place for our year 5 and year 6 children.

Contextual safeguarding: The curriculum is adjusted to include knowledge and guidance to pupils about local contextual risks in an age-appropriate manner.
As safeguarding issues arise in the school they are discussed by the pastoral team and the curriculum is adjusted or enhanced to respond to the need. This is done in lessons, assemblies and whole school days. The contextual safeguarding appendix is revisited and reviewed throughout the year which is part of this document.

STAFF BEHAVIOUR POLICY:

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

Feature	Academy expectations
Acceptable use of IT	Staff using their own devices on academy premises must sign into the Guest Wi-Fi.
Safe use of DRETme	All members of staff should use a DRET device to record any material for sharing via DRETme. Staff must ensure that parents have consented to their child's image being shared before these images are posted. These materials must only be used for internal purposes.
Communication with pupils through social media	Members of staff should report to the Principal any instances where they are connected to pupils via social media such as through music / community group membership. Members of staff must not associate with any pupils individually via social media. Members of staff will not use social media to post information to pupils such as team lists. This information must be shared with pupils using internal academy communications.
Staff use of wearable tech, including mobile phones in parts of the school such as the EYFS	Members of staff should use academy devices only when contacting pupils, parents or carers. Members of staff must not use their personal mobile phones in the EYFS at all. They must not use their mobile phone at the academy unless it is in the course of their break and in an area not designated for pupil use. Staff will keep their mobile phones on silent away in a drawer/cupboard. Mobile phones can be used by staff when children are not in the classroom. Staff should not carry their phone on themselves unless this has been agreed by the Vice or Principal in the event of an emergency.
Use of personal cameras and images of pupils such as competition winners or in routinely recording pupils' achievements.	Members of staff should not use their personal devices to record pupil assessments, especially 1:1 assessments such as when children reach individual milestones or in achieving success in sport or the preforming arts. Members of staff must not use their personal cameras to take pictures of pupils while they are at the academy or while pupils are on educational visits. iPads issued by the trust will be used for such tasks. Members of staff should never use their mobile phone in the vicinity of children. Staff should not carry their mobiles in their pockets. All staff should ensure that use of any electronic device with imaging and sharing capabilities are password protected and kept safe at all times. No device should be used to take or share photos of children.
Arrangements for parent visitors	Parent visitors, including parent governors, will always be accompanied by a member of staff unless they have undergone the checks appropriate for them to be a parent volunteer.
Arrangements for vetting visiting speakers	Members of staff should always complete the DRET Visiting Speaker approval form.

	The business manager will check all relevant DBS paperwork and go through the academy safeguarding procedures.
Social contact outside the academy such as through sport club membership	Members of staff should report to the Principal any instances where they belong to sport/music / community groups also attended by pupils/former pupils at the academy.
Social contact with former pupils	Members of staff should not have individual social contact with former pupils until the pupil has achieved the age of 21.
Use of staff cars	Staff must not transport pupils in their cars for any reason.
Physical contact	Physical contact should be kept to a minimum. If a child was upset or distressed a member of staff may give the child a hug if they have given their consent and we deem this appropriate also when other staff are present.
One to one situations	Where staff are in a one to one situation with a child they should be visible to classrooms or corridors via windows or open doors.
Gifts giving and receiving	Any gifts over £10 that are received are logged on a gifts and hospitality declaration form and passed to the senior administrator
Dealing with pupil infatuation	Members of staff should report all concerns about pupil infatuation to the DSL immediately
Conversational boundaries and appropriate language	Staff must model respectful behaviour and language to children at all times. Staff must always remain professional with children.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CONTEXTUAL SAFEGUARDING: WELFARE RISK ASSESSMENT

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

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

Identify the hazard ***The potential source of harm to pupils***	**Groups of pupils that might be harmed as a result of the hazard**	**Evaluate the risk** ***The likelihood that the child will be harmed***	**Control measures** ***Procedures and practices in place to mitigate this risk***	**Routine evaluation**
Busy road alongside school, traffic in the car park	**All pupils**	**Likely**	**Caretaker present in the carpark at the beginning of the school day. Traffic cones placed along the double yellow lines near the zebra crossing to stop cars parking. Reminders sent to parents/carers regarding safe parking/driving around the school site. Traffic enforcement and PCSO presence.**	**Termly**
Those who are experiencing neglect	Children with parents with poor mental health. Families living in poverty.	Moderate	Safeguarding team have identified children and families who we are aware of and are supporting them. Regular training on neglect Use of the neglect toolkit Regular safeguarding logs of evidence	Ongoing
Children playing out after school in the local area	All pupils	Likely	Jigsaw programme which teaches pupils how to stay safe. IMPS programme for	Termly

			Year 6 teaches pupils how to reduce risk to themselves an deal with emergencies.	
Children becoming involved in anti-social behaviour	All pupils	possible	Close relationship with local PCSO team to develop trust between pupils and Police. Planned sessions with PCSO to increase awareness and personal responsibility/liability	Annually
Children becoming victims of CCE. Children being used as 'joeys'	KS2 pupils	Possible	Drug and alcohol awareness sessions planned with KS2. PCSO coming into school to work with the pupils to increase positive connotations with police. Not In Our Community and VEMT sessions with Y5/6	Annually
Risk of drowning in the drain which runs alongside the school	All pupils	Likely	Assemblies focussing on water dangers held both by school and the RLSS. Staff monitor the area, as and when available. Regular MCAS messages and reminders sent in the newsletter to parents regarding the dangers and the need for supervision.	Annually
Lack of appropriate supervision at home or when playing outside of the home.	All pupils	Likely	Clear attendance procedures and home visits for children who are not attending. Clear boundaries at	Termly

			school, developing an understanding of right and wrong. Opportunities throughout the curriculum to learn about personal safety and 'clever never goes'	
Impact of poverty - **lack of food** - **inappropriate clothing, housing** - **poor hygiene** - **poor health**	Children from low income families. Children to the country Asylum seekers/refugees	Likely	Signposting families to support services: food banks, etc 'Swap Shop' for clothes and uniform in school Support with applying for FSM Ensure equality of access through the pupil premium funding.	Termly
Conflict in the community - Children may witness adults arguing (including domestic abuse in the home) impacting on their sense of safety.	All pupils	High	Regular communication with families. Support offered through Early Help. Sign posting. Clear attendance procedures and home visits for children who are not attending	Termly Case reviews often prompted after operation encompass notifications
Witnessing substance misuse (drugs and alcohol) - May be inappropriately supervised at the time – could get hurt **-May be exposed to inappropriate adults** **-Unhealthy lifestyle being modelled**	All pupils	High	Clear attendance procedures and home visits for children who are not attending. Communication with services involved with families. Jigsaw sessions	Termly

Emotional impact of seeing parent/carer using drugs				
Children whose parents are experiencing poor mental health	All pupils	High	Regular check ins with children from known families and signpost to appropriate services	Termly
Gaming - **cyberbullying** - **risk of grooming** - **viewing inappropriate content** - **radicalisation involved in cyber crime** - **inappropriate chatrooms**	All pupils with access to a device	High	Online safety newsletter sent monthly to parents from Knowsley City Learning Centre. MCAS/Dojo messages sent when incidents arise	Termly
Stairs	All pupils	low	Handrails in place at two levels. Regular reminders to children to walk one behind the other. Staff to oversee transition times.	Daily

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 01482 688118	Local Food bank – Unity in the Community 011482 852292	LA supporting families programme (EHASH) 01482 448879	Commercial community fund such as B&Q B&Q Foundation
Shelter Help with homelessness | Hull	Healthy living team 01482 247111	Holiday meal vouchers admin@ endikeprimary.co.uk Free school meals | Hull	LA energy and money saving programme Hull Council Government Grants | Free UK Energy	Church groups

			Grants Warm Homes Funding	
YMCA Humber 01472 403020	School nurse 01482 226634 (CHCP)			Life skills hub Life Skills Hub
	MHST hullccg.schoollinks@nhs.net 01482 344700			Healthy Holidays Hull Homepage – Healthy Holidays Hull

ALL STAFF MUST READ THE FOLLOWING DRET POLICIES:

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