

Safeguarding and child protection policy – appendix

Tuxford Academy

September 2023

Contents

1	Academy statement	3
2	Safeguarding personnel / key contacts	3
3	Responsibility for implementing the safeguarding policy in the academy.....	4
4	Working with parents / carers	4
5	Curriculum – safeguarding	5
6	Child-on-child sexual harassment and sexual violence	5
7	Local contextual safeguarding.....	6
8	Working with agencies	6
9	Additionally vulnerable children.....	6

1 Academy statement

We follow all aspects of statutory safeguarding guidance outlined in the Trust policy

<https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2018/10/Safeguarding-and-Child-Protection.pdf>

1.1 Tuxford Academy recognise the trusts vision: To inspire. To raise aspirations. To create brighter tomorrows and embed the values: We empower. We respect. We care. These are underpinned by the academy ethos, excellence through teamwork.

Safeguarding and promoting the welfare of children is paramount. Everyone who comes into contact with children within the academy has a role to play. We understand that all children may not be ready to tell someone of safeguarding concerns. However, all staff have professional curiosity and will speak to safeguarding leads if they have any concerns to report. In order to fulfil this responsibility effectively a child centred approach is adopted by all.

2 Safeguarding personnel / key contacts

Staff contacts

2.1 Local academy committee

Link governor Doreen Hollingsworth

2.2 Principal

Jon Hardy

2.3 Executive Principal

Dave Vernon

2.4 Designated Safeguarding Lead

Anna Leathem-Pugh

2.5 Deputy Designated Safeguarding lead

- Kerry Nichol
- Mandy Johnson
- Pauline Hicks
- Laura Dickinson
- Shane Mayfield
- Scott Thompson

2.6 Designated Teacher for Children Looked After

Anna Leathem-Pugh

2.7 Children Looked After contact

Laura Dickinson

2.8 Mental Health Lead

Anna Leathem-Pugh

2.9 Well-Being Lead

Rebecca Robertson

2.10 Academy Counsellor

Sue Bennington

2.11 Online Safety Lead

Anna Leathem-Pugh

3 Responsibility for implementing the safeguarding policy in the academy

3.1 The local academy committee, delegate responsibility for day-to-day operational safeguarding to the Principal, wider leadership team and the designated safeguarding lead at Tuxford Academy. Responsibilities are outlined in the [Diverse Academies Safeguarding and Child Protection Policy](#)

4 Working with parents / carers

4.1 Tuxford Academy strongly believe the importance of effective parental engagement. Parents and carers are kept informed and supported in keeping their children safe through Weduc, Class Charts and individual meetings with member of staff where necessary. Parents and carers are invited to join Parent Steering Group. The purpose is to gain parental views and feedback on academy practice.

Tuxford Academy will always discuss concerns with parents/carers unless to do so would:

- Place the child at risk of significant harm or further risk of significant harm
- Place a vulnerable adult at risk of harm
- Compromise any enquiries that need to be undertaken by children's social care or the police.

5 Curriculum – safeguarding

5.1 Schools and colleges play a crucial role in preventative education. Tuxford Academy has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These are underpinned by the academy behaviour policy and pastoral support system, as well as by a planned programme of evidence-based Global Awareness lessons and Core College Time programme, which is delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme is fully inclusive and developed to be age and stage of development appropriate. For further information can be found in our Relationships and Sex Education <https://www.tuxford-ac.org.uk/wp-content/uploads/sites/4/2021/03/Relationships-and-sex-education-academy-appendix.pdf>

5.2 It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school approach to online safety empowers the academy to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. Further information on protecting our children from harm is outlined on our website <https://www.tuxford-ac.org.uk/wp-content/uploads/sites/4/2021/03/Online-safety-academy-appendix.pdf>
<https://www.tuxford-ac.org.uk/wp-content/uploads/sites/4/2021/09/Mobile-Phone-Policy.pdf>

5.3 A positive safeguarding culture is embedded, ensuring our students have opportunities to seek out support and take advantage of the outstanding offer that we facilitate. There is a team of mental health first aiders and school counsellors within the academy, supported by CAMHs and MHST. Staff have been trained in mental health via National College and are aware that 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.

6 Child-on-child abuse, including sexual harassment and sexual violence

In addition to the Trust policy guidance:

6.1 If a child experiences child-on-child abuse, including sexual abuse or there are concerns a child might be displaying harmful sexual behaviour (HSB), the academy Designated Safeguarding Lead is informed, and appropriate action is taken. Within our annual safeguarding refresher training, reference to this type of abuse is highlighted and staff are required to respond promptly to any concerns relating to sexual harassment and sexual violence by recording it on my concern and notifying the DSL. Throughout our curriculum we teach students about appropriate behaviour and consent.

6.2 Student voice

We ensure that students know they can talk to any staff about any worries, problems or concerns. Student conversations are held at least every half term to discuss to discuss academy life, areas for improvement and potential change. Students have access to logging concerns via My Concern and these are accessed by the DSL.

6.3 Support

Tuxford Academy have a zero-tolerance approach to child-on-child abuse, including sexual harassment and sexual violence. Hence all staff challenge any form of derogatory or sexualised language or behaviour and never pass it off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys. Staff are trained to recognise and understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy appendix.

6.4 The curriculum

Tuxford Academy considers how students may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This includes covering relevant issues through the Global Awareness and Core College Time curriculum. Tuxford Academy regularly analyses My Concern data to inform curriculum plans. Throughout the curriculum numerous opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being are provided throughout the curriculum. Therefore, Tuxford Academy have a focus on preventative education which is reflected in the whole-school approach to preparing students for life in modern Britain.

7 Local contextual safeguarding

7.1 Tuxford Academy staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children’s welfare and prevent concerns from escalating. Contextually the current focus for the academy is the wellbeing and mental health of all of our students with an increase being noted on anxiety, academic and socially emotionally. Staff both in school and outside agencies are working together to support our students.

8 Working with agencies

8.1 The academy works in partnership with many outside agencies to promote the safeguarding and wellbeing of all our students, continual contact with social care and early help team is in place for those in need. Networking meeting take place between local areas to ensure information is shared with other academies and agencies. There are strong links with the local Police, Mental Health Support Team and County Tackling Emerging Threats Team to name a few. Projects with Beth Shalom to tackle ‘breaking the cycle’ against any form of discrimination, are embedded.

9 Additionally vulnerable children

Tuxford Academy ensure that additional support is provided to support the most vulnerable students in our school.

9.1 Special educational needs or disability students

Children with special educational needs or disability can face additional safeguarding challenges. Staff in our Academy recognise that additional barriers can exist when recognising abuse and neglect in this group of children.

9.2 Counselling support

The counselling service is available to all students at Tuxford Academy. Students can bring any issue to counselling. The counsellor is trained to work with many of the issues that young people face today including anxiety, relationship problems and fears.

9.3 Children in Care

The most common reason for students becoming looked after is as a result of abuse and/or neglect. Therefore, Tuxford Academy have a designated member of staff who acts as an important role model and meets with students regularly to promote educational achievement.

9.4 LGBTQ+

Tuxford Academy believe that respect for ourselves and others is a fundamental right and responsibility of/for all. Inappropriate language or behaviour is challenged. It is the duty of all staff to ensure that every member of the community feels valued, irrespective of their sexual/gender orientation, race or religion. Diversity is celebrated and valued within Tuxford Academy. Tuxford Pride provides a safe and comfortable space for students who may be questioning their gender, sexuality or just want to show their support towards the community or their friends.

9.5 Young Carers

Tuxford Academy ensure that additional support is provided to support the most vulnerable students in our school.

This policy appendix is reviewed annually to reflect national guidance and local academy strategies to managing attendance.