

SAFEGUARDING PROCEDURE 2026/2027

Branston Locks Primary and Nursery School



Implementation: September 2026
Procedure owner: Kate Bryant
Next review date: September 2027

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1.Key Contacts

Role in school	Name	Date and level of safeguarding training
Headteacher	Kate Bryant	Level 3 05.11.2024
Designated Safeguarding Lead (DSL)	Kate Bryant	Level 3 05.11.2024
Deputy Designated Safeguarding Lead(s) (DDSL)	Ellen Collins	Level 3 20.01.2026
Nominated Governor for Safeguarding	Ros Ford	Essential safeguarding 25.11.2025
Chair of Governors	Jake Fellows	
Designated teacher for Looked After Children	Kate Bryant	Level 3 05.11.2024
Prevent Lead	Kate Bryant	Level 3 05.11.2024
Mental Health Lead	Kate Bryant	Senior Mental Health Lead 2025
SENDCo	Ellen Collins	Level 3 20.01.2026
PSHE Lead	Lauren Clarke	
Strategic Attendance Lead	Kate Bryant	Level 3 20.01.2026

2.Links to other procedures and agencies

This safeguarding procedure should be read in conjunction with all relevant Trust policies, school procedures and national statutory guidance. All staff are expected to familiarise themselves with these documents and apply them consistently in their day-to-day practice to ensure the safety and welfare of all children. The school operates within the safeguarding framework established by the John Taylor Multi Academy Trust (JTMAT) and follows current national and local safeguarding requirements.

JTMAT Policies and Procedures

This procedure should be read alongside the following Trust policies:

- JTMAT Safeguarding Policy: <https://jtmat.co.uk/privacy/policies/>
- JTMAT Attendance & Punctuality Policy: <https://jtmat.co.uk/privacy/policies/>
- JTMAT Behaviour Policy: <https://jtmat.co.uk/wp-content/uploads/2025/10/JTMAT-Behaviour-Policy.pdf>
- JTMAT Anti-Bullying Policy: <https://jtmat.co.uk/privacy/policies/>
- JTMAT Home Visits Policy (where applicable through Trust procedures)
- JTMAT Use of Reasonable Force / Restrictive Physical Intervention Procedure
- JTMAT SEND Policy
- JTMAT Whistleblowing Policy
- JTMAT Child-on-Child Abuse Procedures
- Staff Code of Conduct and Safer Recruitment Procedures

These policies support the school's safeguarding arrangements and provide additional guidance regarding attendance, behaviour, anti-bullying practice, home visits, restrictive interventions and the wider welfare of children.

Statutory Guidance

The school's safeguarding arrangements are underpinned by the following statutory guidance:

- **Keeping Children Safe in Education (KCSIE) 2026**
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- **Working Together to Improve School Attendance**
<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>
- **Working Together to Safeguard Children (2013)**
https://data.parliament.uk/DepositedPapers/Files/DEP2013-0534/Working_Together_20130321_FINAL.pdf
-

All staff must read and understand the safeguarding expectations and responsibilities set out within these national documents.

Local Safeguarding Partnerships and Guidance

The school works in partnership with local safeguarding agencies and follows local child protection procedures and guidance published by:

- Staffordshire Safeguarding Children Partnership
<https://www.staffsscp.org.uk>
- Derby and Derbyshire Safeguarding Children Partnership
<https://www.ddscp.org.uk>

Staff should access these websites regularly for local procedures, safeguarding updates, referral pathways and multi-agency guidance.

Additional Safeguarding Information and Updates

To ensure safeguarding practice remains current and informed by national developments, the school accesses and reviews information from a range of professional safeguarding sources. Additional safeguarding information is sought, received and disseminated through:

- ESAS (Entrust Education Safeguarding Advisory Service)
- NSPCC CASPAR safeguarding newsletters
- Andrew Hall Safeguarding Updates
- The Safeguarding Network
- National and local authority safeguarding briefings
-

Relevant updates from these sources are shared with staff through safeguarding briefings, training, newsletters, staff meetings and professional development opportunities. This ensures that staff remain informed about emerging safeguarding risks, changes in legislation, local safeguarding themes and national best practice.

The Designated Safeguarding Lead (DSL) is responsible for reviewing safeguarding updates and ensuring that any significant changes to guidance or emerging risks are communicated promptly to staff and incorporated into school procedures where appropriate

Other documents that are frequently used to support are:

- Transfer of records receipt form
- Lanyard procedures
- Branston Locks Safeguarding Flow Diagram
- Safeguarding postcards

The Wraparound club follows the same safeguarding procedures as the school and the following document is adhered to:

[After-school clubs, community activities and tuition: safeguarding guidance for providers](#)

3.Ethos and Culture

At Branston Locks Primary and Nursery School, we understand that safeguarding is everyone's responsibility and we adopt the approach that 'it could happen here.' We expect all staff, governors, volunteers, visitors and parents / carers to share our commitment to maintaining a safe environment and a culture of vigilance. Children know they have a voice and will be listened to without prejudice or judgement. We expect all staff and visitors to report any concerns they have, however small, to the DSL / DDSL and record it on MyConcern. We pay full regard to Keeping Children Safe in Education. Our safer recruitment systems and selection practice includes scrutinising candidates through references, online presence, previous employment history and DBS checks as well as medical examination, barred list checks, prohibition checks and whether they are known to social services. This information is gathered and maintained on the school's Single Central Record.

4.Safeguarding Training for Staff

The school is committed to ensuring that safeguarding remains at the forefront of all professional practice. Safeguarding training is viewed as an ongoing process rather than a one-off event, ensuring that all staff maintain up-to-date knowledge of current legislation, local safeguarding priorities, emerging risks and school-specific safeguarding concerns.

Core Safeguarding Training Requirements

All staff receive safeguarding and child protection training appropriate to their role. This includes:

- An **annual safeguarding update** which includes changes to Keeping Children Safe in Education 2026 (KCSIE), updates from Working Together to Safeguard Children, attendance guidance, local safeguarding partnership updates and emerging safeguarding themes.
- **Level 1 Safeguarding Training** for all staff as a minimum every three years, with refresher training provided sooner where required.
- **Safeguarding induction training** for all new staff, volunteers and regular visitors, completed as soon as possible following appointment and always within the first three months of employment.
- Regular, annual **Prevent Duty training**, ensuring staff understand the risks associated with radicalisation and extremism, understand local referral pathways and can identify indicators of vulnerability.
- Annual training and guidance relating to **Generative Artificial Intelligence (AI)**, including safeguarding risks associated with AI-generated content, online exploitation, misinformation, image generation, cyber safety and the appropriate use of AI within educational settings.
- Additional training on specific safeguarding themes including online safety, child-on-child abuse, sexual harassment, attendance concerns, domestic abuse, exploitation, mental health, contextual safeguarding and information sharing.

Contextual Safeguarding Updates

The Designated Safeguarding Lead (DSL) regularly reviews safeguarding trends within the school using safeguarding monitoring systems, including the **MyConcern Data Dashboard**, behaviour records, attendance information and local authority safeguarding intelligence.

This information is used to provide staff with contextual safeguarding updates so they understand:

- Current safeguarding themes and trends within the school.
- Emerging risks affecting pupils.
- Local and national safeguarding concerns.
- Vulnerable groups and identified barriers to reporting.
- Attendance and welfare patterns.
- Community issues that may impact pupils' safety and wellbeing.

Staff receive regular briefings regarding safeguarding priorities so that safeguarding practice remains responsive to the needs of the school community.

Ongoing Safeguarding Communication

Safeguarding updates are provided throughout the year to ensure that safeguarding remains a regular focus of professional discussion and practice.

Updates may be shared through:

- Staff meetings.

- Weekly and monthly staff briefings.
- Safeguarding bulletins.
- Emails from the DSL and Deputy DSLs.
- Trust communications.
- Professional development sessions.
- Staff briefings.
- Noticeboards and safeguarding displays.
- Safeguarding spotlights and case study discussions.

Information received through professional safeguarding networks and subscription services is routinely shared with staff. These include:

- ESAS (Entrust Education Safeguarding Advisory Service).
- NSPCC CASPAR newsletters.
- Andrew Hall Safeguarding Updates.
- The Safeguarding Network.
- Staffordshire and Derbyshire safeguarding partnership briefings.

Where significant developments occur nationally or locally, briefing sessions may be delivered immediately to ensure staff awareness and preparedness.

Escalation and Professional Challenge

The school recognises the importance of professional curiosity, professional challenge and effective escalation in safeguarding practice.

All staff receive training on:

- Internal safeguarding referral procedures.
- Reporting concerns to the DSL or Deputy DSL.
- Record keeping expectations.
- Use of safeguarding reporting systems.
- Information sharing responsibilities.
- Early Help procedures.
- Child Protection referral processes.
- Escalation procedures when concerns remain unresolved.
- Professional challenge and respectfully questioning decisions where there are safeguarding concerns.

Staff are trained to follow both school safeguarding procedures and the escalation procedures published by the Staffordshire Safeguarding Partnership. Staff are reminded that safeguarding

concerns should never be delayed due to uncertainty and that they have a responsibility to escalate concerns where they believe a child remains at risk.

Escalation procedures are revisited regularly through training sessions, case studies, safeguarding briefings and learning reviews to ensure that all staff understand how to seek further advice and intervention when required.

Whistleblowing and NSPCC Whistleblowing Advice Line

The school promotes a culture of openness and transparency where staff are encouraged to raise concerns regarding safeguarding practice.

All staff are made aware of:

- The JTMAT Whistleblowing Policy.
- Internal reporting routes.
- Allegations management procedures.
- The role of the Local Authority Designated Officer (LADO), where applicable.
- The **NSPCC Whistleblowing Advice Line**.

Awareness of the NSPCC Whistleblowing Advice Line is maintained through:

- Safeguarding induction training.
- Annual safeguarding updates.
- Staffroom safeguarding posters.
- Safeguarding noticeboards.
- Staff briefings and newsletters.

Staff are reminded that they can seek advice or raise concerns through the NSPCC Whistleblowing Advice Line if they feel unable to use internal reporting procedures or where concerns have not been appropriately addressed. The school actively promotes this as an important safeguarding safeguard and part of its commitment to maintaining a strong culture of vigilance and accountability.

6.Roles and Responsibilities of the DSL/DDSL

DSLs and DDSLs attend regular network meetings with other safeguarding colleagues across the JTMAT as well as the Staffordshire DSL briefings. They ensure that statutory guidance is read, understood and implemented accordingly.

Outside of term time, out of office signposting to SSCP is enabled and information is available on the school website too. When trips and visits occur, there is always a member of SLT (who are DSL and DDSL) on call.

Supervision of the DSL is carried out through an external provider on a monthly basis. During this meeting, the DSL is invited to spend time reflecting and problem solving as well

as being given the opportunity to discuss their concerns or worries about individual cases or the role of DSL. Names of families and children are never shared during this process.

The DSL/DDSL engages with the local community through locality meetings, mental health briefings and through the EPDO (Effective Practice Development Officer.)

7. Local Governing Body

The Governing Body plays a critical role in ensuring that safeguarding arrangements within the school are effective, compliant with statutory requirements and embedded within the culture of the school. Governors provide support, challenge and strategic oversight to assure themselves that safeguarding responsibilities are being discharged appropriately and that children remain safe.

All governors recognise that safeguarding is everyone's responsibility and are committed to fulfilling their statutory safeguarding duties. Governors regularly monitor safeguarding practice through a range of activities, including:

- Safeguarding Governor visits.
- Regular safeguarding reports from the Designated Safeguarding Lead (DSL).
- Headteacher reports.
- Analysis of safeguarding and attendance data.
- Review of safeguarding audits and action plans.
- Monitoring of policy implementation and compliance.
- Discussions with school leaders regarding safeguarding priorities, emerging risks and outcomes for vulnerable pupils.

The Governing Body receives regular safeguarding updates to enable governors to understand safeguarding trends within the school, local safeguarding priorities and any changes to legislation or statutory guidance. Governors use this information to provide appropriate challenge and support to school leaders and to satisfy themselves that safeguarding remains effective.

Governor Safeguarding Training

All governors receive safeguarding training appropriate to their role and responsibilities. This includes:

- Reading and understanding **Keeping Children Safe in Education 2026**, including the sections specifically directed at governing bodies and proprietors. Governors formally confirm that they have read and understood this guidance annually.
- Completion of safeguarding training for governors, including the **National Governance Association (NGA) Essential Safeguarding for Governors** training module.
- Regular safeguarding updates throughout the year.
- Additional training when significant legislative changes occur or when local safeguarding priorities are identified.
- Training relating to safer recruitment, online safety, Prevent, attendance and emerging safeguarding risks where appropriate.

Training records for governors are maintained and monitored to ensure compliance with statutory expectations.

Safer Recruitment and Suitability Checks for Governors

The school applies robust safeguarding and safer recruitment procedures to governors in the same way as it does for members of staff.

All governors are subject to appropriate safeguarding checks, including:

- Enhanced Disclosure and Barring Service (DBS) checks.
- Barred List checks.
- Identity verification.
- Eligibility and suitability checks as required by law.

Governors are recorded on the school's Single Central Record (SCR) and are expected to uphold the same safeguarding standards required of all adults working within the school.

Designated Safeguarding Governor

The Governing Body appoints a named **Safeguarding Governor** who takes specific responsibility for monitoring safeguarding arrangements on behalf of the governing body.

The Safeguarding Governor:

- Meets regularly with the Designated Safeguarding Lead.
- Undertakes focused safeguarding monitoring visits.
- Reviews safeguarding policies and procedures.
- Monitors progress against safeguarding action plans.
- Supports and challenges school leaders regarding safeguarding provision.
- Reports safeguarding findings to the Governing Body.
- Ensures safeguarding remains a standing agenda item within governance processes.

The Safeguarding Governor undertakes a **termly review of the Single Central Record (SCR)** to provide assurance that required safeguarding and safer recruitment checks are completed and accurately recorded.

Recruitment Monitoring

The Safeguarding Governor also plays an active role in promoting safer recruitment practices across the school. This includes:

- Regular monitoring of recruitment procedures.
- Reviewing compliance with safer recruitment requirements.
- Participating, where appropriate, in staff recruitment processes and interview panels.
- Providing assurance to the Governing Body that safer recruitment procedures are being consistently implemented.

Through safeguarding visits, monitoring activities, regular reporting and ongoing training, the Governing Body provides effective oversight and challenge to ensure that safeguarding remains a priority and that the school continues to meet its statutory duty to safeguard and promote the welfare of all pupils.

8. Working with Parents/Carers

At Branston Locks, parents / carers are kept up to date with Safeguarding through regular communications and signposting from school. This may be via Class Dojo, newsletter or in some cases, conversation and possible referrals to external agencies who can offer support.

Safeguarding procedures are shared with parents / carers when their child initially begins school and they are accessible via the school website. Should any changes be made, parents / carers are made aware using our communications systems.

9. Specific Safeguarding Risks Training

The school recognises that safeguarding is a broad and continually evolving area of practice. In addition to core safeguarding training, all staff and governors receive training and updates on specific safeguarding issues identified within the JTMAT Safeguarding Policy, Keeping Children Safe in Education 2026 and local safeguarding partnership guidance.

Training is planned to ensure that staff and governors are able to recognise, respond to and report concerns relating to specific vulnerabilities and safeguarding risks. Training may be delivered through whole-school safeguarding training, National College modules, online learning platforms, governor briefings, staff meetings, safeguarding bulletins and external professional development opportunities.

Specific safeguarding themes include, but are not limited to:

- Child-on-child abuse.
- Child sexual exploitation (CSE).
- Child criminal exploitation (CCE).
- County Lines.
- Online safety and cyber safety.
- Mental health and wellbeing.
- Domestic abuse.
- Serious violence.
- Attendance and children missing education.
- Preventing radicalisation and extremism.
- Harmful sexual behaviour.

- Sexual violence and sexual harassment.
- Contextual safeguarding.
- Honour-based abuse.
- Female Genital Mutilation (FGM).
- Forced marriage.
- Modern slavery and trafficking.
- Private fostering.
- Substance misuse.
- Homelessness.
- Children with SEND and additional vulnerabilities.
- Risks associated with Generative Artificial Intelligence (AI) and emerging technologies.

Nationally Recognised Training Resources

The school utilises recognised safeguarding training providers to ensure staff and governors receive high-quality and up-to-date safeguarding education.

This includes:

- **National College safeguarding modules** for specific safeguarding themes.
- National College training relating to **Female Genital Mutilation (FGM)**.
- National College training relating to **Forced Marriage**.
- Prevent Duty training and updates through **GOV.UK Prevent training resources**.
- Local authority and safeguarding partnership briefings.
- JTMAT safeguarding updates and professional development opportunities.
- ESAS safeguarding updates.
- NSPCC CASPAR resources.
- Andrew Hall safeguarding briefings and publications.

Where safeguarding concerns emerge locally or nationally, additional training may be commissioned and delivered to ensure staff remain informed and confident in recognising indicators of harm and responding appropriately.

Monitoring Understanding and Engagement

The school recognises that effective safeguarding training extends beyond attendance at training events. Leaders seek assurance that staff and governors have understood safeguarding expectations and can apply them in practice.

The Designated Safeguarding Lead (DSL) and school leaders identify any gaps in knowledge and arrange additional training, coaching or support where required.

The CPD Register provides evidence that staff and governors have accessed, completed and engaged with safeguarding training and enables the school to monitor compliance with statutory requirements and Trust expectations.

Through regular training, ongoing professional development and rigorous record keeping, the school ensures that all staff and governors maintain an appropriate level of safeguarding knowledge and remain alert to safeguarding concerns, emerging risks and their responsibilities for protecting children.

10.Site Security

At Branston Locks Primary and Nursery School, we provide a secure site, which is controlled by precise management directives.

All staff are vigilant and ensure that:

- Gates are kept closed during the school day; all visitors gain access through the main entrance.
- Visitors report to the main entrance. The following procedures are then followed:
 - If they provide a DBS number and 2 forms of ID, this is listed for the SCR and a green visitor lanyard is issued.
 - If they do not have a DBS, they are issued with a red visitor lanyard and should not be left unsupervised at any point. Should staff see someone with a red lanyard who is unsupervised, they must challenge the person and escort them back to the main office.
 - Staff wear their purple Branston Locks Staff lanyard at all times.
 - JTMAT central staff wear their silver lanyards at all times.
 - Visitors from other Trust schools must be asked to remove their school ID and wear a green lanyard -See Appendix C for Lanyard use
- On entry, visitors must sign in on the electric sign in system
- Supply staff must not be let in until all checks and assurances have been received from supply agencies
- All visitors will be handed a postcard listing Safeguarding procedures and indicating which DSLs are available on site.

- Parents / carers etc who are attending events will be asked to sign in on a sign in sheet and will only be allowed admittance via ticket so that numbers do not exceed fire regulations.
- Children will not be allowed to walk home alone.
- Parents / carers nominate 3 named people who may collect. They are also provided with a password should someone other than their usual person collect the child. Parents / carers are asked to inform school if this is going to be the case (see Appendix D)
- All empty classrooms should have closed windows and doors.
- Two members of staff are on duty at break time and there is a named first aider available.
- A health and safety learning walk is carried out regularly and risk assessments revisited at least termly.
- Fire evacuation plans including PEEPs are visible in every classroom.
- Medication (with the exception of epipens and inhalers) is kept in the medical room and is locked away. Should a member of staff be required to administer medicine, a record will be kept of the time, date and dosage of the medicine and must only be administered according to doctor's instructions. Non-prescribed medicines will not be administered in school.
- Inhalers and epipens will be kept in the classroom on a high peg or teacher's desk. They will be taken outside at playtime and lunchtime and for PE or on trips. Should a child need to take their inhaler, a record will be kept on a medical sheet.
- The risk assessment of the site security is managed by the Office Services manager and we have a clear system of risk assessments and review timescales of these.
- Safeguarding posters are present in each classroom and staff have taught the children who the safeguarding team are so that children and parents know who they can talk to. This poster is also visible from pick up and drop off points
- Mobile phones and cameras are not permitted for use on site, unless the parent / carer is photographing their own child at a time where permission has been given.
- Staff will not use their mobile phones in the presence of children and will never take photographs on their own devices – school issued devices have been provided for this reason and their usage is monitored using Securus.

11.Safeguarding Induction Checklist

Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.



**Branston
Locks**
Primary and Nursery School

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead (Kate Bryant) or Deputy Designated Safeguarding Lead (Ellen Collins).

Do not think that your worry is insignificant if it is about hygiene, appearance, or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the Designated Safeguarding Leads and provide them with a written/electronic record of your concern. A copy of the pink form to complete is attached to this and others can be obtained from the school office. Please ensure you complete all sections as described.

If you are unable to locate them, ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Head teacher. If an allegation is made about the Head teacher, you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer on (0300 111 8007).

The people you should talk to in school are listed in the School Safeguarding Procedures Document on Page 1.

12. Specific Safeguarding Risks

12.1 Domestic Abuse- Operation Encompass

We are an Operation Encompass school and act appropriately when we receive an alert to support the children in our school.

12.2 Mental Health and Wellbeing

The DSL is also the Senior Mental Health Lead and this person attends the SCC mental health leads meetings. The senior mental health lead is trained through Thrive and there is a mental health and well-being action plan in place.

There is a trained ELSA member of staff, who can offer support to children with their mental health. All staff are trained to be trauma informed and they use the zones of regulation in each classroom.

Children are taught about the importance of their mental health and wellbeing through their PSHE curriculum (Jigsaw.) There are also opportunities throughout the school year to attend enrichment activities that positively promote mindfulness, wellbeing and good mental health.

12.3 Online Safety

Please see the Mobile Phone procedures and the Online Safety Procedures available on the school website.

12.4 Radicalisation and Extremism

The name of the PREVENT Lead can be found on Page 3 of this protocol.

A Prevent Risk Assessment is updated annually and shared with staff.

The DSL acts as SPOC (single point of contact.)

12.5 Child on Child Abuse

Where there is a risk of Child-on-Child abuse, a risk assessment is produced. Children who find it difficult to communicate have a communication profile written by the class teacher and SENDCO. This is shared widely with all necessary staff and with parents / carers.

Positive Behaviour Plans are also written where appropriate and shared in the same way.

Where there are allegations of child on child abuse, this is taken seriously and investigated by the class teacher and / or the DSL. If appropriate, the children share a restorative justice conversation. Parents are always informed.

12.6 Children who are absent from education including Children Missing Education

The school recognises that regular school attendance is a fundamental safeguarding matter. Children who do not attend school regularly may be at increased risk of harm, abuse, neglect, exploitation, radicalisation, child criminal exploitation, child sexual exploitation, mental health difficulties and poor educational outcomes. Reduced attendance can also limit a school's ability to identify concerns, monitor wellbeing and provide timely support to children and families. The school therefore adopts a proactive approach to promoting excellent attendance and reducing barriers that may prevent children from attending school regularly. This approach is underpinned by the John Taylor Multi Academy Trust Attendance Policy and national attendance guidance.

Relevant Policies and Guidance

- **JTMAT Attendance Policy 2026**
<https://jtmat.co.uk/privacy/policies/>
- **Working Together to Improve School Attendance**
<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

Attendance is monitored closely by school leaders, safeguarding staff and governors. Concerns regarding attendance are identified and acted upon at the earliest opportunity to ensure that children receive the support they need to remain safe, engaged and successful in education.

Attendance Categories

The school monitors attendance in line with national expectations and recognises the following attendance categories:

Persistent Absence (PA)

A pupil is classified as **Persistently Absent** when their attendance falls below **90%** across the academic year. Persistent absence is recognised as a significant indicator of potential vulnerability and may require additional support, intervention and multi-agency working to address underlying causes.

Severe Absence (SA)

A pupil is classified as **Severely Absent** when their attendance falls below **50%**. Severe absence represents a significant safeguarding concern and often indicates that a child is missing substantial amounts of education. Children who are severely absent are at greater risk of harm and may require intensive support from both the school and external agencies.

Safeguarding Risks Associated with Poor Attendance

The school recognises that poor attendance may be an indicator of unmet need or wider safeguarding concerns. Children who experience persistent or severe absence may be at increased risk of:

- Neglect.
- Domestic abuse.
- Child criminal exploitation (CCE).
- Child sexual exploitation (CSE).
- County lines activity.
- Online exploitation.
- Radicalisation and extremism.
- Mental health difficulties.
- Substance misuse.
- Emotional wellbeing concerns.
- Social isolation.
- Missing education.
- Poor educational attainment and reduced life opportunities.

Attendance concerns are therefore considered within the school's wider safeguarding framework and may trigger additional monitoring, Early Help intervention, safeguarding discussions or referral to external agencies where appropriate.

Monitoring and Intervention

The school follows the principles set out in Working Together to Improve School Attendance and adopts a whole-school approach to attendance. Attendance data is reviewed regularly to identify emerging concerns, vulnerable groups and individual pupils who may require support.

Where attendance concerns are identified, actions may include:

- Early communication with parents and carers.
- Attendance meetings.
- Pastoral support.
- Early Help assessments.
- Multi-agency working.
- Attendance contracts and support plans.
- Home visits where appropriate.
- Referrals to external services.
- Safeguarding assessments where concerns indicate potential risk of harm.

The Designated Safeguarding Lead (DSL) works closely with attendance staff to ensure safeguarding and attendance information is considered holistically and that appropriate action is taken where attendance concerns may indicate that a child is vulnerable or at risk.

The Governing Body receives regular attendance reports and monitors attendance trends, including rates of persistent absence and severe absence, to assure itself that attendance procedures are effective and that children are being safeguarded through strong attendance practice

12.7 Child Sexual and Criminal Exploitation

The school recognises that children can be vulnerable to a range of exploitation risks, including **Child Criminal Exploitation (CCE)**, **Child Sexual Exploitation (CSE)**, county lines, trafficking and online exploitation. All staff receive training to recognise the indicators of exploitation and understand their responsibility to report concerns immediately to the Designated Safeguarding Lead (DSL).

The school adopts a contextual safeguarding approach and works closely with external agencies to identify and support children who may be at risk of exploitation. Concerns are managed in line with local safeguarding procedures and, where appropriate, risk assessment tools.

Staff should familiarise themselves with guidance provided by the Staffordshire Safeguarding Children Partnership, including the **Child Exploitation Risk Factor Matrix**, which supports professionals in identifying and assessing the level of risk to children. Further information can be found at:

- Staffordshire Safeguarding Children Partnership: <https://www.staffsscp.org.uk>
- Derby and Derbyshire Safeguarding Children Partnership: <https://www.ddscp.org.uk>

The DSL will work with Children's Social Care, Police and other relevant agencies to ensure children at risk of exploitation receive appropriate support and protection

12.8 Children who are missing from home or care

Should children abscond, following their return they will be offered time in school with a trusted adult to discuss what happened and why. The three houses approach or similar will be used to facilitate the conversation.

12.9 County Lines

The risk of County Lines with children N-Y2 is slim, however staff are trained to identify signs and know to report to the DSL. Further support can be sought from the JTMAT Director of Safeguarding, Andrea Packer.

12.10 – Domestic Abuse and Operation Encompass

See section regarding Operation Encompass. Domestic Abuse is treated very seriously. Parents / Carers are directed towards New Era and offered Early Help where appropriate. If the child is in immediate danger or at risk of harm, a referral will be made to Staffordshire Integrated Front Door.

12.11 – Elective Home Education

When there is a request for EHE (Elective Home Education), this will be considered alongside all safeguarding information held about the family. Further support will be sought from Staffordshire Home Education Team.

The Staffordshire County Council Home Education Team provides information and support for families considering or undertaking elective home education and can offer guidance on deregistration procedures, local authority responsibilities, and available support.

Further information is available on the Staffordshire County Council Home Education webpages or via email: electivehomeeducation@staffordshire.gov.uk

12.12 Drugs

There is a zero tolerance approach to drugs on the school site.

Where parent / carer substance abuse is suspected, the family will be referred to SFIFD as appropriate and in accordance with Staffordshire Safeguarding Framework.

12.13 – Fabricated or Induced Illness and Perplexing Presentations

All existing injuries are logged on MyConcern. Patterns of absence or low attendance are monitored and flagged to the DSL. In some cases, the parent / carer may be asked to attend a meeting with the DSL and the appropriate support sought from Family Hubs or through SFIFD as appropriate.

12.14 – Mental Health and Wellbeing

The DSL is also the Senior Mental Health Lead and this person attends the SCC mental health leads meetings. The senior mental health lead is trained through Thrive and there is a mental health and well-being action plan in place.

There is a trained ELSA member of staff, who can offer support to children with their mental health. All staff are trained to be trauma informed and they use the zones of regulation in each classroom.

12.15 – Online Safety

See the school website for links to parental carer support with online safety.

Online safety advice is given to parents weekly on the school newsletter, which is distributed via Class Dojo.

12.16 – Remote learning

Remote learning is accessed through password protected systems such as Spelling Shed, Numbots and Boom Reader. All systems are under the administration of the school and children are unable to interact with one another through these systems.

Teachers may also set work through Class Dojo, which is also password protected and accessible only by the child's parents / carers.

13.Opportunities to Teach Safeguarding

Children are taught about online safety through their Computing curriculum and through their PSHE programme (Jigsaw.) Each sequence of learning is tailored to be appropriate for the age and stage of the children accessing it.

Themed online safety weeks / days are also woven into the school year and online safety is also promoted through assembly. Preventative education is most effective in the context of a whole school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

14.Responsibilities of all Staff

All school staff are expected to:

- Recognise signs of abuse, neglect, exploitation, and mental health concerns.
- Respond appropriately to disclosures from children.
- Report concerns to the **Designated Safeguarding Lead (DSL)**.
- Maintain accurate records of concerns and actions taken
- Understand that safeguarding is everybody's responsibility.