COTTENHAM VILLAGE COLLEGE LOCAL GOVERNANCE COMMITTEE

Monday 25 September 2023

To be held from 5.30pm

At Cottenham Village College

Membership: C Webb (Chair); Z Andrews (Principal); V Ellaway-Barnard; V Cantrill; W Hall; P Ray;

K Tarlow; A Tyrrell.

In attendance: K Goudie; H McKeand; A Parker; P Winter; C Crisford

Clerk: Melanie Basson

This meeting will start at 5.30pm with a Safeguarding training session for Governors, delivered by CVC DSL, Helen Stearn. SLT are invited to join the meeting from 6.00pm.

	Summary of action required	By whom	Status
03.07.23 Item 5	Define Trust expectations of subject presentations and inform subject leaders.	Clerk	Autumn 1

Agenda

Item	Timings	Subject	Format
1	2 mins	Election of Chair	Oral item - Clerk
2	2 mins	Introduction and apologies	Oral item - Chair
3	5 mins	Committee Terms of Reference and Scheme of Delegation	Papers attached – Chair
4	2 mins	Annual declarations of interest	Oral item - Chair
5	5 mins	Minutes, action tracker and matters arising Minutes of last meeting on 3 July 2023	Papers attached (pp3-8) - Chair
6	40 mins	Principal's Update	Papers attached (pp9-47) - Principal
7	5 mins	Subject Presentations	Oral item - Chair
8	5 mins	School visits and risk	Oral item - Chair
9		Safeguarding • CVC 2023-24 Safeguarding policy (Astrea policy update) • Acceptable Use policy for students (update) • Fire Evacuation procedure (Astrea policy update) • Governor training	Papers attached – Chair (pp48-98) (pp99-101)
10	5 mins	Chairs update	Oral item - Chair
11	2 mins	Future agenda items and confirmation of forthcoming dates Date of next meeting: 20 November 2023	Oral item - Chair

12	2 mins	Any Other Business	Oral item - Chair

COTTENHAM VILLAGE COLLEGE

LOCAL GOVERNANCE COMMITTEE

HELD ON

MONDAY 3 JULY 2023

In conference through Microsoft Teams

MINUTES

Members Present:	Cerian Webb (Chair); Zoe Andrews (Principal); Vikki Cantrill; Vicky Ellaway-Barnard; Kate Tarlow; Andrea Tyrrell.
In Attendance:	Melanie Basson (Clerk) Kath Goudie; Hanan McKeand; Amelia Parker; Paddy Winter; Clive Crisford.

	Summary of action required	**By whom**	**Status**
22.05.23	Year 11 – Spring Mock Grades vs Projected Grades – GAP Analysis to be sent to the Clerk for circulation to the committee	AP Clerk	Complete
22.05.23	CVC Pupil Premium Strategy to be shared with the Clerk, to circulate to the committee	CC Clerk	Complete
22.05.23	Governors invited to complete the National College module: Guidance for Governors: Meeting Statutory Duties in Suspensions and Permanent Exclusions	All	Complete - CW
03.07.23 Item 5	Define Trust expectations of subject presentations and inform subject leaders.	Clerk	Autumn 1

1) Introductions and Apologies

Apologies for absence were received from Ms Myhill-Johnson and Mr Hall and these were accepted by the committee.

The Chair welcomed all attendees.

2) Declarations of interest

There were no declarations of interest for agenda items regarding this meeting.

3) Minutes, Action tracker and Matters Arising

The minutes of the last CVC LGC meeting held on 22 May 2023 were ratified electronically on 20 June 2023 and adopted by the committee.

Acknowledging the Report a concern anonymous option have been removed, the Chair questioned whether there has been any change in the number of concerns being reported.
Ms McKeand reported the number of concerns reported has remained the same, but students are reporting through their form tutors.

The committee reviewed matters arising and acknowledged progress of actions as detailed in the action tracker.

The committee adopted the minutes as a true and accurate record of the meeting.

4) Principal's Update

The Principal's Update was circulated to the committee in advance of the meeting. The update focussed on:
- Safeguarding
- Curriculum
- Teaching and Learning
- Behaviour and Culture
- Attendance
- Year 11 Maximising Achievement Update
- Review of Catch Up Programmes
- SEND Update
- Pupil Premium Update
- HR, Operations and Site Update
- Number on roll and projections update
- Transition Update
- Any other academy matters: to include enrichment and community

Student attendance at CVC is currently 91.3% for all students to date this academic year, above last year at 90.5%.

Safeguarding
Ms McKeand informed the committee CVC uses NetSupport DNA to monitor student online activity whilst using school devices. Staff are alerted when key words/phrases are used on school devices. Ms McKeand reported it is working really well and safeguarding staff can initiate support and inform parents/carers where appropriate. Awareness of key issues is tailored into the assemblies and communications.

Ms Cantrill enquired how parents/carers are made aware of mental health support organisations such as NESSie.
Ms McKeand confirmed all parents/carers and staff are informed of support organisation through CVC Newsletters.

The Chair questioned how CVC ensures the safety of students with serious medical conditions.
Ms Keand confirmed safety plans are in place for those who need it.

The Chair sought confirmation that CVC do not intend to enforce silent corridors
The Principal confirmed students are expected to move around the college in an orderly and quiet manner, but not in silence.

The Chair enquired whether the Trust is funding the financial cost of improving wall art around school, to promote positive behaviour in the corridors.
The Principal explained the cost of awareness posters would be funded from CVCs budget.

Curriculum

The Principal reported due to the evaluation of the extended day pilot in 2022/23, CVC will not be planning an extended day for 2023/24. However, CVC plans to continue to use Period 6 opportunities to add enrichment, clubs and additional study sessions for students to sign up to. CVC will continue to provide a bus to facilitate this.

The committee acknowledged CVC KS4 curriculum proposes students will drop from two to one PE session per week from September 2023.

Ms Ray questioned whether student sport clubs are held after school and/or during lunchtimes.
The Principal explained that clubs are held after school.

Ms Tarlow questioned what plans CVC has to offer opportunities for KS4 to take part in sporting activities in light that KS4 students have one less PE lesson.

The committee acknowledged students may choose not to participate in extracurricular sporting activities. The Principal informed the committee that KS4 student participation in after school clubs tends to drop due to levels of homework/workload and interests in clubs available.

The Chair sought confirmation that sporting activities offered to students outside core hours will include both individual and team sports.
The Principal explained feasible activities for KS4 is dependent on staffing, budget and interest from students. CVC plan to seek views of students in the autumn term through Student Voice session to ascertain what students are interested in participating in.

Ms Tarlow questioned whether directed time is allocated for staff to run after school clubs for students.
The Principal explained that where possible, some teaching allocation to show appreciation for additional clubs is planned within teachers directed hours. This is not allowed on a one to one ratio basis of hours.

Ms Cantrill sought clarification of the rationale of changes in KS3 curriculum proposal, where students will have one additional maths and PD lesson, and one less music and English lesson per fortnight.
The Principal explained the Trust objective is to increase PD lessons to two per fortnight from September 2023 for KS3 students, which CVC is aligned to. CVC has made changes to offer a broad and balanced curriculum in line with staff availability whilst suiting student needs.

<u>Ms Ellaway-Barnard questioned how CVC plan to communicate the curriculum plans to parents/carers.</u>
The Principal explained that minor tweaks to the curriculum model each term or year are not shared, but should there be a significant change, such as removal of a subject from a current programme, this is shared.

Astrea Reading Program

<u>With regard to the Trusts plan to implement the Astrea Reading Program, as circulated prior to the meeting, Ms Tarlow enquired how the timings of the school day will accommodate 25 minutes reading time per school day (Astrea Reads).</u>
The Principal explained that all other lessons have been reduced by five minutes to accommodate Astrea Reads, enabling the scheme to fit within a usual working week pattern.

<u>Noting that Ms Goudie and Ms Parker plan to attend the launch of Astrea Reading Program on 6 July 2023, Ms Tarlow questioned whether CVC have enough time to plan with only one week left until the end of term.</u>
The Principal explained the Astrea Reading Framework has been shared with academies, for their consideration and CVC will need to determine what action is required and when, once clarity is provided at the launch.

<u>The committee sought confirmation as to how the reading program will operate and communicated to staff and parents.</u>
The Principal reassured the committee that CVC should know more this week about the timeframe, resources and training requirements as to how the reading program will work and when it will be rolled out. CVC will communicate to stakeholders when appropriate.

<u>In relation to CVC student baseline reading assessments, Ms Ellaway-Barnard enquired whether the reading program is likely to have an impact on identifying support for lower ability/SEN students</u>
The Principal explained that CVC will continue to carry out new group reading tests (NGRT) annually for Year 7-10 students. With a view to identify students need for interventions e.g. Fresh Start for lower reading ages.

<u>With regard to the provision of books to support Astrea Reads programme, the committee questioned whether the books will include fiction/non-fiction literature.</u>
Ms Parker confirmed the reading list included one non-fiction book, with the rest being fiction and literary works.

<u>Noting CVC has around 180 students in each year group, the committee questioned when CVC expect to receive the books and how will this be funded.</u>
The Principal explained the list of books has been finalised by the Trust and will be resourced centrally, however if CVC choose alternative literature, this will be funded by CVC budget. The Principal confirmed that feeder primary schools have been contacted to obtain a list of books which year 7 pupils will have studied prior to attending CVC.

<u>Ms Cantrill enquired whether all students in each year group will read the same book at the same time and whether lower/higher ability readers will be grouped according to their reading age.</u>
The Principal explained the reading sessions are likely to be delivered in tutor groups to mixed ability students.

Ms Tarlow questioned whether students will be read to by the English department or tutors only.
The Principal explained class tutors will be delivering reading, with the support of SLT working with the National Lead for English, and Ms Myhill-Johnson.

Ms Cantrill questioned how success of the reading program will be measured and reviewed, bearing in mind the reading sessions take up two and a half lesson time a week.
The Principal reassured the committee that CVC should have these answers after the launch this week and be able to identify impact, review processes, audience, benefits and implementation schedule.

The Chair enquired whether staff are able to opt out of delivering the reading sessions, if they are reluctant to read literature aloud at speed to students.
The Principal reassured the committee CVC will need to consider what support and training is required for staff to enable them to deliver expectations of the reading program.

Noting the pilot of Sparx reading program, Ms Tarlow questioned whether CVC plan to introduce Sparx for setting and monitoring students English homework.
The Principal confirmed CVC plan to introduce the Sparx reader program. Students will have access through Sparx to a selection books, pitched at their individual reading age with set reading targets based on their reading ability. The Sparx program tracks student progress and makes adjustments accordingly to stretch and challenge through questions.

Behaviour and Culture

Ms Tarlow questioned whether CVC PP/SEND students suspension rates are higher than average.
Mr Crisford explained CVC suspension rates have increased in line with the national average. Although CVC SEN/PP student suspensions are currently higher, the trend is decreasing. CVC Suspension Reduction Plan continues to improve suspension rates and new ideas are in place for September to continue reducing rates.

Ms Cantrill enquired the status of the vacancy for CVC Reset Base Manager.
Mr Crisford explained CVC are interviewing for this post next week. The previous post holder remains at CVC, and has been promoted through the development program.

The Chair questioned whether CVC has reviewed student exam techniques and implemented changes to the way students prepare for examinations.
The Principal informed the committee CVC have access to previous exam scripts and use FFT subject analysis, when supporting students and planning the curriculum. Objectives are set and tracked, with a view to raising outcomes for each subject.

Noting CVC SEF/AIP, graded as Good across the board, the Chair enquired around CVC's aspirations to achieving an Outstanding grade.
The Principal informed the committee Richard Tutt, Director of Secondaries, has been invited to visit CVC in September 2023, to discuss objectives around CVC achieving an Outstanding grade.

The committee acknowledged the expectation of an Ofsted visit at CVC during the autumn term.

The committee acknowledged the national shortage of English teachers, and CVC vacancy has been advertised.

The Principal was thanked for their report.

5) Proposed subject presentation schedule 2023-24

The Principal was invited to consider inviting Heads of Departments to present an overview of their to the committee, by way of a schedule for 2023-24.

Action: Clerk to define Trust expectations of subject presentations and inform subject leaders.

6) School visits and risk

School Visits

Ms Ellaway-Barnard and the Chair visited CVC to meet Ms Chipps and Mr Crisford on 16 June 2023 with a focus on SEND. The report was shared with the committee and questions were invited.

Ms Ellaway-Barnard and the Chair were thanked for their report.

Ms Cantrill updated the committee regarding the encouraging level of interest in setting up a PTA.

7) Chairs update

The Chair informed the committee the next Astrea Chairs briefing is scheduled for the end of July 2023.

8) Future agenda items and confirmation of forthcoming dates

The date of the next meeting is scheduled to take place on **25 September 2023.**

The committee agreed and noted CVC LGC meeting dates for the next academic year, 2023-24.

- o 25 September 2023 (CVC)
- o 20 November 2023 (remote)
- o 29 January 2024 (remote)
- o 29 April 2024 (CVC)
- o 24 June 2024 (CVC)

9) Any Other Business

Attendees were thanked for their input and retired from the meeting.

The meeting finished at 7.45pm.

The LGC agreed the above to be a true and accurate record of the meeting on: 21 July 2023

Principal's Report

Autumn Term One

2023-2024

Cottenham Village College

Zoe Andrews

Contents

Safeguarding

Introduction and contextual Information about the school:

CVC is a fully inclusive 11-16 school with 879 students on roll. The contextual safeguarding concerns for the school continue to be self-harm, EBSA, vaping, and county lines.

Summary Update:

Provide summary details in the table below regarding actions, trends and significant cases.

	Update	Next Steps and Further Actions	Any Trust Actions
Summary of actions and progress made since the last safeguarding audit	Whole staff face to face safeguarding training on 4/09/23, including changes to KCSIE 2023. Safeguarding assembly for all year groups w/b 25/09/23 HOY8 and AHOY11 have completed their D/DSL training to help grow the safeguarding team. The filtering and monitoring system is in place and is working well.	Staff are completing the annual safeguarding certificate on National College.	
Trends in School	Self-harm EBSA Vaping	DSL attending LA training. Pastoral support and counselling PHSE curriculum/staff training in T and L	
Summary of referrals made	-		
Ofsted Qualifying Complaints	-		

Welfare Profile:

Please complete the table below regarding children at risk. Please complete with data and do not identify students by name.

Children at risk and children in need:	Current	Previous Report (Summer HT2)	This term last year
Number and % of PP	167 – 19%	152 – 17.18 %	140 – 15.86%
Number and % of LAC	4 - 0.46%	5 - 0.56%	3 – 0.34%
Number and % of young carers	6 – 0.68%	4 - 0.45%	
Number and % of students privately fostered	0	0	0
Number and % of students with CP plan	0	1 - 0.11 %	
Number and % of CIN	4 – 0.46%	2 - 0.23%	2 - 0.23%
Referrals made for early help	1	4	9
Family support assessments conducted	0	0	
Proportion meeting threshold	0	0	
CP meetings attended	0	0	
Number and % of students with an EHCP	33 – 3.75%	46 – 5.20 %	46 – 5.20 %
Number and % of students with serious medical conditions	25 – 2.84%	24 – 2.70%	24 – 2.70%

Number and % of students receiving external support: CAMHS	3	3- .34%	
Number and % of students receiving external support: behaviour support	4	4 -.45%	
Number and % of students receiving external support: S and L	0	0	
Referrals to Channel	0	0	

The increase in proportion of PP students, is due to the number of Y7 joining the school on FSM (29) or non-FSM (9) with a total of 38 students, which is slightly higher than the outgoing year 11 from summer 2023. A profile across the school is shown below. If students are not entitled to FSM, they may be in receipt of PP funding as they used to be eligible (within 6 years) or they have a parent in the armed services within the last 5 years. At CVC we have 16 services children across the year groups, with between 1-4 pupils per year group.

Year group	Total number of PP pupils	Pupils with FSM
7	38	29
8	34	27
9	33	24
10	37	28
11	25	21

SCR Scrutiny:

SCR check took place on Tuesday 19th September with the LGC Chair, Cerian Webb, as part of a safeguarding visit.

Statutory Requirements:

Provide details in the table below of all updated training for key safeguarding staff. Examples to include Positive handling/Team Teach, Safer Recruitment, Prevent etc.

Type of training	Date	Number of Attendees	Provider
Safeguarding training	4/9/2023	All staff in school	DSL
National college safeguarding	5/9/2023	All staff online	National college
Advanced cert in safeguarding nat. college	5/9/2023	10 DSL/DDSL	National College

Bullying:

At time of writing the numbers are correct, there are some under investigation.

Aspect	Current number of incidents	Previous report	This time last year
All Bullying Incidents	0	6	2
Racist Incidents	0	1	4
Cyber Bullying	0	0	0
Homophobic Bullying	0	1	1
Transphobic Bullying	0	0	0

Analysis and Next Steps
• **<u>Anti-Bullying Week 2023: The theme this year will be: Make A Noise About Bullying</u>** • We will again be asking students to become antibullying ambassadors training by the Diana Award • Astrea – It Stops Now, programme to be developed and launched later this half-term

Sexual Harassment:

Aspect	Current number of incidents	Previous report	This time last year	Current number of pupils on a risk assessment
All Sexual Harassment Incidents:	0	1 current investigation of a historic incident disclosed this term		
Verbal:	0	0		
Physical:	0	1		

Analysis and Next Steps
At this stage in the year, we have only had 8 days of term time. We have had assemblies to raise the importance of reporting unkind behaviours with the emphasis that every member of CVC is responsible for the culture. We will continue to monitor closely, responding rapidly to any concerns raised.

## Examination Outcomes 2023: analysis and review

Include:

Summary of key KS4 measures (compared to previous years):

OUTCOMES	2019	2020	2021	2022	2023
ALL					
P8	+0.34			+0.46	+0.29*
A8	52.69	55.57	55.11	57.88	52.12
4+ EM	73%	80%	79%	86%	80.1%
5+ EM	58%	60%	58%	71%	62.5%
EBacc entries	33%	29%	43%	60%	50%
PP	(21 students)	(17 students)	(31 students)	(27 students)	(21 students)
P8	-0.27			-0.31	*
A8	30.02	36.92	35.24	39.88	36.55
4+ EM	29%	51.6	47.1	54%	52.4%

5+ EM	10%	19.4	23.5	32%	47.6%
EBacc entries	5%	32.3	23.5	29%	23.80%
SEND	(8 students)	(10 students)	(8 students)	(14 students)	(21 students)
P8	-0.64			-0.03	*
A8	22.47	35.50	37.8	28.00	24.86
4+ EM	13%	37.5	40	21.4%	33.3%
5+ EM	13%	25.0	10	14.3%	33.3%
EBacc entries	0%	25.0	10	21.4%	14.3%

*Please note: Progress 8 scores for 2023 will not be calculated and released until early October – the figures in the table above are from a provisional estimate calculated by SISRA (software programme that provides data capture and analysis)

Key headlines:
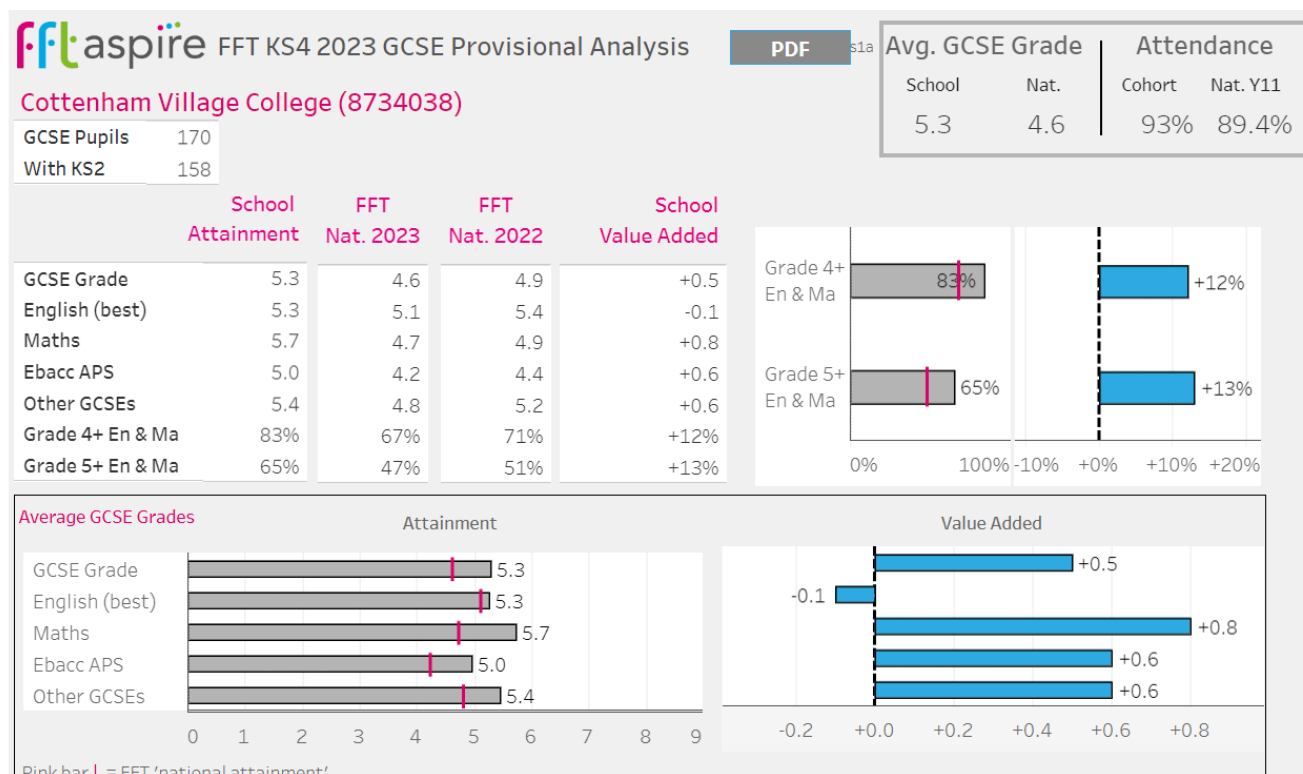
- The school has made significant progress since 2019 – in most of the headline measures. School attainment is above the national average (5.2 vs 4.6).
- The data for this year group includes several students on alternative provision, who did not complete any GCSEs. Overall, there were 12 students on AP in Year 11 – some taking no GCSEs and some taking a significantly reduced number of GCSE qualifications. This was a legacy issue and is the last year 11 to have a larger number of AP students off-site. Off-site provision meant we had little to no input in the students' learning over the course of KS4 (or

earlier, depending on when they had been placed onto alternative provision under previous AP leadership – the legacy issue).

- Maths scores seem very strong in comparison to other local schools, one of the highest in the LA. FFT also indicate P8 is very high (+0.8).
- CVC has attainment basics higher than local competing outstanding secondary schools (Impington, Swavesey, Comberton) who usually have higher attainment than CVC.
- FFT currently estimate our progress 8 to be around +0.5 and Sisra +0.29, data to be published later this month. FFT figures remove the AP students who did not sit GCSEs, so P8 is likely to be similar to 2019 overall (dependent on reviews of marking!).
- EBacc entries are above the national average.
- Progress between boys and girls is similar, with girls slightly higher (+0.6 vs +0.4).
- Progress across ability profiles shows the highest progress in lower KS2 attainment (+0.8) then middle (+0.5) then higher (+0.3). This does not match previous years where there has been a more even distribution and therefore a focus in 23/24 needs to be the 9-7 grades at CVC.
- FSM6 students achieved in line with non-FSM peers in terms of progress (+0.3 vs +0.5).

All key student group performance (including PP/FSM6 and SEND):

| Pupil groups	Pupils	Average GCSE Grade	Average GCSE Value Added	English (best) Grade	English Value Added	Maths Grade	Maths VA	Attendance
All Pupils	170	5.3	+0.5	5.3	-0.1	5.7	● +0.8	● 93%
Female	76	5.8	● +0.6	5.8	0.0	5.8	● +0.9	● 93%
Male	94	4.9	+0.4	4.8	-0.1	5.6	● +0.7	● 93%
Higher	53	6.6	+0.3	6.3	-0.4	7.3	● +0.7	92%
Middle	80	5.1	● +0.5	5.2	+0.1	5.4	● +0.8	● 94%
Lower	25	3.6	● +0.8	3.6	+0.2	3.8	● +1.1	● 89%
FSM6	18	4.1	+0.3	4.1	0.0	4.8	● +0.7	● 90%
Not FSM6	152	5.4	● +0.5	5.4	-0.1	5.8	● +0.8	● 93%
EHCP	10	4.4	-0.3	3.9	● -1.2	5.0	+0.2	● 85%
Support	7	2.2	● -0.5	2.4	● -0.9	2.6	0.0	● 81%
Not SEN	153	5.5	● +0.6	5.5	+0.1	5.9	● +0.9	● 93%
Autumn	61	5.3	+0.4	5.2	-0.2	5.7	● +0.7	90%
Spring	53	5.3	+0.5	5.2	-0.1	5.8	● +0.9	● 95%
Summer	56	5.3	● +0.6	5.3	0.0	5.7	● +0.8	● 93%

- As in 2019, there is a gap in attainment between non-SEND and SEND students, and between non-PP or non-FSM6 and PP or FSM6 students.
- The current estimates from FFT place the P8 score for these groups as either on a par, or a slight improvement from the scores in 2019; however, where scores are negative or there is a significant gap, this is an area of focus for the college as we continue to make inclusion for all students a central principle and objective for our Academy Improvement Plan (AIP).

Summary of subject performance:

- Maths, science, RE results are strong. The national trend shows the distribution of grades at CVC is higher than both national and similar centres (see graphs below).
- Science in mixed ability teaching was strong in all areas.
- Progress 8 indicators for maths, Ebacc and open buckets look strongly positive (FFT estimates +0.6 – +0.8)

- However, the English bucket appears to be slightly negative, skewing results significantly (FFT estimates –0.1). This will be an area of focus this academic year. SEN was also a notable issue in English. It is worth noting that there has been a certain level of 'noise' in the English subject community regarding the quality of the exam marking in English (some scripts have been found to have not been fully marked, for example and reviews of marking have been successful with some significant changes in grades). **However,** English still needs sharp focus and monitoring this year.
- In addition, history is an EBacc subject which has new leadership and delivered a new specification for the first time last academic year. A focus on supporting the new subject leader in role through line management will be central to targeting results in this subject as well.
- There are also some subjects in the open bucket which would benefit from support and guidance to target an upward trend in results.
- After some disappointing results last year, both DT and Food technology have made significant improvements with their results, both achieving positive outcomes after negative P8 last year.
- French and Spanish saw lower attainment to previous years due to different cohorts entering the exam from previous years.
- As a school our overall 9-7 grades dipped in line with national averages.

FULL COURSE Mathematics - awards
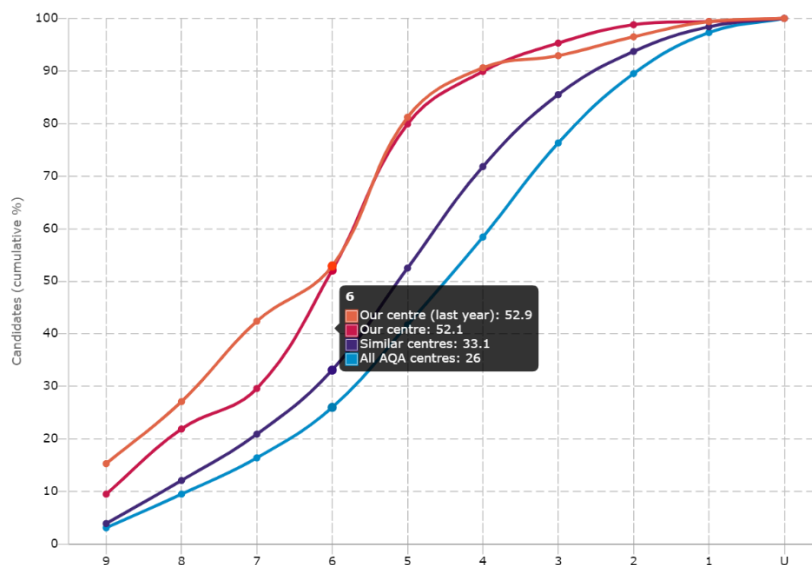
	Centre	Total Candidates
	Our centre Last Year	170
	Our centre	169
	Similar centres by classification	92731
	All AQA centres	196792

DOUBLE AWARD COURSE Science – awards
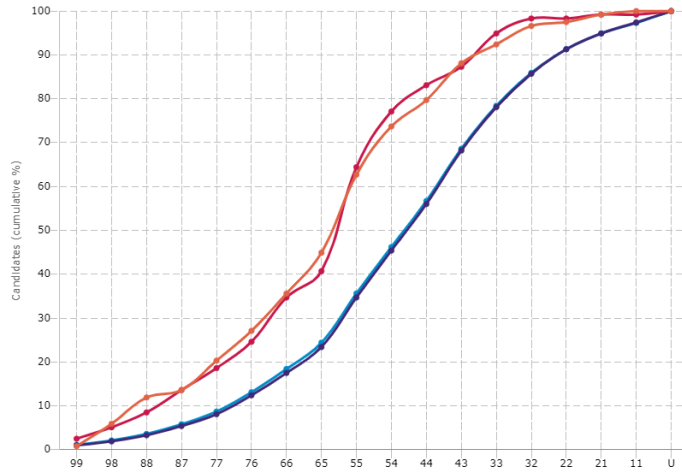
Centre	Total Candidates
Our centre Last Year	118
Our centre	118
Similar centres by classification	214116
All AQA centres	360552

FULL COURSE Religious Studies – awards
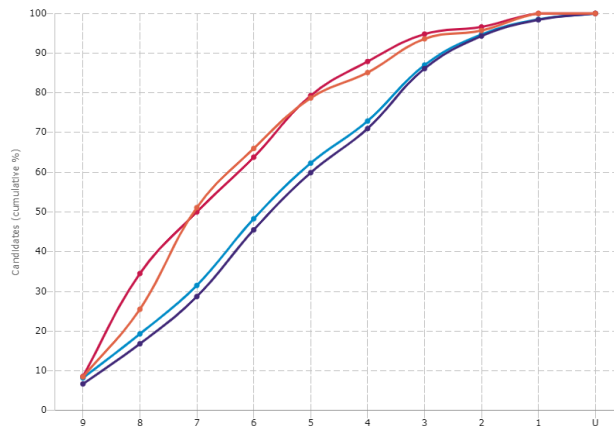
Centre	Total Candidates
Our centre Last Year	47
Our centre	58
Similar centres by classification	66571
All AQA centres	125275

- Subject areas that need further support and monitoring have been identified.
- The weaknesses have been investigated and appear to be across the board, rather than limited to specific teaching groups or certain groups of students.
- However, in English, we note a particular issue with grades 9-7 (see graph below). We will work with the examination boards, look at more staff becoming incentivised to be examiners, use the Astrea national leads to ensure that there is a strong knowledge of teaching exam technique throughout year 11.

FULL COURSE English – awards
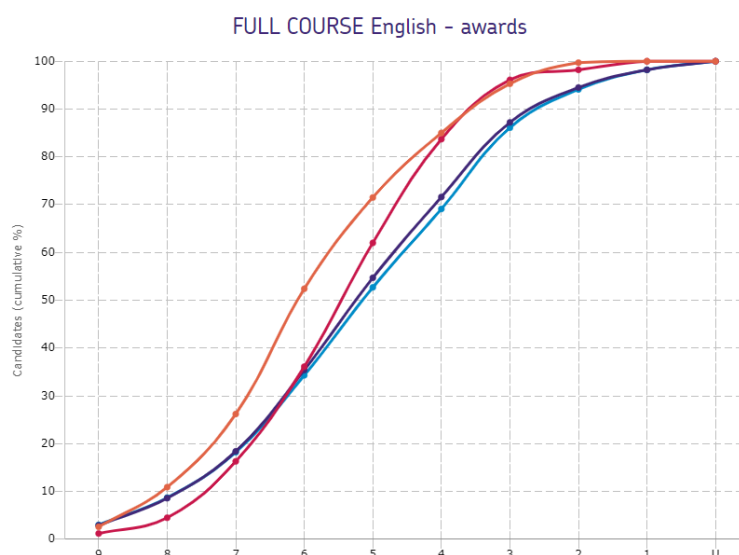
	Centre	Total Candidates
	Our centre Last Year	340
	Our centre	332
	Similar centres by classification	589652
	All AQA centres	1054613

Next steps and actions:

- Get full reviews of marking for any borderline or unusual results in all subjects. These have been submitted and we await the outcomes of these reviews. Priorities for submitting were maths and English Language and English Literature. The subjects with a significantly higher number of reviews/students 1 or 2 marks away from the next grade up or with unexpectedly low grades were English Language (36 students' papers submitted for review) and English Literature (25 students' papers submitted for review)
- Heads of subject are doing a full analysis of their subject areas to look at questions and papers that may have been problematic. We will utilise this information with SLT line managers to review the curriculum sequencing and resourcing.
- SLT will review the CVC curriculum offer for future GCSEs and are likely to consider reducing the curriculum offer to 3 options to allow sufficient curriculum time for the core subjects. With a decreasing entry profile year on year (KS2 scores are going down each year group) we need to ensure the curriculum on offer works well for our learners to access post-16 education.
- Build a profile of staff examiners by incentivising (work with RD to find effective approaches).
- Relentless focus on outcomes with strong monitoring with all of SLT involved, every lesson, every day. ZA/AP to lead on maximising achievement in the year group.
- Continue to visit other successful schools by identifying those who have a P8 in English of approx +0.8-1.0 to learn from their sequencing and assessment.
- 9-7 grades need to be a priority area to review, ensuring every subject area knows what is required to reach a grade 9. Where this has not been achieved, utilising the Astrea and CCC networks to work with other subject specialists to gain deeper understanding of what is needed.

Year 11 Maximising Achievement Plan

Provide an analysis of your Year 10 (11) summer mock exam data.

Summary of key KS4 measures 2022 (compared to previous years):

Indicator	2023 Cohort (Year 10 MOCKS) *Cottenham*	2024 Cohort (Year 10 Summer MOCKS) *Cottenham*
Total no. of Students in the Cohort	176	179
KS2 Prior	106.0	105.5
Attainment 8	45.86	42.51
Progress 8	-0.72	-0.78
English Progress	-1.18	-0.75
Maths Progress	-0.85	-2.46
EBACC Progress	-0.41	0.37
Open Progress	-0.84	-0.84
Students Achieving 9-5 in English and Maths	39.8%	12.3%
Students Achieving 9-5 in English (Best of)	54.0%	55.3%
Students Achieving 9-5 in Maths	54.0%	15.6%
Students Achieving 9-4 in English and Maths	62.5%	39.7%
Students Achieving 9-4 in English (Best of)	73.3%	69.8%
Students Achieving 9-4 in Maths	69.9%	43.6%
Students Achieving 9-7 in English and Maths	5.1%	0.0%
Students Achieving 9-7 in English (Best of)	13.6%	20.1%
Students Achieving 9-7 in Maths	15.9%	2.2%
Students entered for the E-BACC	48.3%	45.8%
Students Achieving the E-BACC (4+)	27.8%	12.8%
Students Achieving the E-BACC (5+)	11.4%	3.9%
E-BACC APS	4.18	4.07

Key headlines:
- The cohort has lower KS2 PA.
- The data for this year group shows attainment is lower than the previous Y11, which is in line with the KS2 PA scores.
- The mock results and data appear to indicate that English results are stronger than the previous year and that maths are weaker. However, due to the restrictions around the ways that the mocks had to be carried out there are questions around the reliability of this data that are currently being investigated by the heads of subject. The English papers last year are not comparable to this year for Y10 mock papers which may be part of the issue.
- The comparison between English and maths is very different last year in comparison to this year and would indicate issues within the maths scores.
- The basics measures indicate a significantly lower proportion of students are in line to achieve grades 9-5 in the basics and 9-4 in the basics.
- There appear to be improvements in the proportion of students achieving grades 9-7 in English but a decline in maths. Some further triangulation of this data will be carried out over the autumn term. This is one of the school priority areas and contradicts the findings of the summer 2023 GCSE results.
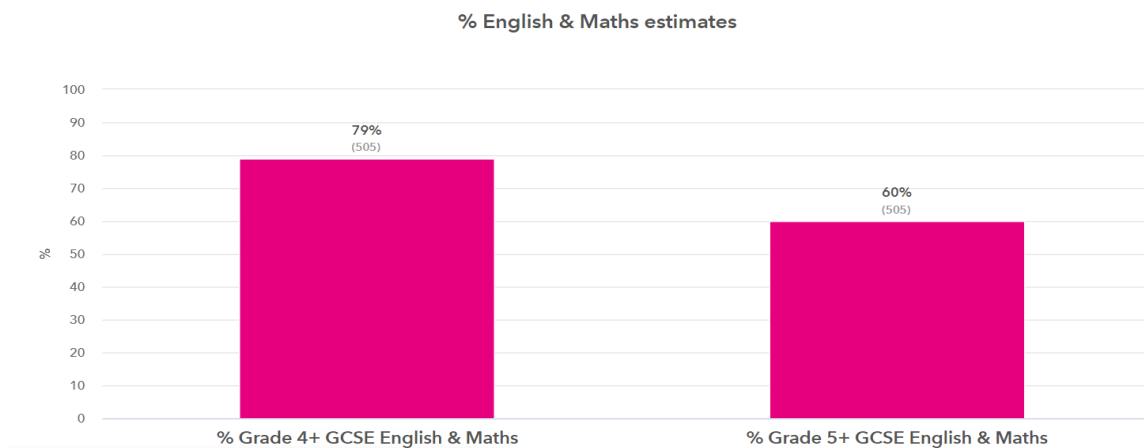
Subject data analysis
- Reviewing the progress data per subject, the 5 areas that will require further investigation during the first half-term in Autumn appear to be: maths, drama, Spanish, Business and Chemistry.
- Of these most negative progress scores and correlated with the outcomes of the summer 2023 GCSE results are the Spanish and Business courses.
- Maths results at CVC have been very strong for the last 2 academic years and for summer 2023 are some of the highest in the county, progress 8 looks very strong, so until we've triangulated with other data and heard the presentation from the head of maths to SLT, we will reserve judgement on whether there is a genuine concern from this mock data.
- Spanish showed a decline last year, however there was a different cohort as previously only those expected to attain grade 6 were encouraged to take the course, whereas more students studied Spanish last year but were entered for foundation tier. The maximum grade a student can attain in the Foundation tier is a Grade 5; therefore, although results appear weaker, we actually have a higher intake of students opting to study a language and the full range of ability is represented in these results.
- Chemistry is out of kilter with the other disciplines and double science and although this appears to be the weakest of the 3 separate sciences in the current team, the outcomes for 2023 remained strong, with positive progress scores and no changes expected to the teaching team for this academic year.
- Drama is assessed in a variety of ways and the exam component in the mock is not a fair representation of the final assessment. A low number of children take this course and historically with the same sole teacher, outcomes have been strong overall, so this subject is less of a concern than the other 4 identified here.
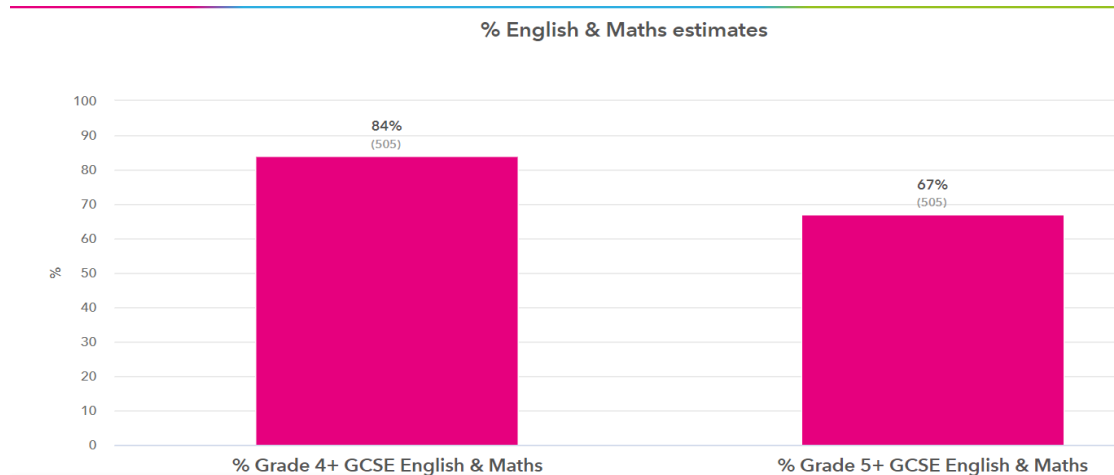
Target setting for school performance:
SISRA targets are shown in the 'Context and Intent' table below. Using FFT as an additional guide some exploration between FFT20 and FFT5 targets is reviewed below.

FFT20

% English & Maths estimates

```
100
 90        79%
 80       (505)
 70      ┌──────┐
 60      │      │              60%
%50      │      │             (505)
 40      │      │           ┌──────┐
 30      │      │           │      │
 20      │      │           │      │
 10      │      │           │      │
  0 ─────┴──────┴───────────┴──────┴─────
    % Grade 4+ GCSE English & Maths   % Grade 5+ GCSE English & Maths
```

FFT5

% English & Maths estimates

```
100
 90        84%
 80       (505)
 70      ┌──────┐              67%
 60      │      │             (505)
%50      │      │           ┌──────┐
 40      │      │           │      │
 30      │      │           │      │
 20      │      │           │      │
 10      │      │           │      │
  0 ─────┴──────┴───────────┴──────┴─────
    % Grade 4+ GCSE English & Maths   % Grade 5+ GCSE English & Maths
```

With a cohort size of around 180 pupils, the difference in attaining FFT20 or FFT5 targets for the basics of 4+ is for 5% of the cohort. This equates to 9 students. Learning from the previous cohort, who achieved 80.1% for grade 4+ in the basics, looking back at the difference to the year 10 mocks shows 9-4 basics changed by around 18% from year 10 mocks to final GCSE results. Therefore, if the same applies to these mock exams we would be looking at around 56% basics, significantly below the FFT targets.

We intend to continue with FFT5 targets as a school, these are used with subject teachers to strive towards aspirational outcomes for their students. However, over the next 7 weeks, further work and triangulation of further assessment materials will continue in order to identify whether there are valid concerns in the data.

Priority areas for 2023/24:
- English: Due to the lower profile of results from the GCSE of summer 23, a more thorough monitoring of progression through the curriculum is needed along with timely responses to assessment. The Head of Subject (AS) will be invited to attend SLT meetings to share updates, discuss approaches and ensure that all members of the team are behind the sacrosanct use of lesson time, avoiding any disruption to the curriculum time.

- SEN: The new SENCo, (JC) to work closely with APA to ensure all access arrangements are confirmed in the first half of the autumn term, that all students are aware of their entitlement, students know how to use the additional resources on offer, classroom teachers are fully aware of the usual working practices required for the students, that the form 8 for each student is fully evidenced and submitted, so that the November mocks can take place with the same rigour of the final GCSE exams.
- Grades 9-7: The GCSE data from summer 2023 indicated the most able students made the least progress. The Y10 mock data implies that this pattern may be repeated. Therefore, careful monitoring of assessment data is needed.
- Exploration of the 5 key subjects identified through the subject analysis section to see how SLT can support maximising attainment in these qualifications.

Year 11 Maximising Achievement Plan:

CONTEXT AND INTENT
There are 179 pupils in Y11 for 2023/4, with a KS2 standardised score (105.5) significantly lower than last year's cohort who has a KS2 SS of 106.0. There are a small number of KS4 students in AP, following alternative provision pathways with one full time in Olive Academy and one in CRC futures. There are 14 students with EHCPs, one within our DSC and 2 within specialist AP provision. 22 students with FSM6. 18 student who are EAL. 4 students are currently FSM and EHCP known as double disadvantage (2 are in AP units). Following the strong improvements in attainment for GCSEs in Summer 2022, the objective is for Cottenham Village College to consistently achieve in the top 10% of schools nationally. Using FFT metrics for target setting, we set aspirational targets. To support this we will use FFT5 as our ambitious target to strive towards in all areas of attainment.

KEY PERFORMANCE TARGETS				
Attainment 8 score: ALL: 5.26 SISRA PP: 4.9 SEND: 4.0 (support) 4.9 (EHCP)	Grade 5+ Eng & Maths: 64.8% SISRA	Grade 4+ Eng & Maths: 82.7% SISRA	% of students entered for EBacc 45.8%	Progress 8 score target: ALL: 0.5 PP: 0.0 SEND:0.2

Priority area	Strategic intent and specific actions	Lead	Evidence of impact	Actioned by
Strong subject teaching	Careful deployment of subject teachers to consider planned absences due to ill health/ planned maternity absences. KS4 classes avoid being split between teachers where this does not complement the structure of the curriculum. Support and monitoring to be increased in subjects where academic performance of summer 2023 was weaker (based	APA	Student feedback	APA

	on SISRA indicators from August 2023- to be reviewed with final data after reviews of marking)			
Continuity of KS4	Changes to subject leadership do not affect continuity for students in English and History.	KGO	Stakeholder feedback	SLT line managers
Attendance to lessons is high	All year 11 students to have excellent records of attendance and punctuality. Regular tracking and monitoring to intercept where negative patterns of behaviour/habit are having an impact. Parental contact made as necessary. • Morning address routine to ensure a calm, purposeful start to each day. • Behaviour system used to flag up students who are late to lessons, pastoral team to issue consequences/contact home to raise concerns. • SLT walkabout/on call rota to support immediately in any issues in lessons to ensure disruption free learning.	PWI	Attendance data.	All Y11 tutors/teachers/pastoral leads
School culture supports effective use of lesson time	All lessons disruption free, using the school behaviour policy and processes. • Implementation of Astrea Way Core Routines from the Start of September. • Regular deliberate practice routines embedded in staff training sessions to allow improvement of delivery of routines. • Regular QA by SLT walkabout to collect data on lessons and respond as appropriate. • Regular SLT discussions about what is seen during lessons, picked up at VP briefings and addressed as needed. • Use of Reset room to remove any distractions from lessons. • Use of first aid room to be removed from lessons, aside from medical emergencies.	CCD/PWI and SLT	SLT walkabout. Behaviour data.	SLT
Pedagogy and resourcing strong in all	Curriculum development time used to secure the strong teaching and learning. Regular QA with middle leaders/SLT line	KGO/SLT	Assessment outcomes, SLT walkabout.	SLT

departments, ensuring every teacher an expert in their subject area.	managers evidences highly knowledgeable subject teachers who use lesson time effectively to challenge and support all students to achieve excellent outcomes. • Daily learning walks by SLT to ensure challenge and implementation of curriculum supports ambitious plans for outcomes. • Weekly subject leader briefings to address core areas of focus and feedback from any findings from SLT • Curriculum development time to be focused on what is needed to address gaps in Y11 knowledge and understanding. • Heads of subject to carefully assign teachers to each Y11 group and plan training and development opportunities of staff.				
Pupil premium students	All Y11 PP students to be fully resourced to be able to bridge any gaps in subject knowledge. School using a regular data analysis to look at which subjects are affected and using catch-up funding to hit these students as a priority. • Pastoral teams to focus on these groups on students in daily debrief. • Additional resourcing in place via the Boutique to enable every child a positive start to the day, fully dressed at line-up. • Fortnightly LM meetings with middle leaders to discuss current situation for priority students. • Regular data analysis by senior leader (AP) to look at where additional interventions may be required.	HM/AP	Assessment outcomes, attendance data, behaviour data.		CC/SK (SENDCo)
SEN students	Inclusion is a school priority for 2022/23, every teacher being clear on their role to scaffold learning	SK		Learning walk QA, data	

	on student need. Access arrangements to be organised in a timely manner so that the mock exams give full entitlement. - Training day in September to explicitly explain how we need to model practice as a school - New Exams officer to take a lead on AA - New SEN base moved to central school location. SLT to support full implementation of new base, SEN leader to attend SLT in Sept to discuss next steps. - Regular data reviews with SLT line manager. - A clear communication log for all SEN students with all reviews, access arrangements and additional meetings detailed for all SLT to be fully aware of all issues. - Introduction of informal SEN coffee mornings for parents to bring into school more regularly. - Communication strategy developed for the team over 2022/23 ready for full implementation in 23/24.		analysis, mock exam outcomes.	
Reading Ages	For any Y11 students who have a reading age below chronological age we will explore support programmes to develop this during the academic year, this will include: - Use of tutor time interventions with a TA - Home-School communications to support a wider reading programme - Support with appropriate choice of texts.	JCH	NGRT Testing at end of Y10 to identify students requiring support.	SEND Team/APA
Homework	Working from Y22-23 pilot, continue to plan homework clearly and share with parents, to help them to support preparation for mock exams as needed	KGO	Parent and student feedback. Mock exam results	KGO/Middle leaders

Next steps:
- Work with JMJ and RT to ensure the Astrea finance team have put sufficient resources in place to support successful mock exams. Last academic year there was only a £5k budget for all exam invigilation. During the summer finance meetings, ZA challenged JW on this and the ability of CVC to follow the framework for assessment, without using external invigilators. CVC need enough finance in the GAG allocation to support invigilator costs for the mock exams as well as the actual GCSEs.
- Work with Matt Carnaby and National Leads to ensure that, where possible, mock assessments allow use of AQA Merit to ensure we have a large sample size in order to accurately make predictions about grades 9-7, in particular in maths and English.
- Ensure all access arrangement data is fully processed and that students who are entitled to additional resources such as reading software or extra time have been fully trained to make sure these resources are beneficial and not detrimental to student outcomes.
- Carry out question level analysis (QLA) after every assessment in the core subjects (at whole cohort and teaching group level) to quickly identify any areas of weakness and to put a plan in place for adaptations to the curriculum or additional intervention sessions, as needed.
- To mark out on the calendar some potential P6 slots where additional maths and English intervention can be delivered.
- To use CC/PW along with JA to carefully map the use of tutor time to support maximizing student outcomes.
- Work with JMJ to establish the differences in school data across Astrea secondaries and find any outliers with CVC. For example, the difference in English papers, does this affect all schools in the same way? (set their own papers last summer).
- Both Head of maths and English attending an extended SLT meeting in September to present all of the findings from both Y10 and GCSE QLA to share raising achievement strategies and have a wider discussion on how to maximise outcomes in their subject area.

Curriculum

Key Stage 3 EBACC Curriculum

The focus in this report will be the EBacc curriculum in Key Stage 3. Please provide details of the development of your KS3 curriculum in your academy over the last academic year and your next steps for 2023-24.

You should consider the implementation/use of:

- We are working with National Leads (NL) and the Central Team to establish ways of working that will mean that any changes to resourcing the curriculum e.g. booklets are introduced in a timely way, in consultation with subject specialists in our schools. In 2022-23 we piloted and evaluated some booklets in core subjects and gave feedback. Other subjects (Geography and History) have found that booklets have been useful in terms of organising existing curricular materials and have made better use of curriculum time. Matt Stanford (National Lead for History) led a whole-staff training session on the Training Day in April 2023 which engaged our subject leaders and the rest of the staff in thinking about the opportunities and challenges of using booklets to resource our curriculum. This provided a useful platform for further discussion that will underpin our curriculum development.

- Throughout the summer term 2023 and into the autumn we have designed a series of 'deliberate practise' sessions on 'Means of Participation' This essentially means strategies to involve all subjects in lessons (this is linked to our whole-staff strategic priority of encouraging students to be actively involved in lessons and make confident oral contributions). Learning Walk data from summer 2023 suggested that many of these strategies were becoming embedded and we look forward to continuing to explore others this term.

- Fluency Framework -

- Intellectual Preparation – This builds on a long tradition of curricular development at CVC where time is not spent in 'meetings' but in 'training'. The idea behind this is that teaching teams spend their time planning, refining and considering how the curriculum will be taught in the classroom. Opportunities for this are now routinely scheduled into the calendar and 'meetings' have been slimmed down to reflect a focus on training.

Year Group	Areas of strength	How confident are teachers in delivering the curriculum?	Areas for Development and Next Steps	Support from the Curriculum and Assessment secondary team
English	The curriculum is developed and continues from 2022-23. We are in liaison with our National Lead about further developments.	Confident overall as materials are provided via joint planning. However, we have some new members of the team who we need to support.	Ensure that our new members of staff are well-supported to deliver the curriculum.	National Lead will work with the team to develop the curriculum.
Mathematics	Strong teaching overall. Close involvement in the development of new maths booklets to pilot.	Confident with the existing shared curriculum developed over time.	Evaluation of pilots of maths booklet in Year 7 this academic year.	We are looking forward to working with the new NL to pilot some booklets in Year 7.

Science	Existing curriculum is well-sequenced and embedded with stable team.	Booklets were evaluated in 2022-23 and outcomes shared with LM and feedback given to the Trust-lead for Booklets about pitch.	One new member of staff needs to be supported into the team.	Two support visits from the Trust for 'deep dives' suggested that the existing curriculum was 'good'.
Geography	National Lead gave active support in person for principles of curriculum development in 2021-22 that underpinned a development of our KS3 curriculum.	Team have made booklets for students to use, to the existing curriculum across 2022-23, using the principles established with the NL in 2021-22. This has become embedded practice.	Team need to continue to evaluate the resources they are using. Having a trainee teacher for the first time will enable staff development and further reflection on practice.	Visit to CVC to review curricular provision by NL would be useful. Online and training support has been extensive.
History	Existing curriculum is embedded and resourced with CVC booklets.	Confident overall with using shared resources and booklets.	Induct new HOD to lead the team. Liaise with NL about use of homework tasks at KS3.	Further support from NL to develop the principles upon which we might continue to evaluate our curriculum.
MFL	KS3 re-vamp took place, using the work on Conte. Impact on Year 9 saw significant increase in uptake in languages at KS4.	Team morale has been improved significantly under new leadership and all share common curricular purpose.	Induct new member of staff into existing ways of working.	Support from new NL (when appointed) to review existing curriculum and share approach.
Computer Science	KS3 curriculum and resourcing in place.	Stable team with shared existing resources. No booklets as most of resources are IT-based.	ECT within the team doing well but will need continued support in Year 2.	Support from outside CVC and CS networking opportunities would be appreciated.

Teaching and Learning

- Work with new staff to secure the core routines. This happened on 12.9
- Work with new subject leaders through training time to develop their curricular
- Deploy the 'Means of Participation' techniques and widen the range of techniques teachers use through deliberate practice sessions.
- Establish good contacts with new members of the Astrea Curriculum and Assessment team to get our subject leaders actively involved in developing subject communities.
- Continue to monitor the quality of lessons through lesson drop ins on a daily basis and use that data to inform further training.
- Continue to QA classroom practice through 'Classroom Spotlights' with senior and middle leaders focusing on as aspect of classroom practice in order to support and develop practice.

Implementation of the amended B&C Framework and curriculum:

Provide details of your scholar onboarding plan and activities for September 2023.

- What has been successful?

To onboard the year 7 students, and then to 'reonboard' the other students we undertook the following programme of with the students. This served as a useful focus for both students and staff and enabled us to overcommunicate the why, focusing on being values driven and focusing on disruption free learning. What has been successful has been the linking of our wider values to each of the specific routines (i.e. pride in starting the day with the right mindset is fulfilled through our Morning Address, or entry and exit routines allow us to ensure that every minute matters).

SLT walk abouts, in conjunction with HoYs, have been able to assess how quickly students have been re/onboarded and have been able to offer guidance to form tutors where elements might need to be revisited. Role specific staff training on 13th Sept allowed us to revisit these routines, along with our warm strict policy; especially entry exit routines/role of tutors during morning address. This has enabled us to keep returning to the why that sits behind these routines and offer staff the opportunity to carry out deliberate practice. This has supported our new, as well as existing staff.

Weekly pastoral deliberate practice has offered the scope for us to address uniform (what do we say to support students making the right choice) through to deliberate practice around clarity of language when giving positive praise rewards.

2023 CVC Pupil Onboarding

Aim: seamless integration and accelerated learning outcomes.

Day	Wednesday	Thursday	Friday
AM Session (08:40 – 09:08)	Principal's welcome back message Distributing timetables Clarification of new school day timings Year 7 will not attend line up – instead tutors should meet their forms in the Hall.	Work Hard: How do you make the most of your lessons? • Entry and exit routine • Signal Pause Insist • Habits of Attention • Silence is golden	What's coming up this year for your year group? • HoY overview of the year coming ahead • Student discussion of what they are looking forward to. Preparation for this afternoon.
PM Session (13:50 – 14:13)	Be Kind: Taking pride in CVC's culture • Leadership Arrival Gate Duty • Morning Address • Equipment and uniform Year 7 to practice Morning Address process	How do you stay safe at school? • It stops now • Safeguarding • Fire drill and lock down process • Transitions	What are your aims and aspirations for this year? • Introduction to Astrea Ascent • **It is who I am:** who do you want to be this year and how are you going to use this to gain a great future?

As of Monday 11th September please follow the programme as set out by your Head of Year; the link for this is found on the staff daily notebook.

What are your next steps?

- A programme of deliberate practice around routines, specifically on duty routines, habits of attention, and Signal Pause Insist.
- SLT and HoYs will carry out surveys of students to ensure that the steps we are taking to ensure 'corridors are like ghost ships' are effective in ensuring students get to lessons quickly and reduce any issues around transition.
- Work closely with Tim Blake, enacting the feedback from his visit on 13th September, as outlined below
- We are very much looking forward to working with Charlotte Cooper on the development of a 'It Stops Now' programme at CVC to support our students in making the right choices around language.

Behaviour Data:

	2021-2022					2022-2023						
	Total	HT3	HT4	HT5	HT6	Total	HT1	HT2	HT3	HT4	HT5	HT6
Disruption to learning - C1	3376	866	950	849	711	4192	736	807	697	628	762	562
Disruption to learning - C2	536	124	183	130	99	708	115	112	129	141	121	90
Disruption to learning - C3	127	16	26	33	52	327	44	58	61	57	66	41
Failure to complete homework	615	157	197	145	116	915	194	219	134	177	115	76
Inappropriate language (Swearing)	21	4	5	6	6	80	7	10	32	38	12	15
Lack of equipment/PE Kit/Books	484	107	127	99	151	623	199	125	110	118	71	44
Lateness to lesson	1438	118	439	496	385	1327	260	176	221	331	339	174
Lateness to school	434	199	111	85	39	113	29	18	15	26	25	13
Missed Detention	441	94	116	123	108	236	65	56	33	47	35	14
Mobile phone used, seen or heard	70	15	12	20	23	165	19	30	31	37	48	33
Refusal to follow reasonable instructions - C1	779	126	229	207	217	1855	252	381	433	372	417	279
Refusal to follow reasonable instructions - C2	328	61	76	108	83	664	66	146	172	134	146	94
Refusal to follow reasonable instructions - C3	206	34	52	57	63	463	49	75	85	127	127	65
Refusal to follow reasonable instructions - C5	88	15	14	32	27	109	19	20	13	51	6	14
Refusal to Work/Lack of effort - C1	451	100	113	117	121	458	88	85	112	78	95	67
Refusal to Work/Lack of effort - C2	107	13	40	19	35	89	18	15	10	37	9	16
Refusal to Work/Lack of effort - C3	45	8	8	12	17	75	17	15	15	15	13	11
Truanting – external	2	0	0	0	2	19	4	5	4	6	0	0
Truanting – internal	226	9	44	50	123	1320	123	185	351	409	252	222
Uniform issue	662	105	179	156	222	289	25	46	90	72	56	67
Verbal abuse/Rudeness – adult - C1	80	13	22	14	31	127	22	25	27	37	16	19
Verbal abuse/Rudeness – adult - C2	85	19	12	18	36	81	8	17	15	24	17	11
Verbal abuse/Rudeness – adult - C3	47	16	16	3	12	65	8	9	24	23	1	12
Verbal abuse/Rudeness – pupil - C1	71	14	20	19	18	51	7	17	10	8	9	5
Verbal abuse/Rudeness – pupil - C2	24	3	5	10	15	19	1	3	4	5	6	5
Verbal abuse/Rudeness – pupil - C3	17	8	1	3	5	16	3	2	5	4	2	4

What worked well?

Pastoral Debrief – Launched in September 2022 ensure that all behaviour events that are recorded through the school day are reviewed by the pastoral team, to ensure that appropriate sanctions and follow up actions have been implemented.

Missed detentions – The number of missed detentions last academic year dramatically reduced. This is due to the excellent work of the Behaviour Manager in monitoring students who have actively avoided detention and following this up with additional sanctions/support. Staff routinely escort students to detention at the end of the school day, ensuring that they attend the detention.

The Pastoral Handbook – To refine pastoral processes, and to ensure consistency across key stages, we have developed a pastoral handbook. This has supported new members of staff who have joined the team, as well as providing an opportunity to continue to develop the talent within the team.

What is the climate for learning like within the academy?

Negative Behaviour (27/08/2023 - 14/09/2023)

Events	Events per pupil	Points	Points per pupil
507	0.58	809	0.92

We have had a very positive start to the new academic year. On SLT walkabouts the team have consistently observed a positive hard-working environment where staff recognise and reward students for the work they do, and the effort they put in.

Positive Behaviour (27/08/2023 - 14/09/2023)
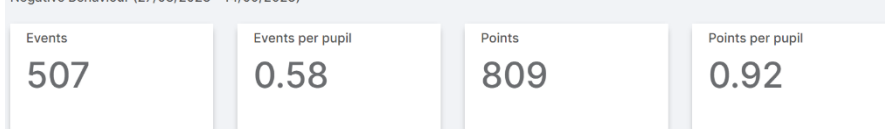
Events	Events per pupil	Points	Points per pupil
4704	5.35	5745	6.53
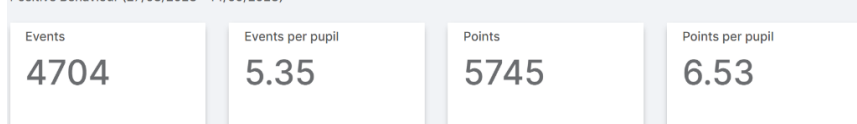
The ratio of positive to negative events is currently just over 9:1. This is a 125% improvement upon last year at this stage.

The National Lead of Culture and Scholarship completed a visit recently where strengths were identified in areas including: school routines such as morning address and entry and exit. Recent deliberate practice sessions with all staff have had a positive impact. There was a warm/strict environment observed throughout the visit, overall most students were smart and wearing the correct uniform.

The suspension rate, although early in the year appears to be following the downward trend from the summer term. The aim being to reduce suspension rates over this academic year whilst maintaining our high expectations for all.

Students have highlighted that they can see a consistency of approach around the site when responding to situations and behaviours, both in and out of lessons.

What plans are in place to tackle any challenges that the data identifies.

Reducing both C2 detentions and events escalating to C3 Removal to Reset – From September 2023 we have adapted the language used when issuing C3/Behaviour points, this is now in line with the new Astrea Behaviour for Learning Policy. During the Inset training sessions in September, we focused on ensuring that when students receive a detention they are explicitly made aware of this, the reasons for detention and the correct behaviour modelled. The same applies when awarding positive reward points, students should be aware when these are given and what for. If students are aware that they have received a detention they then know that the next level of sanction is likely to be a removal from the lesson. We are aiming to reduce the number of students for which the behaviour escalates, reducing both the number of internal and external suspensions.
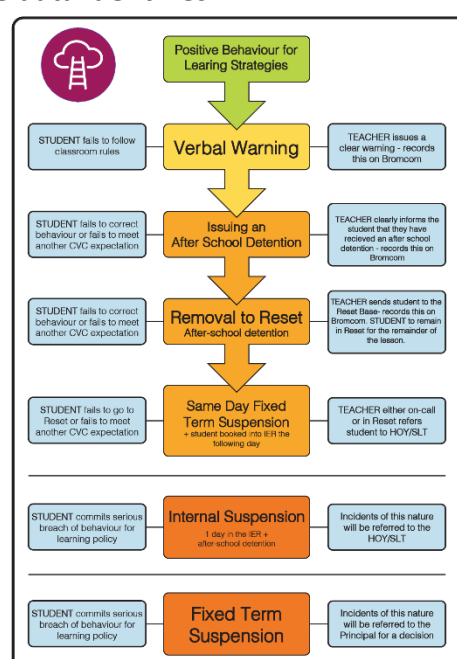
Further developing our consistent approach – reviewing the data, we can see that a next step is to develop consistency in all staff using the positive behaviour process. The pastoral team are developing plans to address how all staff can do this.

Disruption to learning – the data shows that the number of low level (both C1 and C2) disruption to learning events has slowly decreased over the previous academic year. This year SLT are on-call to support teaching staff every lesson, every day. SLT aim to visit every classroom each lesson to support teachers in ensuring that our expectations are being met.

Out of lesson behaviour – student surveys and regular student panels have indicated that students feel that staff presence, particularly during unstructured times such as break/lunch and transitions, has improved, this is in part due to the blue bibs that were introduced last year and deliberate practice sessions with staff in addressing out of lesson behaviours and how to accurately record them.

Student rewards - we need to do more to reward our students – there are 'large ticket items' such as trips to Alton Towers, trips to Bowling and Films in Cambridge, or Amazon vouchers. However we need to work to ensure that we are recognising a more consistent approach to rewards. The pastoral team will be looking at how we can embed small scale rewards on a more consistent basis. For

example: queue jumps, plus ones to jump the queue, book vouchers, PlayStation lunch time competitions, pizza parties, free house stationery prizes.

Suspensions by rate:

	2021/2022							2022/2023						
	Total	HT1	HT2	HT3	HT4	HT5	HT6	Total	HT1	HT2	HT3	HT4	HT5	HT6
All	23.65%	2.21%	3.09%	2.54%	3.87%	4.97%	6.96%	30.43%	4.89%	6.63%	5.87%	5.87%	3.37%	3.8%
PP	89.81%	5.56%	13.89%	8.33%	13.89%	21.3%	26.85%	87.16%	13.51%	15.54%	16.89%	21.62%	8.78%	10.81%
SEN All	96.81%	14.89%	15.96%	8.51%	15.96%	17.02%	24.47%	130.93%	21.65%	31.96%	28.87%	27.84%	11.34%	9.28%
SEN E	94.44%	5.56%	14.81%	11.11%	18.52%	18.52%	25.93%	155.56%	31.11%	44.44%	31.11%	31.11%	8.89%	8.89%
SEN K	100%	27.5%	17.5%	5%	12.5%	15%	22.5%	109.62%	13.46%	21.15%	26.92%	25%	13.46%	9.62%
Boys	32.79%	2.65%	3.87%	4.07%	6.52%	6.31%	9.37%	49.06%	6.44%	11.23%	9.77%	9.77%	5.82%	6.03%
Girls	12.8%	1.69%	2.17%	0.72%	0.72%	3.38%	4.11%	10.02%	3.19%	1.59%	1.59%	1.59%	0.68%	1.37%
Y7	10.11%	0%	0%	0%	0%	4.49%	5.62%	14.84%	3.3%	5.49%	3.85%	1.65%	0.55%	0%
Y8	29.35%	0.54%	3.26%	4.89%	4.35%	5.98%	10.33%	19.25%	4.28%	2.14%	1.6%	3.74%	1.07%	6.42%
Y9	45.86%	4.97%	7.73%	2.76%	9.39%	9.39%	11.6%	61.96%	7.61%	12.5%	13.59%	13.59%	5.98%	8.7%
Y10	11.96%	0.54%	1.09%	1.09%	2.17%	2.17%	4.89%	38.71%	6.99%	6.99%	5.91%	8.06%	6.99%	3.76%
Y11	20.79%	5.06%	3.37%	3.93%	3.37%	2.81%	2.25%	17.13%	2.21%	6.08%	4.42%	2.21%	2.21%	0%

Suspensions by number

	2021/2022							2022/2023						
	Total	HT1	HT2	HT3	HT4	HT5	HT6	Total	HT1	HT2	HT3	HT4	HT5	HT6
All	214	20	28	23	35	45	63	280	45	61	54	54	31	35
PP	97	6	15	9	15	23	29	129	20	23	25	32	13	16
SEN All	91	14	15	8	15	16	23	127	21	31	28	27	11	9
SEN E	51	3	8	6	10	10	14	70	14	20	14	14	4	4
SEN K	40	11	7	2	5	6	9	57	7	11	14	13	7	5
Boys	161	13	19	20	32	31	46	236	31	54	47	47	28	29
Girls	53	7	9	3	3	14	17	44	14	7	7	7	3	6
Y7	18	0	0	0	0	8	10	27	6	10	7	3	1	0
Y8	54	1	6	9	8	11	19	36	8	4	3	7	2	12
Y9	83	9	14	5	17	17	21	114	14	23	25	25	11	16
Y10	22	1	2	2	4	4	9	72	13	13	11	15	13	7
Y11	37	9	6	7	6	5	4	31	4	11	8	4	4	0

Number of students suspended

	2021/2022							2022/2023						
	Total	HT1	HT2	HT3	HT4	HT5	HT6	Total	HT1	HT2	HT3	HT4	HT5	HT6
All	84	14	19	17	22	26	38	87	33	39	27	28	20	27
PP	20	4	7	4	8	9	13	30	13	12	10	17	7	10
SEN All	21	8	9	5	6	8	8	25	11	14	11	10	6	7
SEN E	8	3	3	3	2	4	4	12	7	7	4	5	1	3
SEN K	13	5	6	2	4	4	4	13	4	7	7	5	5	4
Boys	59	9	13	15	20	14	28	63	21	33	21	22	17	21
Girls	25	5	6	2	2	12	10	24	12	6	6	6	3	6

Suspension analysis and commentary:

Both the number of students suspended, and the suspension rates have slowly declined since January 2023. We have worked hard to ensure that our expectations have not been lowered and that we continue to work in line with the school behaviour policy. However, the work we have completed on the suspension reduction plan, as well as some focused work for a small number of students who have had a high number of suspensions has resulted in the overall trend going down when compared to the same time last academic year.

Suspension Reduction:

Please provide an updated suspension reduction plan for how you are planning to reduce the number of suspensions within your academy for 2023-24.

OBJECTIVE	ACTIONS / HOW?	SUCCESS CRITERIA / IMPACT
Start the process of students reflecting on their behaviour.	1. Reset Base Reflection – students to complete the reflection task 2. Completed sheets to be reviewed during debrief which occurs every day. Daily debrief at CVC includes: VP Culture, AP Behaviour, AP Alternative Provision, Behaviour Manager, DSL all HOYs and AHOYs.	Reduction in C3 events Reduction in internal truancy Reset Base to be aligned with protocols as set out in the suspension reduction framework.
The Reset Base has the highest standards possible	1. Layout of Reset Base 2. Communication of expectations 3. Clarity on next steps – flow chart 4. Reset base register 5. New staffing model introduced in September 2023. SLT and middle leaders have a strong presence in this area throughout the day	Reduction in the number of behaviour events recorded in the Reset Base via the internal tracker. Feedback from AHOYs who staff the reset base. Reset Base to be aligned with protocols as set out in the suspension reduction framework.
IBP and PSP -	1. Implement thresholds for Tutor/HOY/IBP and PSPs 2. Review the number of PSPs we currently have in place, ensure all	Increase the number of students on PSPs from 5 to approx. 12

	students that meet the new threshold are then placed on a PSP	HOYs to use the thresholds to ensure that students are on the appropriate level of support.
Provision and Intervention Matrix	1. HOYS to implement the provision and intervention matrix. 2. Wave 1, Wave 2 and Wave 3 Interventions should be used, with impact reviewed, to support with breaking the cycle of repeat suspensions. 3. It is extremely important that this Intervention Matrix is implemented with rigour and closely tracked.	Wave 1, Wave 2 and Wave 3 inverventions to be used by HOYS, their impact reviewed. HOYs to track the inverventions used to support students. Pastoral Log to include this tracking information. W1,2,3 to be aligned to the suspension reduction framework.
Consider alternatives to suspension.	Consider the use of multiple ISR days as an alternative option, if appropriate, to a single day FTS. New ISR base introduced from September 2023	Reduction in FTS and increase in ISR.

Attendance

We have been particularly pleased with our attendance performance this year:
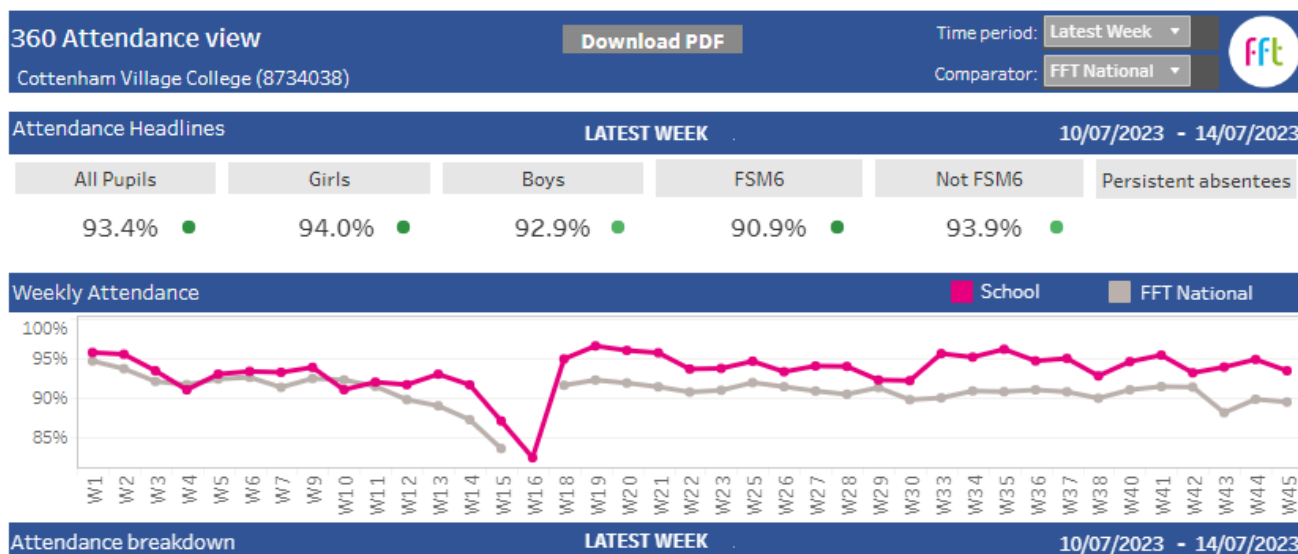
Please provide below details of your attendance data for the end of the last academic year.

In brackets below the percentage is listed the number of students indicated by the percentage, and the cohort size

	Key Attendance Target for 2022-23	End of Autumn Term 2022	End of Spring Term 2023	End of Academic Year 2023
Whole School %	95%	91.4% (875)	91.4% (:873)	89.8 (:886)
Pupil Premium %	95%	85.3% (139)	84.4% (150)	83.2 (:156)
SEND %	95%	79.9% (79)	77.8% (98)	76.7 (:96)
% of pupils who are PA:	95%	24.5% (857)	21.8%	34.3

% of PP pupils who are PA:	95%	44.4% (139)	39.6%	49.2
% of SEND pupils who are PA:	95%	43.4 (79)	46.2	53.8

Attendance for Year 11: Class of 2024

	Key Attendance Target for 2022-23	End of Autumn Term 2022	End of Spring Term 2023	End of Academic Year 2023
Whole Cohort %	95%	91.4 (171)	90.4 (174)	90.8 (177)
Pupil Premium %	95%	83.1 (:24)	81.3 (:25)	80.9 (:27)
SEND %	95%	84.1 (:20)	82.4 (:22)	82.9 (:22)
% of pupils who are PA:	95%	24.9 (:171)	28.1	24.9
% of PP pupils who are PA:	95%	53.3 (:24	50.0	55.9
% of SEND pupils who are PA:	95%	39.1 (:20)	46.2	42.3

During the first 2 weeks of a new academic year, AP students are often on induction at their alternative provision, or placements/tuition and IAEP paperwork are being finalised. We currently have 7 students on AP and engagement in sessions is positive with no attendance issues so far.

- the number of students moving off roll to EHE

One student has moved off roll to EHE this academic year at the time of writing. This was after much discussion with the school around the student's mental health and what was best for the student.

Attendance Next Steps:
Provide details below of your updated Attendance Action Plan.

- Our key focus is working on the attendance of SEN and FSM.
- Regular meetings between the SEN team, and the Attendance team to identify possible barriers for student attendance. Then Attendance team to work with year group teams to reach out to families to help remove the barriers.
- Key early intervention is essential; using the new Athena dashboard the Attendance team will identify the key students who are PA and those who are at risk. Use of attendance data from the previous will also inform discussion to ensure that we are making the most of each intervention.
- Key focus groups run by the Attendance Teams and Pastoral Teams to explore what the most effective rewards are for those students who have 100% attendance – and how to ensure they do not lose this status.
- Focus on establishing a programme for those students who need to improve and improve their attendance programme.

Please include details of how you will have a rigorous focus on Year 11 attendance.

- Effective use of Part Time Tables to build a culture of success amongst those students who are struggling to attend the Academy
- Outreach programme supported by the Pastoral team working with those who have mental health concerns to alleviate these and build confidence

- Very clear support structures in place in school, through explicit form time programme, through assemblies, through HoD implementation of support through lessons. Management of anxiety will be key to ensure that students continue to engage with Academy provision.
- Close work between the Attendance Team and the SLT lead on Maximising Achievement Plan to ensure that the right students are being approached with support.
- SLT Attendance lead to meet with key families to offer support
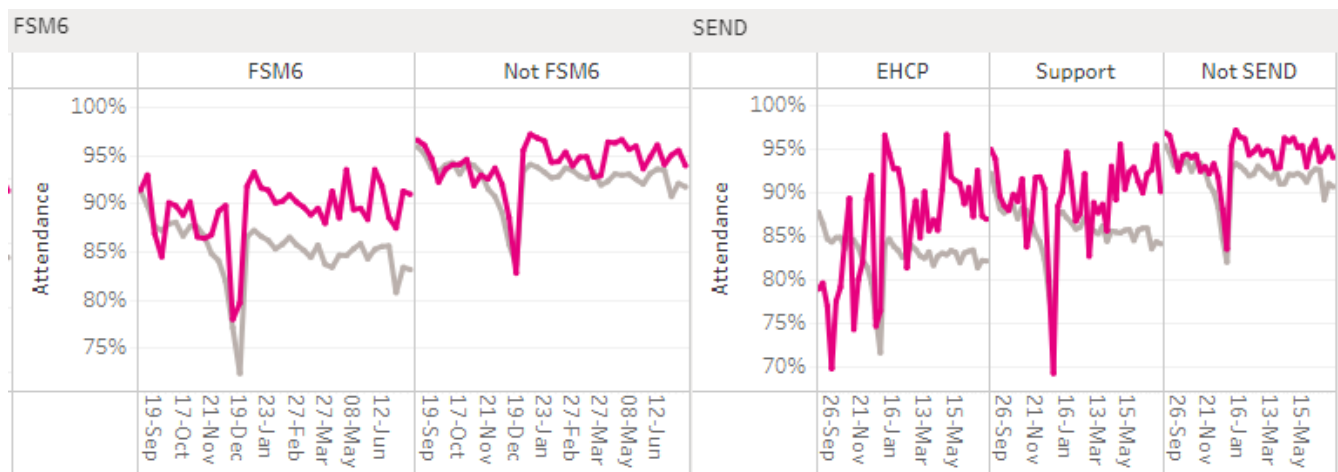
AIP Priorities for 2023-24

Academy Improvement Plan for 2023-24

Provide below an outline of your key priorities for 2023-24.

Please include how each priority links to the Astrea Secondary Frameworks and the SLT Lead for each priority. The frameworks are highlighted in pink. The SLT leaders are ZA for L&M, KG/AP for Q of E, HM,CC, PW for B&A and PD.

SUMMARY - KEY AREAS OF IMPROVEMENT (drawn from the SEF and trust QA)

QUALITY OF EDUCATION	BEHAVIOUR AND ATTITUDES	PERSONAL DEVELOPMENT	LEADERSHIP AND MANAGEMENT
QE1 Curriculum development Improve the clarity by which all subject teachers can share the rationale for the subject curriculum. Continue to develop curricular sequencing in subjects that support strong outcomes to support achieving attainment in line with FFT5 targets	BA1 Using routines to support behaviour and learning Embed and enhance practice around the core Astrea Routines to support a culture of ambitious T&L and embed a scholarly culture of excellence B&C framework Core Routines Framework Every minute matters	PD1 Student leadership. Further development of the ways in which students can lead, feed into and enhance the inclusive culture at CVC, where all students continue to feel safe and supported. B&C Framework Curriculum Framework PD Strategy	LM1 Curriculum leadership Middle leaders continue to develop and enhance the pedagogical and subject knowledge of their teams in order to deliver an excellent standard of education with a relentless focus on raising achievement.

Curriculum framework 23-24 Homework Framework Booklets Framework Deliberate Practice Means of Participations Intellectual Preparation	Corridors framework	Secondary Expectation Variance Framework	Curriculum framework T&L framework Intellectual Preparation framework Astrea Talent Programme
QE2 Effective use of data to identify and close educational gaps For all subject areas to routinely use assessment data from Y7-11 to raise attainment for all, with a particular focus on key groups of PP/SEN to support achieving attainment in line with FFT5 targets. Raising Standards Y11 Framework CVC MAP 23-24 Secondary Fluency Framework Curriculum framework 23-24 Formative Assessment and whole-class feedback (TBC)	BA2 Behaviour curriculum To continue to refine our behaviour curriculum and wider pastoral programme to reinforce a positive culture for all. B&C framework Every minute matters Curriculum framework Tutor time framework (TBC?)	PD2 Assessment of PD Continue to develop systemic formative and summative assessment processes to capture the knowledge and understanding of the PD curriculum and use this information to adapt the planned curriculum to be responsive to student needs e.g. contextual safeguarding trends. Curriculum framework 23-24 PD Strategy	LM2 DfE Wellbeing Charter All leaders will use the 11 organisational commitments to underpin a culture that prioritises wellbeing. SLT manifesto T&L Framework Intellectual Preparation framework Managing workload/workload charter (TBC) Staff onboarding (TBC)
QE3 Reading and Disciplinary Literacy To continue to embed a culture of disciplinary reading within curriculum areas and provide regular reading opportunities for all with KS3 also using Astrea Reads daily sessions to enjoy a wide range of literature. Astrea Reads framework	BA3 Deliberate practice To develop staff expertise by regular practising of the key routines and techniques that form vital component of the school day. Deliberate Practise framework	PD3 Resourcing of PD To trial, deliver and evaluate our central PD resources to ensure that we support tutors and the specialist PD team to enact the planned curriculum effectively. Curriculum framework 23-24 PD Strategy Every minute matters Booklets framework	LM3 Inclusion Leaders promote inclusive education for all through policies and practice. T&L Framework Curriculum Framework Astrea Reads Framework SEND Framework (TBC?) Deliberate practice

			Intellectual preparation
QE4 Learning resources

All subjects to develop effective resourcing to support ambitious and carefully sequenced curriculum plans, whilst being mindful of staff workload.

Booklet framework
Means of Participation | BA4 Attendance and Punctuality

To use routines to support a culture of high attendance and punctuality with particular focus on closing our PP/SEN gap.

Every minute matters
B&C framework
Corridors framework | PD4 Extracurricular opportunities

Develop the opportunities for students to get involved in other interests by broadening the school offer for clubs, trips and visits.

Curriculum framework 23-24 | LM4 Servant Leadership

To continue to work collectively as a team to have high visibility and support for the staff team, so that staff feel supported in achieving disruption-free learning.

SLT Manifesto |
| QE5 Responsive Teaching

To draw upon best practice to deploy a range of T and L strategies to support students to make confident and fluent oral contributions to lessons. (Including TLAC strategies around means of participation and checking for understanding)

Means of participation framework
Teaching and learning framework
Deliberate Practise framework | | PD5 Discriminatory language

To monitor and evaluate how we support students to be kind towards each other and stamp out discriminatory language. | LM5 Community Relationships

To monitor and evaluate communication channels between school and home for effective engagement of parent/carers.

Parent engagement framework (TBC?)
Reporting 23-24 (TBC?) |

Pupil Premium Planning and Update

Provide a RAG rated review of your PP Plan from last year.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in December 2023**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria	Impact
1. Improved attendance for	To increase attendance of disadvantaged pupils so that it is in line with PP nationally, and to	Attendance for PP students improved last academic year. At the end of the summer term

		work towards closing the attendance gap with non-PP pupils.	attendance for PP students was 83.6% the previous year it was 84.3%, an increase of 0.7%.
2.	Behaviour – ensure that pupils engage positively with their teachers and lessons	Decrease the gap when analysing the number of detentions for PP pupils as a result of HW and pastoral support. Increase in parental engagement to encourage a partnership in learning. Students' learning profiles on reporting data are positive. Tracking sheet for PP and involvement of the pastoral team to show successful interventions.	On average last term PP students received 1.2 negative events that have resulted in an after-school detention. At the same point the previous year PP students had received 1.43 negative events that resulted in an after-school detention, a reduction of 0.23. All pupil premium students meet with the Assistant Heads of Year every half-term to discuss their progress, focusing on the areas of: Attendance, Behaviour and Attitude to Learning.
3.	Improved attainment outcomes for disadvantaged pupils, especially in maths and English.	Key data points in the academic year will be analysed for attainment progress – this will be measured against target grade and comparisons made between average attainment for non-disadvantaged pupils versus disadvantaged pupils. HoDs will analyse data with a sharp focus on the progress and attainment of disadvantaged pupils. Through Line Management discussions and in reflection with SLT, HoDs will regularly review and amend the curriculum, where needed, to ensure inclusion and access for all. In addition, HoDs will review strategies needed to support individual pupils. The effectiveness of strategies used to support individual pupils will also be regularly viewed. Pupils with the greatest attainment gaps will be offered extra support to help them to narrow it. All catchup and lesson 6 attendance data will be monitored to ensure that disadvantaged pupils are making good use of this opportunity – with a particular focus on maths and English attendance. MyTutor catch up sessions will be offered to key disadvantaged pupils in maths and English. Reading ages for KS3 disadvantaged pupils will be analysed – where they do not match chronological age, intervention and reading support will be put in place to ensure a reading age improvement and support pupils to access the curriculum as fully as possible and make progress in all subjects.	Data discussions are a regular feature of Line Management meetings for HoDs – the progress and attainment of all students at key data points in the year are the focus of these discussions (e.g. Y11 mock results, mid-year and end-of-year exams). Disadvantaged student attainment is a key focus for the school so this is a regular focus in such discussion. HoDs also have access to SISRA and FFT Aspire to allow them to review disadvantaged performance as part of their review and planning of the curriculum. Data workshops have also been offered this year and are built into the planning of the calendar in the future. Period 6 and catch-up sessions were offered to students in Year 11 (and some in Year 10) during the last academic year. The invited sessions have targeted those under-performing – disadvantaged students are a feature of these targeted lists. Letters and communication with these students and families, as well as a targeted support evening for key students have taken place this academic year (over term 1 and term 2). MyTutor sessions in maths and English were offered from November 22 to April 23. These were 10 hour 1:1 sessions in each subject. Of the key students identified and offered this provision, of the 20 courses (10 hours in maths for 10 students and 10 hours for 10 students in English Literature), 15 students are disadvantaged. Reading age tests (NGRT) have taken place in September 22 and again in February 23. The results of these tests have been shared with SLT, HoDs and the wider school staff to inform planning. No students qualify for FreshStart this academic year. The SEN department provide

	Maths progress will be regularly analysed (using both formative and summative assessment) and the progress of disadvantaged students tracked. This will support pupils to access the curriculum as fully as possible and make progress in maths. Where needed, set changes will be made to push students where they are making positive progress or to support students to make progress where it is slower or static.	tutor time reading intervention, SALT and comprehension intervention and disadvantaged students are involved in all of these. Reading ages are very high at the school, with at least 75% of students reading at or above their chronological age (65% are above or adult reading ages). In addition, reading material and the planned curriculum across subjects is designed to support the progress of all students – providing challenging texts but also carefully planning how to support all students to access reading material. The maths department assess regularly and a half-termly assessment is used to monitor the progress and attainment of all students. Within this, the progress of disadvantaged students is tracked. Set changes are made regularly and groupings are fluid to make sure that students are in the right set to support positive progress. Maths results are historically very strong at CVC.
4. Well-being – increase in self-esteem and engagement with learning and school.	Improved pupil attitude to school and implementation of strategies to promote resilience and improve decision making. Participating in extracurricular opportunities and greater family engagement with the school.	All pupil premium students meet with their respective Assistant Heads of Year every half-term to encourage participation in enrichment and extracurricular opportunities. Please see the table below:

Enrichment Student Participation	2021-2023	2022-2023
Percentage of students that took part in **Enrichment**	93.7	94.9
Percentage of PP students	76	79
Percentage of SEND students	78	83
Percentage of students that took part in **Trips**	85	87
Percentage of PP students	72	71
Percentage of SEND students	77	82
Percentage of students that took part in **Clubs**	58	55
Percentage of PP students	44	46
Percentage of SEND students	38	43
Percentage of students that took part in **Fixtures**	47	52
Percentage of PP students	29	31
Percentage of SEND students	21	24

Marketing for 2023-24

Open Events for Year 7 2024

- Open Day / Evening Plans
  - We are hosting an open evening on Thursday 5th October, followed by 2 open mornings on 10th and 12th October. This was exceptionally well attended last year and we fully expect the same this year
- Publicity
  - Our most effective form of publicity has been to share our information with the primary schools and this has then been passed on through their networks
  - We will be using Twitter to publicise our events, encouraging parents to sign up through our website and/or reach out to our reception team
- Any other plans
  - CWW partnership meeting is taking place at 2pm Tuesday 19th September at CVC. Primary heads will tour the site and discuss transition for the year ahead.
  - We are exploring how we can revisit key primary schools with our Year 7 students so that they can pass on how well they have settled into life at CVC. This is something we would like to bring in when we launch the transition days, to address any questions students might have. Previously the transition lead has gone in to speak with students, but it was felt that the relationship between the students would be a better guide for the primary school students
- Prospectus – we do not use a prospectus due to sustainability concerns and associated costs, with our tight school budget for the next year. Our website is used to share all information.

What are your next steps to improve further the quality of your marketing activities and materials?

Astrea Reads

Please provide an update on how the Astrea Reads strategy has been launched and implemented in your school.

STRAND 1: Astrea Reads Aloud

Please provide:

- An overview of the texts that each Year group will read across the year in your academy.
- A summary of the staff training and scholar onboarding that you have provided in your academy. How this will be monitored by SLT.
- Any other details of how you have successfully launched the strategy and implemented the Astrea Reads Aloud tutorial.

SLT preparation for the programme launch

Kath Goudie and Amelia Parker attended the training for the Astrea Reads programme which focused, mainly, on strands 1 and 2. This training was on Thursday 6 July 2023.

Once the book choices were available as well as being given a copy of each of the possible text choices at the meeting on 6 July, the senior team spent the summer reading all possible text choices to ensure we chose the right texts for our students, taking into consideration the texts studied at some of our feeder primary schools, the reading ages, capabilities and existing reading habits of the majority of our students, and the content and context of the book choices.

In addition, we also met to plan the tutor time programme for our KS4 students and to plan how we will support all tutors, both KS3 and KS4, to ensure that the new afternoon tutor time is focused, calm and purposeful. This involved planning training to frontload the academic year, ongoing training

opportunities interspersed throughout the term and year, and practical strategies of support such as leaders on duty and visiting form rooms.

Book choices for the programme
After discussion and planning sessions over the course of the summer, the chosen texts for the Autumn term are:

Year 7	Year 8	Year 9
Alice's Adventures in Wonderland by Lewis Carroll – half term 1 for all form groups (thank you to other Astrea schools for lending copies to make this possible)	*Animal Farm* by George Orwell – half term 1 for 3 form groups, this will then be read in half-term 2 for the remaining 3 form groups	*Fahrenheit 451* by Ray Bradbury – half term 1 for all form groups (thank you to other Astrea schools for lending copies to make this possible)
Boy in the Tower by Polly Ho-Yen – half term 2 for all form groups	*Northern Lights* by Philip Pullman – half term 1 for 3 form groups, this will then be read in half-term 2 for the remaining 3 form groups	*Life of Pi* by Yann Martel – half term 2 for all form groups

Our ideal model is that all students in a year group read the same book at the same time, particularly as we launch the reading programme in tutor time: this is so that students can have a shared reading experience, both in their tutor group but across the year group as a whole. It also means that tutors can have a shared experience and, alongside the support materials, training and leadership support, they can also discuss the book they are reading with each other as another layer of support on offer. For Year 8, we did not have enough copies of either *Northern Lights* or *Animal Farm* to enable us to have a whole year group reading the same book at the same time: however, half year groups are following the same model as in Y7 and Y9, meaning students and staff still have a collective, shared experience.

Training to prepare for staff for delivery of the programme:
The second September training day for at the start of the academic year was largely focused on the Astrea Reads strands and setting up the programme for Strand 1 and 2, in particular, so that the launch would be as successful as possible. The training was divided into two halves:
1. We focused on strand 3, reading in the curriculum. For this, we drew on our existing focus on reading in the curriculum which has been explicitly in place for a number of years, aligning with the vision of the Trust's new Astrea Reads framework and programme. Our training days in September 2021 had an explicit full day focus on 4 key aspects of reading, including: the basic principles of how students learn to read (phonics); examples of how students are encouraged to read in subjects, including examples from MFL and maths; how to encourage reading for pleasure; how we make texts accessible for all, enabling access to the challenge. We revisited these training days as a starting point for existing and new staff (inducting them into our existing focus on reading at CVC), then exploring subject-specific disciplinary reading, and finally exploring the data for our readers – both the high level of reading ability and ages we have in the school and the small, but important, numbers of students who have very low reading ages. We asked the question: what are going to do about it?
2. The second part of the training was the launch of the reading programme in tutor time, strand 1 (and 2 – as this intervention will run alongside the afternoon reading session, once students have been identified for this intervention). We explored why reading as a child is such an important experience and one that all students are entitled to and why we wanted to carve out this time from the school day for this programme. With reference to the DfE reading framework (released in July 2023), we explored the aims of the programme (on increasing fluency to support comprehension) and we explored the ways in which we would want to read aloud to support students and create a buzz and enjoyment. Finally, we launched the book choices, practicalities

of the programme and gave staff resources (e.g., teacher guides, access to a text and sometime) to prepare for the reading of their text. This might have involved reading the text, reading the teacher guide, buddying up and practising reading aloud to each other to practice pace, intonation, expression, monitoring students at the same time as reading etc.

We have also shared audio versions of all books that we are reading this half-term for staff to use if they feel uncertain or unconfident about reading aloud (for example, we have several staff from other countries who would like to use an audio book rather than reading aloud in a language that is not their first language). This layer of support has been appreciated by staff and is being actively used by some – this has also supported those members of staff to effectively monitor students in their room whilst we have launched and begin the process of embedding this programme in the school's culture.

Launching the reading programme with students:
Our tutors introduced the new tutor reading time in the afternoon through tutorial time in the first days back (6-8 September). We launched the programme on Monday 11 September. The introduction was designed to enthuse students about this opportunity and to tell them which text they will be reading this half term. This launch formed part of the overall onboarding process for students as they started the new academic year.

We have also created CVC reading bookmarks for every KS3 student – this is so they can use it to follow the text in books as well as a useful resource for staff to ensure that students know where they are reading from at the start of every session.

Other information
All Heads of Year and members of the senior leadership team are on a walkaround during the reading programme – this allows us to both support tutors (perhaps with any behaviour or focus issues – although there really have not been any significant issues with behaviour), as well as to begin to reflect on the strengths of practice we are seeing in some classrooms. At the time the report was written, the programme had only been running for four days – at this stage we are collating strong practice that we are seeing and plan to share and promote this through training opportunities to support staff more widely.

We have also already had a deliberate practice with staff where we have further explored how to successfully read aloud in the classroom, as part of the ongoing training and support.

STRAND 2: Reading Intervention
Please provide an overview of how you are implementing the Fresh Start reading intervention programme fully into your academy from September.

NGRT testing
To be able to identify the students who will qualify for Fresh Start intervention, we will use NGRT test results. Beck King, the Phonics and Early Reading lead on the Central team, has stipulated that any child who has scored a reading age lower than 9.5 years should be screened to see if they qualify for the Fresh Start reading programme.

The NGRT testing will take place between 18th and 22nd September for Y7-9 – the results are immediate once the students have taken the reading test, so we can identify the students that need to be screened from that point.

Our previous SENCo and Assistant SENCo, both left CVC since the launch of Fresh Start at CVC. Both of these members of staff were trained to screen students for Fresh Start. This means we now have 2 members of staff who are trained to deliver the programme (our librarian and a TA). Our librarian attended training on how to run the screening test on Friday 15 September, so we now have the capacity to screen our students. There is training event scheduled for 30 November in Sheffield – at

the training event on 6 July, Beck King made it clear that the programme has changed a lot since staff were first trained and the updated training is needed to make this intervention successful and effective. Until we know how many students need phonics intervention we do not know how many staff we need to send to this training at the end of November. The timing of the training in the Autumn term means we need to plan carefully about how to run any interventions we may have in mind before this point.

Reading and Literacy Co-ordinator
We have created a role to oversee strands 1 and 2 of the Astrea Reads programme. This member of staff is currently on maternity leave and will return after October half-term. In the interim, Amelia Parker is overseeing strand 1 and 2, with Judith Chipps supporting with strand 2. Our new coordinator will attend the training event in November as well.

STRAND 3: Reading in the Curriculum
Please provide an overview of your plan to introduce the Sparx Reader programme into your academy this year.

The importance of and focus on subject-specific disciplinary reading is a strong tradition at CVC, as exemplified in the training summary above. This will continue to form an integral part of our curriculum and teaching and learning training and work with subject leaders and teaching staff.

Louise Jackson, national English lead, is organising the training for Sparx Reader as CVC has not had this yet. Due to our attendance at the training on 6 July, we can move to the second training session without going through the introductory training which is an overview of how the programme works. I am awaiting a link to training – an email in August 2023 from the national lead confirmed this would be shared for CVC to attend and be trained in the Sparx Reader programme. At the time of writing this report, we have not yet had our training date or link shared for the Sparx Reader programme, so this has not been planned for or introduced yet at a whole-school level.

HR, Operations and Site Update

Include updates in this section on:
- HR and Staffing (include details of new appointments, leavers and vacancies)
- Staff Attendance
- Site maintenance/improvements and any site works projects
- Any other site or operational matters

Staffing
The following staff started in September 2023:
- Niamh Jennings – Head of History
- William Gimson – Head of Music and Head of Year 7
- Maria Gonzalez – Second in Charge of MFL
- Samantha (Essy) Wynn – Second in Charge of English
- Lisa Bearpark and Sally Ibrahim – Teacher of Maths
- Sian Watson – Teacher of Science
- Gemma Cook – Teacher of Art
- Ben Harper has started as Head of Year 8.
- Jenni Clark joins the English team as long-term supply for the term.

We have two teachers on maternity leave, Science and English, who are planning to return during the Autumn term.

- Our Exams Officer left in August 2023, and we interviewed on our return in September, appointing Heather Adams (our current Adult Learning Manager) who was a very strong candidate to the Exams Officer role which will begin at the start of October to allow handover time before the mock exams.
- Our Leisure and Lettings Assistant left in the middle of August.
- We have appointed a Reset room and behaviour Manager, Vicky Waterton, who will start on 16 October 2023.

Site Management

Over the Summer holiday we completed various maintenance improvements:
- Professional line painting of the car parking bays, yellow lines and 5mph road markings
- Professional painting of the main Sports Hall
- Carpet replacement in the MFL team room
- A security access system was added to one of the external doors leading into the playground
- Painting of the admin block, reception, canteen corridor and art classrooms
- Cleaning and polishing floors across the site

The Trust recently commissioned condition surveys for all of their schools and the results were shared in June. We have been given condition schedules showing the area, grade, priority and estimated cost of work needed, and a document highlighting the priority order. The Trust have allocated funds from their condition allowance to support this work and the Operations Manager and Site Manager are now working through all tasks requiring immediate action for this year. Alongside the condition survey work, the upcoming major work for 22/23 includes an electrical rewire of the DT block, cabins and Sports Centre, completion of the fire door project and replacement of blinds and furniture across the school.

3G Pitch

Over the Summer our project management consultants evaluated the construction tender submissions and provided a report on their recommended supplier. The report has been sent to the Trust's Estates team and Executive Board for approval to proceed as the estimated build cost is based on a quote of £887,923.91 (excl contingency and VAT). Once approved the build supplier will begin working with the school on the necessary design information and supporting documentation for the Planning Application. No works will commence until full planning permission is obtained and the estimated date for applying is currently November 2023.

Number on Roll Update & Projections for September 2023

Current NOR

PAN:180

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
4th September 2023	**179**	**177**	**174**	**176**	**174**			**880**
July 2023	176	178	179	177	176			886
January 2023	176	174	178	174	177			879
October 22 Census	176	172	178	171	178			873
1st September 22	175	170	179	171	180			875

October 21 Census	169	178	174	179	173			875

Leavers and Joiners:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Leavers in autumn term 2022	2	4	3	8	3			20
Leavers in spring term 2023	2		2	2	1			7
Leavers in summer term to date 2023	1	8	4	4				17
Total number of Leavers 2022-23	**5**	**12**	**9**	**14**	**4**			**27**
Joiners in autumn term 2022	3	8	3	10				24
Joiners in spring term 2023	2	5	2	6				15
Joiners in summer term 2023	2	4	3	1				10
Total number of Joiners end of year 2022-23	**7**	**17**	**8**	**17**				**49**

Elective Home Education:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
EHE 2021-22	**2**	**0**	**1**	**1**				**4**
EHE Autumn term 2022	1	1	2	2				6
EHE Spring term 2023	1		1	1				3
EHE Summer term 2023 to date		1		1				2
EHE end of year 2022-23	**2**	**2**	**3**	**4**				**11**

Analysis and Commentary:

Due to many of the Cambridgeshire LA schools being full to PAN, we are finding a regular number of in-year admissions, particularly from Cambridge City. During the year, we have several families who relocate due to the professional nature of the parents' roles, so will always have some leavers. One key concern for us is young students travelling a significant way using public transport during winter months, our admission process highlights with parents from outside of catchment any concerns that we may have. The choice of school is with the parent.

Any Other Academy Matters

Autumn Enrichment Programme

We are pleased to announce that our extra-curricular clubs will be up and running from Monday 18th September.

Monday	Wednesday	Thursday	Friday
Year 11 Art Tutorials	Homework Club (All year groups)	Homework Club - All year groups	Homework Club - All year groups
Homework Club (All year groups)	Girls' Football Year 7 and 8	Dance - Year 7, 8, 9 and 10	GCSE Music Support (week A only)
Rugby - Year 7 and 8 (mixed)	Lego Robotics Club Year 7, 8 and 9	Badminton - Year 9 and 10	Debate and Philosophy Club - All year groups
Netball - Years 7, 8 and 9 (mixed)	Photography Club Year 9 and 10	Fitness - Year 9 and 10	Dungeons and Dragons Club - All year groups
GCSE Music Support (week B only)		CVC Voices (School Choir) - All year groups	
GCSE Drama - practical performance		GCSE Drama Theory Support	

Loss of Student – Y11

Sadly, we lost one of our CVC students who died in tragic circumstances over the summer break. The school community has found this tough, and we have worked with the family to protect the routines and privacy of the younger siblings who attend the college. The funeral service (Wednesday 20th September) was attended by 4 members of CVC staff team and the hearse made a journey to the CVC driveway on the way to the crematorium to allow staff and students to say their final goodbyes. It has been an emotional time for all the staff, we have needed support from the LA educational psychologists and for our students this week, it has been a very raw and upsetting time.

List of acronyms/terms used in this report

Acronym/ term	Definition/meaning
SEF	Self-evaluation form, where schools just how effective they are against the Ofsted framework
AIP/ADP	Academy improvement plan/Academy Development plan. Used interchangeably throughout different framework documentation.
CPD	Continuing Professional Development
HR	Human Resources
CVC	Cottenham Village College
EBSA	Emotionally based school avoidance
YPW	Young People's Workers – works with a young person who requires an EHA
NEET	Not in education, employment, or training
EHA	Early Help Assessment. This helps to understand the student's needs and what support is required.
CCE	Child Criminal Exploitation
CSE	Child Sexual Exploitation
IT	Information Technology
DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead
NESSie	Cambs organisation set up to support families of children who self-harm
AHOYS	Assistant Head of Year
Section 3	Admitted to hospital for treatment for MH issue
Section 47	Investigation into safeguarding of child
Section 17	LA would look at providing support to keep a child safe.
PP	Pupil Premium – funding given for children who are entitled to FSM/FSM6 or SC
LAC	Looked After Child (often referred to as children in care)
CP	Child Protection
FSM/ FSM6	Free School Meals (FSM entitlement ended within 6 years)
SPP/ SC/ EVER6SC	Service Pupil Premium/Services Child – parent in the armed forces currently or previously died whilst service or registered as SC within the past 6 years. Entitled to the DfE's Ever 6 service child premium.
EHCP	Education and Health Care Plan. This details the SEN needs and any funding allocation to support meeting these.
CAMHS	Child and Adolescent Mental Health Services. NHS services that assess and treat young people with emotional, behavioural, or mental health difficulties. Sometimes called CYPMHS which stands for Children and Young People's Mental Health Services.
Channel	A multi-agency approach to safeguarding, supporting, and protecting children at risk of radicalisation, extremism, or terrorist related activities.
Overseas EEA	A safeguarding check for anyone who has lived abroad om the European Economic Area or in other countries.
SCR	Single Central Record. A spreadsheet that shows all employees, regular visitors, governors, and volunteers to check their right to work in the UK and all necessary safeguarding checks such as DBS
DBS	Disclosure and Barring Service, helping employers to make decisions about safer recruitment
PSHE	Personal, social, health and economic education
RE	Religious Education
MFL	Modern Foreign Language
CS	Computer Science
PD	Personal Development
DT	Design and Technology (often including Food)
PE	Physical Education
KS4	Key stage 4 (Years 10/11 at CVC– GCSE studies)
KS3	Key stage 3 – Years 7-9 at CVC, national curriculum coverage

P6	Period 6 – at end of the school day
CLFP	Curriculum led financial planning
INSET	Staff development days, training days, where schools are closed to pupils.
SLT	Senior leadership team
AAW	Astrea Academy Woodfields, Doncaster
T&L	Teaching and learning
Directed time	Principals can direct teachers to be on site to work for a maximum of 1265 hours per academic year. Other duties may need to be completed outside of directed time.
ECT	Early Career Teacher (first two years of teaching), previously referred to as NQT, Newly Qualified Teacher in year 1.
B&C	Behaviour and Culture
SEND – K and E	Special Education Needs and Disability, K is school support and E means they have an EHCP which outlines the specific needs they require.
VP	Vice Principal
AP	Assistant Principal
AP	Alternative Provision
IBP	Individual Behaviour Plan – outlines strategies to promote success for a student.
PSP	Personal Support Plan – outlines target areas for a student at risk of permanent exclusion, plan takes place over 16 weeks.
FTS	Fixed term suspension. Student is not allowed to attend school for a set duration.
ISR	Internal Suspension Room – Student works in a room away from main classrooms.
RAG	A system of colour coding against progress, Red Amber Green. Red means not attempted, Orange in development, Green is in place/established.
EHE	Elective Home Education – where a parent decides to remove a child from school and educate at home.
LA	Local Authority
LAAO	Local Authority Attendance Officer
BASI	Behaviour Attendance Safeguarding Inclusion, multi-team meeting
PA	Persistent Absence, defined as attendance rate of below 90%
FFT	Fischer Family Trust – organisation that has collected school data for 22 years from schools nationally. Originally stems from collecting contextual data to look at value added in different regions of the UK
LPA/ MPA/ HPA	Low/Medium/High prior attainment. Looking at KS2 SATS scores in Y6.
EAL	English as an Additional Language
P8	Progress 8 – the difference between Attainment 8 scores and the estimates for children from their KS2 scores, across 8 subjects.
A8	Attainment 8 – The value of the 8 GCSE grades combined.
NGRT	New Group Reading Test – an online platform for measuring reading ages
FFT5	A target grade calculated to put in the top 5 centile of schools with similar intake of attainment.
SISRA	An analytic programme for school data and projections
BromCom	The school data system
MCAS	My Child At School -the parent portal for BromCom
Basics	The grade in English and Maths at either grade 4 or 5
QLA	Question Level Analysis. Looking at each question in an assessment to see if there is any pattern of trend to the responses, rather than just the final test score.
HoD	Head of Department
LM	Line manager/management
NOR	Number on Roll
PAN	Published Admission Number – the school set number for a maximum in year group. For CVC this is 180 (6 classes).
SEMH	Social, Emotional, and Mental Health issues

Child Protection and Safeguarding Policy 2023/24

Date	September 2023
Written by	Head of Safeguarding
Approved by Trust Board	July 2023
Review Date	September 2024

Contents

1. **Safeguarding Policy Principles**

1.1. This policy has been authorised by the Trustees of Astrea Academy Trust, is published on the Academy website and is available in hard copy to parents on request. This policy can be made available in large print or other accessible format if required. This policy and its procedures apply wherever staff or volunteers are working with pupils even where this is away from the Academy, for example on an educational visit. It also applies where there is Early Years Foundation Stage (**EYFS**) provision and Post-16 provision.

1.2. *Keeping Children Safe in Education 2023* defines safeguarding and promoting the welfare of children as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

1.3. Every pupil should feel safe and protected from any form of abuse. The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. As is stated in Part one: Paragraph 2 of *Keeping Children Safe in Education (2023)*: "Safeguarding and promoting the welfare of children is **everyone's responsibility**. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is **child-centred**. This means that they should consider, at all times, what is in the **best interest of the child**".

1.4. The Academy will take all reasonable measures to:

1.4.1 Adopt a child-centred approach, ensuring that there is a 'listening culture' to empower all children and young people to speak out about any concerns that they might have and that their wishes and feelings are actively sought when addressing any concerns or liaising with other agencies;

1.4.2 Ensure that we practise safer recruitment in checking the suitability of staff, and volunteers (including Trustees, local committee members, and staff employed by another organisation) to work with children and young people and maintain an up-to-date Single Central Record in line with *Keeping Children Safe in Education (2023)*. Hiring managers will conduct an online search for shortlisted candidates, to help identify any incidents or issues which may raise concerns about the individual working with children. The hiring managers will have the opportunity to explore findings with the applicant at the interview. Hiring managers will utilise the Trust guidance on online searches and have the central Safeguarding and HR teams available for guidance on individual circumstances.

1.4.3 Ensure that where staff from another organisation are working with our pupils, on-site or on another site, we obtain written confirmation that appropriate child protection checks and procedures have been completed on those staff (including Alternative Provision and Tutoring services). This includes an appropriate staff member visiting the AP setting and completing the Astrea AP Quality Assurance Checklist ahead of the child being enrolled.;

1.4.4 Follow the local inter-agency procedures of Cambridgeshire County Council Safeguarding Partnership (three safeguarding partners: the local authority, the Integrated Care System (ICS, previously CCG) and the Chief Officer of Police);

1.4.5 Be alert to signs of abuse and neglect, both in the Academy, and from outside (including within the community, at home and online) and to protect each child from any form of abuse, whether from an adult or another pupil (child on child abuse);

1.4.6 Deal appropriately with every suspicion or disclosure of abuse and to support children who have been abused or are considered to be at risk, in accordance with any agreed child protection plan, child in need plan or Early Help/Team around the Child (or equivalent plan);

1.4.7 Be aware that behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk of significant harm;

1.4.8 Operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol, and substance misuse;

1.4.9 Be alert to the medical needs of children with physical and mental health conditions;

1.4.10 Design and operate procedures which, so far as possible, ensure that teachers and others who have not done wrong are not prejudiced by false allegations;

1.4.11 In line with *the Prevent Duty 2015 and section 26 of the Counter-Terrorism and Security Act 2015,* have 'due regard to the need to prevent people from being drawn into terrorism'. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

1.4.12 Identify children who may be vulnerable to radicalisation, and know what to do when they are identified;

1.4.13 Identify children who may be vulnerable to exploitation (criminal, including through county lines and sexual), and know what to do when they are identified;

1.4.14 Teach pupils about safeguarding and online safety, for example through the use of online resources, through the curriculum and PSHE (including Relationship, Sex and Health Education), together with guidance on adjusting behaviour to reduce risks including the safe use of electronic devices and the internet, building resilience to protect themselves and their peers, and information about who they should turn to for help;

1.4.15 Take all practicable steps to ensure that Academy premises are as secure as circumstances permit;

1.4.16 Consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our Academy or our local area;

1.4.17 Ensure all staff understand that they are responsible for reporting all safeguarding and child protection concerns that they become aware of. Staff must report to the Designated Safeguarding Lead (or deputy) and document all concerns and actions taken into CPOMS or otherwise as

directed by the DSL. Staff will be provided with training on how and when to use the reporting system by the Designated Safeguarding Lead upon Induction and annually thereafter

2. **Statutory and Regulatory Framework**

2.1. This policy has regard to regulations and standards issued by the Secretary of State for Education (**DfE**) in accordance with:

- *Keeping Children Safe in Education 2023*
- *The Children Act 2004*
- *The Children Act 1989*
- Section 175 of the *Education Act 2002*
- Section 94 of the *Education and Skills Act 2008*
- Sections 29 and 38 of the *Counter-Terrorism and Security Act 2015*
- *'Revised' Prevent duty guidance for England and Wales 2021*
- *The Prevent Duty: Departmental advice for schools and childcare providers June 2015*
- The *Education (Independent School Standards) (England) Regulations 2014*
- *Statutory Framework for the Early Years Foundation Stage 2021*
- *The Children Act 1989*
- *Female Genital Mutilation Act 2003*
- *The Children and Families act 2014*
- *The Children and Social Work Act 2017*
- *The Designated teacher for Looked after and previously Looked after children February 2018*
- *Working Together to Safeguard Children 2018*
- *Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018*
- *What to do if you are worried a child is being abused: advice for practitioners 2015*
- *Child Sexual exploitation: Definition and guide for practitioners 2017*
- *Children Missing Education 2016*
- *Multi-Agency statutory guidance on female genital mutilation 2016 (updated 2018)*
- *Female Genital Mutilation Guidance for Schools July 2019*
- *Disqualification under the Childcare Act (2006) July 2018*
- *Criminal Exploitation of children and vulnerable adults: County Lines Guidance September 2020*
- *Help, protection, education: concluding the Children In Need Review June 2019*
- *Teaching Online safety in Schools June 2019*
- *Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019*
- *RSE Guidance 2020*
- *Working together to Improve school attendance 2022*
- *Behaviour in schools DfE 2022*
- *Suspension and permanent exclusion guidance DfE 2023*

3. **Associated Policies**

3.1 This Policy should be read alongside the Academy's:

- Online Safety Policy
- Behaviour Policy

- Staff Code of Conduct/Behaviour Policy
- Health and Safety Policy
- Anti-Bullying Policy
- Confidentiality and Data Protection Policy
- Relationships, Sex and Health Education Policy
- Acceptable Use of IT Policy
- Equal Opportunities Policy

3.2 And linked Astrea Academy Trust policies:

- Recruitment Policy
- Inclusion Policy
- Primary Attendance Policy
- Whistleblowing Policy
- Exclusions Policy

4. The Designated Safeguarding Lead

4.1 The Academy has appointed a senior member of staff with the necessary status and authority (Designated Safeguarding Lead) to be responsible for matters relating to safeguarding, child protection, and welfare.

4.2 The Designated Safeguarding Lead for the Academy site is:
   Helen Stearn

4.3 The main responsibilities of the Designated Safeguarding Lead are set out in Annex C , Keeping Children Safe in Education 2023

4.4 If the Designated Safeguarding Lead is unavailable the Deputy Designated Safeguarding Lead will carry out their duties. The Deputy Designated Safeguarding Leads are:
   Hanan McKeand
   Clive Crisford

   Kath Goudie

   Paddy Winter

   Mary Pratt

   Conor Jackson

   Jos Abbott

4.5 In this policy, reference to the Designated Safeguarding Lead includes the Deputy Designated Safeguarding Lead where the Designated Safeguarding Lead is unavailable. However, the ultimate lead responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead and this lead responsibility cannot be delegated.

4.6 Either the DSL or deputy must be available to staff and pupils during the school day, either directly or by telephone. If the DSL is 'off-site', this must be communicated to all staff. If both the DSL and Deputy DSL are not available, staff should share concerns with another member of the senior leadership team who should contact Astrea Head of Safeguarding or Trust Safeguarding Officer immediately, should further advice/support be needed (see contact page for details).

4.7 The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead(s) must have completed, or be on the pathway to completing the Local Authority Designated Safeguarding Lead training (including local inter-agency working), to provide them with the knowledge and skills required to carry out the role, and must attend full refresher training at two-yearly intervals (minimum)

4.8 At least one member of the Academy Safeguarding Team must attend the Astrea Safeguarding Networks which cover updates on key contextual safeguarding issues, statutory guidance and locality support opportunities.

4.9 The Designated Safeguarding Lead (as a minimum) should also have undertaken Prevent training and Online Safety training, and be able to support the school with regards to their requirement under the Prevent Duty.

5. **Duty of employees, trustees, and volunteers**

    5.1 Every employee, trustee, and local committee member of the Academy as well as every volunteer who assists the Academy is under a general legal duty:

        5.1.1 To protect children from abuse and neglect;

        5.1.2 To be aware of the Academy's child protection procedures and follow them;

        5.1.3 To know how to access and implement the Academy's child protection procedures, independently if necessary;

        5.1.4 To keep a sufficient record of any significant complaint, conversation, or event in accordance with this policy; and

        5.1.5 To report any matters of concern to the Designated Safeguarding Lead.

5.2 [Staff connected to the School's Early Years and Later Years provisions are under an ongoing duty to inform the Academy if their circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to their contract of employment in respect of their ongoing duty to update the Academy.]

5.3 The Board of Trustees ensures there are clear lines of accountability through the Astrea Safeguarding Quality Assurance Framework, which is completed and reviewed annually.

5.4 The Board of Trustees ensures that the Academy's safeguarding arrangements consider the procedures and practices of the Local Safeguarding Partners and *Keeping Children Safe in Education 2023.*

5.5 The Board of Trustees will ensure that there are procedures and policies in place to support timely and appropriate action to be taken to safeguard a child and promote their welfare, and that regularly updated training takes place with all staff and volunteers.

5.6 The Board of Trustees will ensure that Safer Recruitment principles are adhered to in accordance with *Part 3, Keeping Children Safe in Education 2023*.

5.7 All significant incidents will be reported to the Trustees by the Head of Safeguarding. All serious incidents should trigger a post-incident review with the support of the Central Safeguarding Team and Regional Director. Through the Trust Governance structure, Trustees will confirm that these processes are in place.

5.8 A designated teacher is appointed by the Principal to promote the educational achievement of children who are looked after and previously looked after (**see 14.6 for contact details of the designated teacher for LAC**). As the central point of contact for the school, the designated teacher will ensure appropriate and timely liaison with the Virtual School and where appropriate, the Virtual School Head.

5.9 The Trustees will ensure that staff have the skills, knowledge, and understanding necessary to keep looked after children safe. In particular, they will ensure that the information they need in relation to the child's looked after status, their care arrangements, and the levels of authority delegated to the carer by the authority looking after them, is made available to them.

6. Training

6.1. Safeguarding Induction

6.1.1 The DSL must meet with any new member of staff , including temporary staff and volunteers, to provide a safeguarding induction that includes:

- This policy;
- The staff [Code of Conduct / Staff Behaviour Policy / Handbook] including the whistleblowing policy, staff social media / AUP Policy, and the Behaviour Policy;
- Role of the Designated Safeguarding Lead and his / her identity and contact details together with that of his / her Deputy;

- Safeguarding procedures in response to children who go missing (as outlined in Appendix 4 of this policy:
- A copy of '*Part 1 and Annex B of Keeping Children Safe in Education 2023*'
- Training on how to use the CPOMS record keeping system

6.1.2 The Trust Safeguarding Officer will meet with any new central team member who is likely to work in regulated activity with children, to provide a safeguarding induction that includes:
- This policy;
- The staff Code of Conduct, including the whistleblowing policy, staff social media / AUP Policy;
- Role of the Designated Safeguarding Lead within all academies;
- A copy of '*Part 1 and Annex B of Keeping Children Safe in Education 2023*'

6.2. Child Protection and Safeguarding training

6.2.1 The Principal and all staff members will undertake appropriate child protection and safeguarding training which will be updated annually and in consultation with Cambridgeshire County Council. Safeguarding Partners[1]. Training will include guidance on the duties of staff in relation to both children in need and children at risk of harm. In addition to all staff attending Safeguarding and Child Protection training, all staff will receive regular and timely updates via DSL briefings, email bulletins or staff meetings to keep their skills and knowledge up to date.

6.2.2 Unless equivalent training has been completed within the academic year, all staff will complete the Annual Certificate in Safeguarding (role specific as outlined in the Astrea Safeguarding Training Pathway).

6.1.3 Any hiring manager should complete Safer Recruitment every 3 years.

6.1.4 All staff working in regulated activity should complete the Government Prevent Awareness Training every 2 years.

6.1.5 The Head of Safeguarding will provide briefings for the DLS to deliver on the following subjects:
- Child on Child Abuse (including Sexual Violence and Harassment);
- Domestic Abuse;
- Filtering and Monitoring;
- Online Safety;
- Mental Health;
- Searching, Screening and Confiscation;
- Early Help;
- Child Sexual Exploitation;
- Child Criminal Exploitation;

- The Prevent Duty;
- Serious Violence;
- FGM; and
- Mental Health

6.1.6   The Principal should make an informed decisions on whether to mandate each module or briefing for individual volunteers.

6.1.7   Staff development will also include training on online safety and the requirement to ensure children are taught about safeguarding (including online safety).

6.1.8   Additionally, the Principal and DSL will assess the additional level and focus for staff training which should be responsiveness to specific contextual safeguarding concerns such as radicalisation; child sexual exploitation; criminal exploitation including through 'County Lines'; female genital mutilation; cyberbullying; child on child abuse (including sexual violence and sexual harassment) and mental health.

6.1.9   The DSL will keep a training record to evidence which staff have completed the mandated safeguarding training and when this was completed.

6.1.10 Annually, The DSL will keep a record to confirm all staff have read and understood the following:

- A copy of this policy
- Part 1 and Annex B of *Keeping Children Safe in Education 2023*
- The Academy's Code of conduct/Staff Handbook
- Behaviour Policy

6.2.11 All members of the Astrea Central Team, the local governance committee (LGC) / Trust management board (TMB) members, and Trustees will undertake appropriate training annually to enable them to fulfil their safeguarding responsibilities

7   Allegations against staff or volunteers

7.1 Staff must immediately report any concerns regarding the behaviour or conduct of a member of staff or volunteer directly the Principal. If the concern regards the Principal, staff are required to report to the Regional Director and/or Astrea Head of Safeguarding.

7.2 Staff must be reassured that a disclosure made in good faith will never lead to a detrimental position for their employment. A knowingly false disclosure however could lead to disciplinary action.

7.3 See Appendix 3 - Dealing with allegations against staff, the Principal, Trustees or volunteers for full details of the procedures to be followed in relation to allegations against staff. All guidance stated in Part 4 of Keeping Children Safe in Education 2023 regarding the management and record keeping regarding to allegations must be followed, which includes liaison with the Local Authority Designated Officer, as appropriate. Local Authority Designated Officer (LADO) contact information is detailed within section 11 of this policy.

7.4 The Principal must keep clear writren records of all steps of the allegations management process. The records must be stored securely and confidentially. The Principal must notify the The Head of Safeguarding of any concerns raised against a member of staff that he'she consideres could reach the Harm Threshold, as set out in Part 4 of Keeping Children Safe in Education 2023

8 Whistleblowing

8.1 Whistleblowing is the term used when an employee makes a disclosure concerning wrongdoing. The wrongdoing will typically, although not necessarily, be something they have witnessed at work.

This could be an incident or chain of incidents which makes someone feel uncomfortable in terms of known standards; is against Trust policy; falls below established standards of practice or amounts to improper conduct.

8.2 Astrea Academy Trust and its academies are committed to the highest standards of openness and expect colleagues to come forward and voice appropriate concern. The Whistleblowing Policy covers major concerns that fall outside the scope of the Grievance Resolution Policy or procedure or raising allegations against staff or volunteers (outlined in section 7 of this policy).

8.3 Staff must be reassured that a disclosure made in good faith will never lead to a detrimental position for their employment. A knowingly false disclosure however could lead to disciplinary action.

8.4 Many workplace problems can easily be solved at a local level. Employees are encouraged to raise their concerns to their Principal (if working within an Academy) or Department Head (if working within Central Team) to provide an opportunity for issues to be resolved without recourse. However, if the concern is in relation to the Principal of the Academy, colleagues are advised to make a disclosure to the Regional Director. Or if in relation to a Department Head within Central Team, colleagues are advised to make a disclosure to the Executive Director.

9 Procedures

9.1 Cause for concern / Disclosure of harm or abuse

9.2 Every disclosure or suspicion of abuse from within or outside the Academy will be taken seriously and action taken in accordance with this policy.

9.3 The child protection training provided to staff considers the types and signs of abuse staff should be aware of. Further details are set out in Appendix 2.

9.3.1 If a member of staff is concerned that a pupil may be in need of Early Help or suffering harm, the matter should be referred to the Designated Safeguarding Lead as soon as possible.

9.3.2 All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened, this could be due to their vulnerability, disability, and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

9.3.3 If, at any point, there is a risk of immediate harm to a child a referral should be made to Children's Social Care immediately, and Police, if necessary. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Contact details of local Children's Social Care can be found in section 11 of this policy.

9.3.4 All staff are particularly reminded:

- From October 2015, in accordance with section 5B of the *Female Genital Mutilation Act 2003,* teachers must personally report to the Police, 'known' cases of FGM, cases where they discover that an act of female genital mutilation appears to have been carried out, or a child/young person discloses it has taken place. The teacher should also discuss any such case with the Designated Safeguarding Lead and involve Children's Social Care as appropriate.

- From July 2015, under the *Prevent Duty*, concerns about children who may be at risk of being drawn into terrorism must be reported to the school's Designated Safeguarding Lead, who will make a referral as appropriate via the Channel Panel and/or to Children's Social Care, in line with the Local Authority protocol.

- Children and young people with Special Educational Needs and/or Disabilities (SEND) can face additional safeguarding challenges because:
  - there may be assumptions that indicators of possible abuse such as behaviour, mood, and injury relate to the child's condition without further exploration;
  - these children being more prone to peer group isolation or bullying/child on child abuse (including prejudice-based bullying) than other children;
  - there is potential that children with SEND, or certain medical conditions can be disproportionally impacted by behaviours such as bullying/child-on-child abuse without outwardly showing any signs, pupils may hide or mask the difficulties they experience; and
  - they may experience communication barriers and difficulties in managing or reporting these challenges.

  At Cottenham Village College we identify pupils who might need more support to be kept safe or to keep themselves safe by:

  - ensuring the DSL and SENCo work closely, sharing information regarding concerns relating to pupils/students with SEND;
  - pastoral support is targeted as required to pupils with SEND;

- all pupils'/students' voices are regularly captured, adaptations are made, and resources used to capture the 'voice' which may be non-verbal;
- all notable changes in behaviour, mood, or presentation are reported to the DSL;
- all unexplained injuries and injuries for which there have been where conflicting explanations are reported to the DSL.

9.4 Action by the Designated Safeguarding Lead

9.4.1 On being notified of a concern, disclosure, or suspicion of abuse, the action to be taken by the Designated Safeguarding Lead will take into account:

a) The local inter-agency procedures of the Local Safeguarding Partnership;

b) Responsibilities outlined in *Keeping Children Safe in Education 2023;*

c) Where relevant, local information sharing protocols relating to Channel referrals;

d) The nature and seriousness of the concern or disclosure. Information regarding a serious criminal offence, including the identification of someone who may already be engaged in illegal terrorist activity, will always be referred to local authority Children's Social Care Services and the Police;

e) The child's wishes and feelings; and

f) Duties of confidentiality, so far as applicable.

9.4.1 If there is room for doubt as to whether a referral should be made, the Designated Safeguarding Lead will consult with Children's Social Care on a 'hypothetical' basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral to the local authority Children's Social Care services will be made without delay (and in any event within 24 hours).

9.4.2 If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing to the local authority Children's Social Care services within 24 hours. Paragraph 71 of *Working Together to Safeguard Children 2018* states that: *"Within one working day of a referral being received, a local authority social worker should acknowledge receipt to the referrer and make a decision about next steps and the type of response required."* If no response or acknowledgment is received within this timeframe, the Designated Safeguarding Lead will contact the local authority Children's Social Care services again.

9.4.3 Whether or not the Academy decides to refer a particular concern to the local authority Children's Social Care Services or the Police, the parents and pupil will be informed of their right to make their own complaint or referral to the local authority Children's Social Services or the Police and will be provided with contact names, addresses and telephone numbers, as appropriate.

9.4.4 In circumstances where a pupil has not suffered and is not likely to suffer significant harm but is in need of Early Help or additional support from one or more agencies, the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead, will liaise with the local Early Help team and /or Children's Social Care and where appropriate an inter-agency assessment will take place, including use of the Early Help Assessment / Team around the Child approaches, as necessary. Decisions to seek such support for a pupil will be taken in consultation with parents unless there are reasonable grounds for suspecting that in doing so, the pupil will be at risk of significant harm. Details of the Early Help Hub / Team can be found on page 11 of this policy.

9.4.5 Where relevant, the Academy will co-operate with the Channel Panel, the Police, and/or Children's Social Care in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The Academy will respond to requests for information from the Police promptly and in any event within 48 hours.

9.5 Early Help Assessment

9.5.1 In accordance with *Keeping Children Safe in Education 2023* and chapter 1 of *Working Together to Safeguarding Children 2018*, all staff should be prepared to identify children and young people who may benefit from an Early Help Assessment. This means providing support as soon as a problem emerges at any point in a child's life.

9.5.2 Staff should, in particular, be alert to the potential need for early help for a child who:
- is disabled and/or has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health, and Care Plan);
- is a young carer;
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues, and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is a privately fostered child;
- has a parent/carer in custody.

9.5.3 In the first instance staff should discuss any Early Help Assessment requirements with the Designated Safeguarding Lead. Staff may be required to support other agencies and professionals in completing an Early Help Assessment.

9.5.4 All staff must be aware of the Early Help Assessment process which includes identifying an emerging problem, liaising with the Designated Safeguarding Lead, sharing information, and in some cases, acting as the lead professional in undertaking early help assessments.

9.5.5 If an Early Help Assessment and or other support is appropriate, the case should be kept under constant review by the identified lead professional under the supervision of the Designated Safeguarding Lead, and consideration given to a referral to Children's Social Care if the child or young person's situation doesn't appear to be improving. Details of the Early Help Hub / Team can be found on page 13 / paragraph 11 of this policy.

9.6 Mental Health

9.6.1 All staff should also be 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.

9.6.2 Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

9.6.3 Where children have suffered abuse and neglect, or other potentially traumatic

adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence, and into adulthood. It is key that staff are aware of how these children's experiences, can impact their mental health, behaviour, and education.

9.6.4 Any concerns about the mental health of our children and young people should be raised with the DSL, the school's Mental Health Lead, and SENCo, without delay to ensure children and young people can access the right support at the right time.

9.7 Dealing with allegations against staff, trustees, and volunteers

9.7.1 The Academy has procedures for dealing with allegations against staff (including supply), trustees, and volunteers who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff (including supply), trustees and volunteers from false or unfounded allegations. These procedures are set out in Appendix 3 and follow the DfE guidance found in Part 4 of *Keeping Children Safe in Education 2023.*

9.7.2 The local authority has designated a particular officer, or team of officers, to be involved in the management and oversight of allegations against people that work with children (Designated Officer(s) also known as LADO).

9.7.3 The designated officer(s) / LADO must be informed immediately and in any event within one working day of all allegations against staff (including supply), trustees, and volunteers that come to the Academy's attention and meet the criteria set out in paragraph 1 of Appendix 3.

9.7.4   Detailed guidance is given to staff, trustees, and volunteers to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This guidance is contained in the Staff Handbook.

9.7.5   Where a member of Academy staff is made aware of an allegation, relating to an incident perpetrated by an external individual or organisation, when they were using the school premises, the Principal and DSL should follow this safeguarding policies and procedures, including informing the LADO.

9.8   Allegations against pupils / Responses to Child on Child abuse

9.8.1   Children can abuse other children (often referred to as child-on-child or peer-on-peer abuse) and it can take many forms. It can happen both inside and outside of school/college and online. All staff must recognize the indicators and signs of child-on-child abuse and know how to identify it and respond to reports (see Appendix 2).

9.8.2   As outlined in 6.1.1, all staff will undertake specific training on Sexual Violence and Harassment between children in schools as well as being provided with behaviour and safeguarding training annually.

9.8.3   All pupils are to be reassured that any allegations of abuse will be taken seriously and that they will be supported and kept safe. Victims must never be given the impression that they are creating a problem or made to feel ashamed for making a report. Whilst statistically it is reported that it is more likely that girls may be victims and boys perpetrators, all child-on-child abuse is unacceptable and will be taken seriously.

9.8.4   All pupils can raise concerns confidentially regarding child-on-child abuse directly with the Designated Safeguarding Lead or Deputies via speaking to staff or email to CVCTellUs@astreacottenham.org

9.8.5   It is important to acknowledge that pupils may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report.

9.8.6   It is understood at the Academy, that even if there are no reports in the Academy, it does not mean it is not happening. It may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse, they should speak to the Designated Safeguarding Lead (or Deputy) to ensure it is dealt with immediately and report into CPOMS.

9.8.7   At the Academy we will not tolerate abuse. All staff understand the importance of challenging inappropriate behaviour between peers that are inappropriate and/or abusive in nature. Downplaying certain behaviours for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys will be boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and a culture that normalises abuse. This will not be tolerated in the Academy and may lead to disciplinary action being taken.

9.8.8   The initial response to a report from a child is incredibly important. How staff respond to a report can encourage or undermine the confidence of future victims of

sexual violence and sexual harassment to report or come forward. See Appendix 2 – Action staff must take for guidance.

9.8.9 All allegations against pupils are to be reported in accordance with the procedures set out in this policy (see appendix 2). A pupil against whom an allegation of abuse has been made may be suspended from the Academy during the investigation and the Academy's policy on behaviour, discipline and sanctions will apply. If the allegation is in relation to sexual violence or sexual harassment, guidance set out in *part 5 of Keeping Children Safe in Education 2023* will be followed.

9.8.10 The Academy will take advice from Children's Social Care services and Police as appropriate, on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of **all** pupils involved, including the pupil or pupils accused of abuse. If the allegation is regarding sexual violence, the Police **must** be notified.

9.8.11 When considering individual circumstances, professionals may prefer to use the terms, 'child who has been harmed' and 'child who may have caused harm.'

9.9 Missing Child and Child Missing from Education procedures

9.9.1 Knowing where children are during school hours is an extremely important aspect of safeguarding – refer to **Appendix 4 of this Policy for safeguarding responses to Missing Pupils**.

9.9.2 Children missing from school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children. We monitor attendance carefully and address poor or irregular attendance without delay.

9.9.3 Current allocated social workers will be consulted on any issues in relation to attendance for the children they are supporting, including responding to unauthorised absence or when the child is missing education.

9.9.4 In managing attendance, the following actions represent standard practice:

- We will always follow up with parents / carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents / carers / emergency contacts. Parents should remember to update the school as soon as possible if the numbers change.

- All staff are informed of Cottenham Village College's **Missing Pupil Procedure** which can be found in **Appendix 4** of this Policy. This procedure is to be used for searching for, and if necessary, reporting, any pupil missing from the Academy. The procedure includes the requirement to record any incident, the action taken, and the reasons given by the pupil for being missing.

9.10 Children Missing from Education:

9.10.1 The Academy recognises that Children being 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. Several strategies are in place at academy level to support identifying such abuse. These include:

- daily registers and reviewing of absent children;
- internal cross-function working including record keeping and tracking interventions;
- liaising with parents though phone calls and home visit;
- liaising with other professional;
- direct work with children.

9.10.2   A child going missing from education is a potential indicator of abuse or neglect, Academy staff will follow guidance from *Annex B, Keeping Children Safe in Education 20*23 and *'Children Missing Education' 2016* to promote their safety and wellbeing. The procedures in this policy will be followed when dealing with children who go missing from education, particularly on repeat occasions, to help to identify the risk of abuse and neglect and to help prevent the risks of them going missing in the future.

9.10.2.1   Where a child is going to be deleted from the pupil roll, the school will inform the local authority in which the child resides, in the applicable circumstances.

9.10.2.2   Where a parent notifies a school that a pupil will live at another address, all schools are required to record in the admissions register:
- The full name of the parent with whom the pupil will live;
- The new address; and
- The date from when it is expected the pupil will live at this address.

9.10.2.3   Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record in the admission register:
- The name of the new school; and
- The date on which the pupil first attended or is due to start attending the new school.

9.10.2.4   Where a parent has expressed their intention to Home Educate their child, in *Keeping Children Safe in Education 2023 it* advises that LAs, schools, and other key professionals should work together to coordinate a meeting with parents and carers where possible, to discuss what support can be put into place to either support the child to remain in school or to discuss next steps. This meeting will ensure that parents and carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and / or has a social worker. This meeting will be arranged by the Principal and any details regarding the meeting and any documentation relating to the request for EHE will be recorded on CPOMS.

9.10.2.5   When a parent seeks to Home Educate their child, The Principal should:
- *Instigate a meeting for Parents and professionals where appropriate (as outlined in above paragraph);*

- *Explore the reasons for EHE and consider the potential impact on the child;*
- *Write to the parent to outline the reflections and any appropriate challenge;*

Following these steps, should the parent continue with their wish to Home Educate their child, the academy must:

- delete the child's name from their admissions register upon receipt of written (email) notification from the parents that the pupil is receiving education otherwise than at school. However, schools should not wait for parents to give written notification that they are withdrawing their child from school before advising their local authority;
- make a return (giving the child's name, address and the ground upon which their name is to be deleted from the register) to the local authority as soon as the ground for deletion is met, and no later than deleting the pupil's name from the register. They should also copy parents into the notice to the local authority. *See DfE guidance Elective Home Education for more information.*

9.10.2.6 The Academy shall inform the applicable local authority of any pupil who fails to attend the Academy regularly or has been absent without the Academy's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the Academy and the local authority.

9.11 Informing parents

9.11.1 Parents will normally be kept informed, as appropriate, of any action to be taken under these procedures. However, there may be circumstances when the Designated Safeguarding Lead will need to consult the Principal, the designated officer (LADO), local authority Children's Social Care services and / or the Police before discussing details with parents.

9.11.2 In relation to Channel referrals, the Designated Safeguarding Lead will consider seeking the consent of the pupil (or their parent / guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.

9.11.3 See also **Appendix 3** for details about the disclosure of information where an allegation has been made against a member of staff, volunteer or the principal of the Academy, based on guidance from *Part 4, Keeping Children Safe in Education 2023.*

10 Secure school premises

10.1 The Academy will take all practicable steps to ensure that Academy premises are as secure as circumstances permit.

10.2   The Academy uses an electronic staff, visitor and contractor management system. Sign In App is Cyber Essentials and ISO27001 certified for Information Security Management in protecting our data. Visitor badges with visitor photos are issued and must be worn at all times. All visitors are asked to adhere to the Academy's health and safety rules and visitors are shown the emergency evacuation procedure when signing in. The Operations Manager and IT Team have live access to the sign in system should there be a need to see who is on site, and real-time reports are generated for emergency evacuations. Contractors who visit the school are met by a member of the site team and there is a contractor's information leaflet that is given to them with the necessary health and safety and safeguarding information.

10.3   When the Academy premises / facilities are hired or rented by an organisation or individual (for example to community groups, sports associations, and service providers to run community or extra-curricular activities), the Designated Safeguarding Lead will work alongside the Operations Manager / Site team / Principal] to ensure appropriate arrangements are in place to keep children safe.

10.4   External providers' / organisations' own Child Protection policies and procedures should be provided to the Academy and in liaison with the Designated Safeguarding Lead, agree how and when to report any concerns to the school.

10.5   Safeguarding requirements will be documented within any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of premises; and that failure to comply with this would lead to termination of the agreement.

10.6   Astrea Academy Trust has a dedicated *Health and Safety Policy* for Primary, Secondary and Special settings.

11 Confidentiality and information sharing

11.1 Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. The Academy has clear powers to share, hold and use information for these purposes[2].

11.2   The Academy will keep all child protection and safeguarding records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children.

11.3   The Academy will co-operate with the Local Safeguarding Partnership, Police and local authority Children's Social Care services to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the *Children Act 1989* in accordance with the requirements of:

- Keeping Children Safe in Education 2023
- Working Together to Safeguard Children (July 2018);
- the Prevent Duty Guidance for England and Wales (2015);
- Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015); and
- Government advice: 'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers' DfE July 2018, which has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018.

11.4   Where allegations have been made against staff, the Academy will consult with the designated officer and, where appropriate, the Police and local authority Children's Social Care services to agree the information that should be disclosed and to whom.

12 Monitoring

12.1   Principals and DSLs will undertake weekly CPOMS 7-day report monitoring to review all incidents recorded, ensuring all actions are recorded and are effective.

12.2   Any serious incidents at the Academy will be followed by a post-incident review, which includes a review of the safeguarding procedures within the Academy and a prompt report to the local committee. Where an incident involves a member of staff, the designated officer (LADO) will assist in this review to determine whether any improvements can be made to the Academy's procedures.

12.3   In addition, the DSL will monitor the operation of this policy and its procedures and will make a contribution to the half-termly Principals report, which will be shared at TMB/LGC meetings .

12.4   Trustees will undertake an annual review of this policy and its procedures and of the efficiency with which the relevant duties have been discharged.

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[2] Paragraph 115, *KCSIE 2023*

12.5   Trustees will ensure that any deficiencies or weaknesses in regard to child protection and safeguarding arrangements are remedied without delay.

13 Filtering and Monitoring

13.1 The Principal must ensure the appropriate Filtering and Monitoring systems are in place within the Academy IT infrastructure. The Trust has equipped all Astrea academies with Sophos filtering software which includes a firewall that monitors and filters incoming and outgoing network traffic. Sophos' main purpose is to allow non-threatening digital traffic in and to keep potentially dangerous digital traffic out. Appropriate levels of filtering can be assigned to users by using the Sophos appliance, which can be fine-tuned at each location. Astrea Trust has equipped all Astrea Academies with NetSupport DNA monitoring software. NetSupport DNA will monitor the Academy network and identify when a user triggers terminology that could indicate potential harmful or risky behaviours. The DSL must ensure that the NetSupport DNA console is available on the devices of at least two members of the safeguarding team, and that there is a strategic plan to review and respond to triggers highlighted through NetSupport DNA.

13.2 Technology, and risks and harms related to it, evolve, and change rapidly. The DSL should carry out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face. KCSiE 2023 recommends the 360 Safe assessment tools:

Risk Assessment: https://360safe.org.uk/overview/template-online-risk-assessment/
Self Assessment :   https://360safe.org.uk

14 Contacts

14.1   The details of the **Designated Safeguarding Lead (DSL)** for the Academy are as follows:
• Helen Stearn
• Helen.Stearn@astreacottenham.org
• 01954 288944

14.2 The Details of the **Deputy Designated Safeguarding Lead** for the Academy are as follows:

• Hanan McKeand
• Hanan.McKeand@astreacottenham.org
• 01954 288944

14.3   The Details of the **Local Authority Designated Officer (LADO)** are as follows:

•LADO@cambridgeshire.gov.uk

• 01223 727967 (Monday to Friday during office opening hours) or 01733 234 724 (Emergency Duty Team - out of hours queries)

14.4   The telephone numbers of the Cambridgeshire Children's Social Care services departments are as follows:
•Office hours telephone: 0345 045 5203
•Out of hours telephone: 01733 234 724
•Early Help Hub: 01480 376 666

- Multi Agency Safeguarding Hub (MASH): 0345 045 1362 (office hours) or 01733 234 724 (out of hours)

14.5   Details of relevant Prevent partners are as follows:
- Prevent team email: Prevent@cambs.pnn.police.uk 01480 422596

14.6   The following telephone numbers may be useful for pupils/staff:

Academy Principal:

- Zoe Andrews
- Zoe.Andrews@astreacottenham.org
- 01954 288944

Chair of Local Governance Committee (LGC):

- Cerian Webb
- Cerian.Webb@astreacottenham.org
- 01954 288944

Designated teacher for Looked After (LAC) or previously Looked after children:

- Nadine Malcolm
- Nadine.Malcolm@astreacottenham.org
- 01954 288944

Academy Mental Health Lead:

- Helen Stearn
- Helen.stearn@astreacottenham.org
- 01954 288944

Other Useful contacts:

Cambridgeshire Contact Centre	0345 0455203
NSPCC Childline	0800 1111
NSPCC	0808 800 5000 (help@nspcc.org.uk)
Ofsted's Whistleblower Hotline	0300 123 3155
NSPCC FGM Helpline details:	0800 028 3550
NSPCC Gangs Help Line details:	0808 800 5000

NSPCC Whistleblowing advice line   0800 028 0285

Forced Marriage Unit: 020 7008 0151

fmu@fco.gov.uk

Monday to Friday, 9am to 5pm

Out of hours: 020 7008 1500

(ask for the Global Response Centre)

Astrea Academy Trust Head of Safeguarding:

Rosie Hart   Mobile: 07563 381835

Email Rosie.hart@astreaacademytrust.org

Astrea Academy Trust Safeguarding Officer:

Rebecca Stansbury   Mobile: 07751 726362

Email: Rebecca.stansbury@astreaacademytrust.org

Appendix 1 - Role of the Designated Safeguarding Lead

1. The main responsibilities of the Designated Safeguarding Lead are outlined on full within *Annex C Keeping Children Safe in Education 2023*and summarised below:

   1.1. To be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of safeguarding and child protection;

   1.2. To co-ordinate the safeguarding and child protection procedures in the Academy;

   1.3. To advise and act upon all suspicion, belief and evidence of abuse reported to them;

   1.4. To encourage a culture of listening to children and taking account of their wishes and feelings;

   1.5. To liaise with and manage referrals to all relevant agencies in a timely manner and where necessary:
   - Referring to social care or supporting staff who make referrals;
   - To the Channel programme where there is a radicalisation concern;
   - Where a person is dismissed or left due to risk/harm to a child, referring to the Disclosure and Barring Service and Teaching Regulation Agency (TRA) as required; and
   - Where a crime may have been committed to the Police. See NPCC When to call the Police guidance.

   1.6. To ensure that all members of staff and volunteers receive training of appropriate frequency and content relating to safeguarding (including online safety), child protection and safer recruitment procedures, including induction for those staff who start at different points of the school year, and to keep and maintain records of this training;

   1.7. To be aware of the requirement for children to have an Appropriate Adult. Further information can be found in the statutory guidance – PACE Code C 2091;

   1.8. To ensure the schools child protection policies are known, understood, and used appropriately by all staff;

   1.9. To ensure the schools child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly;

   1.10. To ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;

1.11. To liaise with the Designated Officer (LADO), the local authority Children's Social Care services and other external agencies on behalf of the Academy;

1.12. To keep the Principal informed of all actions unless the Principal is the subject of a complaint (see **Appendix 3** for the procedures for dealing with allegations against staff);

1.13. To monitor the keeping, confidentiality, and storage of records in relation to child protection;

1.14. To monitor records of pupils in the Academy who are subject to a child protection plan / Child in Need Plan to ensure that this is maintained and updated as notification is received;

1.15. To liaise with other professionals to ensure that children who are subject to child protection plans are monitored and to take part in child protection conferences or reviews.

1.16. To ensure the secure transfer of the Child Protection file when a child leaves the school (including in year transfers). The Child Protection file should be transferred to the new school or college as soon as possible, and within 5 days of an in-year transfer or within the first 5 days of the start of a new term.

1.17. To liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.

1.18. To understand and recognise the additional risks that children with special educational needs and disabilities (SEND) can face, including online.

1.19. To promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

1.20. To work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:

- ensure that the school or college knows who its cohort of children who have or have previously had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
- support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have previously had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

1.21. In accordance with the *Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015)* the Designated Safeguarding Lead has, in addition, the following responsibilities:

- Acting as the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty;
- Coordinating Prevent duty procedures in the school;
- Liaising with local Prevent coordinators, the Police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and/or the Police where indicated;
- Undergoing Prevent or other appropriate training;
- Maintaining on-going training programme for all school employees including induction training for all new employees and keeping records of staff training; and
- Monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty.

2. The Deputy Designated Safeguarding Lead will carry out this role where the Designated Safeguarding Lead is unavailable. The ultimate responsibility for Safeguarding and Child protection remains with the Designated Safeguarding Lead and cannot be delegated.

Appendix 2 - Types and signs of abuse and Neglect

1.Types of abuse and Neglect –All school and college staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another

1.1 **Abuse**: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Part one of *Keeping children safe in education 2023* defines the following types of abuse:

1.2 **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

1.3 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

1.4 **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

1.5 **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to

appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

1.6 **Specific Safeguarding issues:**
Keeping Children Safe in Education 2023 acknowledges the following as specific safeguarding issues:

- Abuse including faith-based abuse;
- Bullying including cyberbullying;
- Child Abduction and community safety incidents;
- Children and the court system;
- Children missing from education;
- Children missing from home or care;
- Children with family members in Prison;
- Child sexual exploitation;
- Child exploitation: criminal exploitation including through county lines and trafficking;
- Domestic abuse;
- Drugs;
- Health and wellbeing – including Fabricated and Induced illness, Medical conditions and Mental health concerns;
- So called 'Honour based Abuse'– including Female genital mutilation (FGM), Forced Marriage and Breast Flattening (or Breast Ironing);
- Homelessness;
- Online safety;
- Private fostering;
- Radicalisation and Hate;
- Child on Child abuse;
- Sexual Violence and Sexual Harassment between children in schools;
- Upskirting;
- Violence – including Gangs and youth violence and Gender-based violence / violence against women and girls.

1.6.1   Annex B of *Keeping Children safe in Education 2023* contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children are expected to read both Annex A and part one of KCSIE alongside this policy.

1.6.2   Training must incorporate opportunities for staff to understand how to recognise and respond to the wide range of issues.

1.6.3   All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and consensual or non-consensual sharing of nudes or semi-nude images or videos put children in danger.

1.6.4   All staff should be aware that safeguarding issues can manifest themselves via Child on Child / Child on Child abuse. **See paragraph 1.6.33**

1.6.5   **Contextual Safeguarding:** All staff should be aware that safeguarding incidents and / or behaviours can be associated with factors outside the school or college and / or can occur between children outside of these environments. All staff, but especially the Designated

Safeguarding Lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families / home. Extra-familial harms or 'risks outside of the home', take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and / or welfare.

1.6.6 Children's Social Care assessments should consider such factors, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

1.6.7 **Domestic Abuse:** Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and / or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

1.6.8 Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home.

1.6.9 Where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young alleged perpetrators should be offered support.

1.6.10 **Child Sexual Exploitation (CSE):** is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and / or (b) for the financial advantage or increased status of the perpetrator or facilitator.

1.6.11 The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g., through others copying videos or images they have created and posted on social media).

1.6.12 Indicators of child sexual exploitation may include:
- Appear with unexplained gifts, money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;

- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

1.6.13   Potential Vulnerabilities

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe / stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in: *Child sexual exploitation: Definition and a guide for practitioners (DfE 2017).*

1.6.14   **Child Criminal Exploitation (CCE) and County Lines:** CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and / or (b) for the financial or other advantage of the perpetrator or facilitator and / or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

1.6.15   **County lines** is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

1.6.16   Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed

to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

1.6.17   One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services / third sector providers who offer support to victims of county lines exploitation.

1.6.18   Some additional indicators that may be present when a child is criminally exploited through county lines are children who:

- Go missing and are found in areas away from their home;
- Have been the victim or perpetrator of serious violence (e.g., knife crime);
- Are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- Are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- Are found in accommodation that they have no connection with, often called 'trap house or cuckooing' or hotel room where there is drug activity;
- Owe a 'debt bond' to their exploiters;
- Have their bank accounts used to facilitate drug dealing.

1.6.19   Like other forms of abuse, CCE and county lines:
- Can affect any child or young person (male or female) under the age of 18 years;
- Can affect any vulnerable adult over the age of 18 years;
- Can still be exploitation even if the activity appears consensual;
- Can involve force and / or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- Can be perpetrated by individuals or groups, males or females, and young people or adults; and
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

1.6.20   **Female Genital Mutilation:** FGM refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. This practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

1.6.21   Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

1.6.22 Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

1.6.23 Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care.

1.6.24 Risk factors for FGM include:
- Low level of integration into UK society;
- Mother or a sister who has undergone FGM;
- Girls who are withdrawn from PSHE;
- Visiting female elder from the country of origin;
- Being taken on a long holiday to the country of origin;
- Talk about a 'special' procedure to become a woman.

1.6.25 Signs of FGM:
FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Indications that FGM may have already taken place may include:
- Difficulty walking, sitting or standing and may even look uncomfortable;
- Spending longer than normal in the bathroom or toilet due to difficulties urinating;
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems;
- Frequent urinary, menstrual or stomach problems;
- Prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g., withdrawal or depression) on the girl's return;
- Reluctance to undergo normal medical examinations;
- Confiding in a professional without being explicit about the problem due to embarrassment or fear;
- Talking about pain or discomfort between her legs.

1.6.26 **All staff must be aware of the requirement for teachers to report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.** This mandatory reporting duty commenced in October 2015. Teachers must personally report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the Designated Safeguarding Lead and involve Children's Social Care as appropriate. All staff will utilise Appendix 3 of Female Genital Mutilation Guidance for Schools July 2019 to ensure appropriate action is taken and conversations are recorded appropriately/in line with Guidance.

1.6.27 **Those failing to report such cases will face disciplinary sanctions.**

1.6.28 It will be rare for teachers to see visual evidence, and they should not be examining pupils.

1.6.29 **Honour Based Abuse:** So-called 'honour-based' Abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and / or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

1.6.30 Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

1.6.31 **Child on child abuse**: All staff should be aware safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include online which facilitates threatens and / or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens an/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- gender-based violence;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation / hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

1.6.32 Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with child-on-child abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

1.6.33 At Cottenham Village College we believe that all children and young people have a right to attend school and learn in a safe environment. Children and young people should be free from harm by adults in the school and other pupils.

1.6.34 We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

1.6.35 All allegations of child-on-child abuse should be reported **immediately** to the DSL. The DSL will consider the need for agency involvement which may include Police and or social care depending on the allegation – see appendix 2 points 4 & 5.

1.6.36 The DSL will be mindful of support and supervision needs of both the victim and the alleged perpetrator, this will be discussed in consultation with the Principal and in line with *Part 5 of Keeping Children Safe in Education 2023*.

1.6.37 **Consensual and non-consensual sharing of nudes and semi-nude images and/or videos:** (also known as: Sexting / Youth produced sexual imagery**)** - we follow guidance given to schools and colleges by the UKCIS Education group *Sharing nudes and semi-nudes: Advice for Education settings December 2020* which outlines the steps to be taken – see part 4 and 5 of this Appendix.

1.6.38 An immediate referral to Police and / or Children's Social Care through the MASH or equivalent should be made if at this initial stage:
- The incident involves an adult;
- There is reason to believe that a child or young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs);
- What you know about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent (see section 1.6 of *UKCIS Sharing nudes and semi nudes: Advice for Education* for guidance on assessing behaviour);
- The images involve sexual acts and any pupil in the images or videos is under 13;
- You have reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, they are presenting as suicidal or self-harming.

1.6.39 **Upskirting:** typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge**,** with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim. It is a criminal offence under the *Voyeurism (Offences) Act 2019,* commonly referred to as the Upskirting Act. **Any reports of Upskirting will be reported to the DSL. The DSL will report the offence immediately to the Police and follow guidance as stated in this Policy.**

1.6.40 **Private Fostering:** A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their home, with the intention that it should last for 28 days or more.

1.6.41 A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.

1.6.42 Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

1.6.43 Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

1.6.44 **Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement.** Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

1.6.45 School staff should notify the Designated Safeguarding Lead (DSL) when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

1.6.46 On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

1.6.47 **Online safety**: see Cottenham Village College for guidance on whole school approach to Online safety which includes Online safety coverage in the curriculum; Acceptable Use of technology; filtering and monitoring systems in place to support safe use of technology within school and how content, contact, conduct and commerce are monitored. **All Online safety concerns (including online child-on-child abuse) must be reported to the DSL and recorded on CPOMS.**

1.6.48 The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk known as the 4 Cs (upon which the Online safety Policy is based):

> • **content**: being exposed to illegal, inappropriate, or harmful content, for example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
>
> • **contact**: being subjected to harmful online interaction with other users; for example: child to child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
>
> • **conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images (e.g., consensual, and non-consensual sharing of nudes and semi-nudes and / or pornography, sharing other explicit images and online bullying; and
>
> • **commerce**: risks such as online gambling, inappropriate advertising, phishing and or financial scams. Following consultation with the DSL and Astrea Central IT team, they may decide to report concerns of this nature to the Anti-Phishing Working Group (https://apwg.org/).

1.6.49 There are close links between online safety concerns and child-on-child abuse. Whilst there are risks of online child-on-child abuse and access to potentially harmful content outside of school, pupils may still have access to mobile and smart devices in school and therefore staff must be alert to this risk and ensure pupils adhere to policy in respect of the use of mobile and smart devices on site.

1.6.50   Staff must ensure pupils understand both the risks and potential sanctions of non-compliance in respect of the use of mobile and smart devices, as part of the Online Safety Curriculum and in accordance with the Online Safety Policy (Including Acceptable Use of Technologies) and the Behaviour Policy.

1.6.51   Communications with parents and carers should be used to reinforce the importance of children being safe online. Parents and carers are to be made aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online to support online safety in the home.

1.6.52   The Principal must ensure the appropriate Filtering and Monitoring systems are in place within the Academy IT infrastructure as outlines in section 13 of this Policy.

1.6.53   DSL should carry out an annual review of their approach to online safety as outlined in section 13 of this policy.

1.6.54   Additional information regarding keeping children safe online (including when they are online at home) is provided in *Part 2 of Keeping Children Safe in Education 2023.*

2.   Signs of abuse

2.1 Possible signs of abuse include, but are not limited to:

2.1.1   The pupil says they has been abused or asks a question or makes a comment which gives rise to that inference;

2.1.2   There is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries;

2.1.3   The pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour;

2.1.4   The pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;

2.1.5   The pupil's development is delayed; the pupil loses or gains weight or there is deterioration in the pupil's general wellbeing;

2.1.6   The pupil appears neglected, e.g., dirty, hungry, inadequately clothed; and

2.1.7   The pupil is reluctant to go home, or has been openly rejected by his / her parents or carers.

2.1.8   Inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one to one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images.

2.2 The Local Safeguarding partnership can provide advice on the signs of abuse and the DfE advice *What to do if you're worried a child is being abused (2015)* provides advice in identifying child abuse. The NSPCC website is also a good source of information and advice.

3   Radicalisation and the Prevent duty

3.1.1   The Academy has a legal duty to have due regard to the need to prevent individuals from being drawn into terrorism.

3.1.2   The Academy aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The Academy is committed to providing a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

3.3.   The Academy has adopted the Government's definitions for the purposes of compliance with the Prevent duty:

3.4.   **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

3.5.   **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

3.6.   **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

3.7.   The DSL should ensure there is Prevent risk assessment in place for the setting which considers Prevent related responsibilities in line with:

- Section 26 of the Counter Terrorism and Security Act 2015 (CTSA)
- education inspection framework (EIF) 2022

The Government have produced a toolkit and self-assessment template which is available via the link below:https://www.gov.uk/government/publications/prevent-duty-self-assessment-tool-for-schools

3.8 There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children and young people's behaviour which could indicate that they may be in need of help or protection.

3.9 Children and young people at risk of radicalisation may display different signs or seek to hide their views. Academy staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

3.10   *Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism* (2015) notes the following:

"There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race / hate crime, lack of self-esteem or identity and personal or political grievances."

The academy will be sensitive to age-appropriate behaviour though example indicators that an individual is engaged with an extremist group, cause or ideology include:

- Spending increasing time in the company of other suspected extremists;

- Changing their style of dress or personal appearance to accord with the group;

- Day-to-day behaviour becoming increasingly centred around an extremist ideology, group, or cause;

- Loss of interest in other friends and activities not associated with the extremist ideology, group, or cause;

- Possession of material or symbols associated with an extremist cause (e.g., the swastika for far-right groups);

- Attempts to recruit others to the group / cause / ideology; or

- Communications with others that suggest identification with a group / cause / ideology.

Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- Clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;

- Using insulting or derogatory names or labels for another group;

- Speaking about the imminence of harm from the other group and the importance of action now;

- Expressing attitudes that justify offending on behalf of the group, cause or ideology;

- Condoning or supporting violence or harm towards others; or

- Plotting or conspiring with others.

3.11   Protecting children from the risk of radicalisation is part of the Academy's wider safeguarding duties and is similar in nature to protecting children from other harms (e.g., drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. **The DfE's briefing note: [The Use of Social Media for On-line Radicalisation (2015](#)) includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk**

Guidance for staff and volunteers on suspecting or hearing a disclosure of abuse / responding to a cause for concern

4.   Action staff must take

4.1. A member of staff, supply staff or volunteer suspecting or hearing a disclosure of abuse (including child-on-child abuse and Online safety concerns):

4.1.1. Must listen carefully to the child or young person and keep an open mind. The member of staff should not take a decision as to whether or not the abuse has taken place;

4.1.2. Must not ask leading questions, i.e., a question which suggests its own answer;

4.1.3. Must reassure the child or young person but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the Designated Safeguarding Lead who will ensure that the correct action is taken; and

4.1.4. **Staff are not to view or forward illegal images of a child.**

4.1.5. **Staff must keep a sufficient written record of the conversation or concern within CPOMS**. The record should include:
   o   the date and time;
   o   the location that the conversation or concern took place;
   o   a clear and comprehensive summary of the concern, including the child's voice where possible;
   o   details of how the concern was followed up and resolved;
   o   a note of any actions taken, decisions reached and the outcome.

4.2. The CPOMS log must clearly outline those involved using initials for students and full names and roles of professionals and family members.

4.3. If there is an immediate child protection matter, staff must inform the Designated Safeguarding Lead (or deputy) verbally, as soon as possible and follow up with a CPOMS log.

4.4. If any other forms of evidence are gathered by any other means, for example, scribbled notes, mobile phones containing text messages, clothing or via school computers, these must be safeguarded and preserved and passed directly to the Designated Safeguarding Lead without delay.

4.5. All suspicions or disclosures of abuse must be reported to the Designated Safeguarding Lead as soon as possible unless it is an allegation against a member of staff in which case the procedures set out in **Appendix 3** should be followed.

4.6. If there is a risk of immediate serious harm to a child or young person a referral should be made to Children's Social Care immediately and Police where required.

4.7. Anybody can make a referral. If the child or young person's situation does not appear to be improving, the staff member with concerns should press for re-consideration.

4.8. Weekly 7-day report monitoring will be undertaken to review all entries into CPOMS, conducted by the Principal and DSL.

5. **Action DSL must take in respect of Child-on-Child abuse**

5.1 Reports of Child-on-child abuse, particularly sexual violence and sexual harassment are likely to be complex, requiring difficult professional decisions to be made. Any decisions are for the Academy to make on a case-by-case basis, with the Designated Safeguarding Lead (or a deputy) taking a leading role, using their professional judgement, and being supported by other agencies, such as Children's Social Care and the Police, as required.

5.2 It is essential that **all** victims are reassured 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 of the school or college should not be downplayed and should 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. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them. Abuse that occurs online or outside of the Academy will be treated with equal seriousness.

5.3 If possible, managing reports with two members of staff present, (preferably one of them being the Designated Safeguarding Lead or a deputy). However, this might not always be possible; where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and the UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people.

5.4 The Designated Safeguarding Lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the Academy's initial response. Important considerations will include the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment.

5.5 **The DSL will hold an initial review meeting with appropriate staff**. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns – at this point, risk is to be assessed and referrals to Police and Children's Social Care considered, as necessary.

5.6 When there has been a report of sexual violence, the DSL (or deputy) will make an immediate risk and needs assessment.

5.7 Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

5.8 Risk assessments should be recorded (written or electronic), uploaded to CPOMS and should be kept under review.

5.9 **The risk and needs assessment** should consider:

- the victim, especially their protection and support;
- whether there may have been other victims,
- the alleged perpetrator(s); and
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.
- consider intra familial harms and any necessary support for siblings following incidents

5.10 **The DSL and appropriate staff will hold subsequent interviews** with the children or young people involved (if appropriate).

5.11 **Parents and carers should be informed** at an early stage and involved in the process in order to best support the child or young person unless there is good reason to believe that involving them would put the child or young person at risk of harm.

5.12 **A referral should 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

5.13 **Rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the Police.** Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the Police remains. The Police will take a welfare, rather than a criminal justice approach, in these cases.

5.14 Where there are images or videos of the abuse, **staff are not to view or forward illegal images of a child.** It may be more appropriate to confiscate any devices to preserve any evidence and hand them to the Police for inspection.

5.15   The school or college should only engage staff and agencies who are required to support the children involved and / or be involved in any investigation.

5.16   The victim may ask the Academy not to tell anyone about the sexual violence or sexual harassment. If the victim does not give consent to share information, staff may still lawfully share it, if it can be justified to be in the public interest, for example, to protect children from harm and to promote the welfare of children. Ultimately, the Designated Safeguarding Lead (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children.

5.17   Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, the Academy will consider the need for anonymity and witness support see: Safeguarding Children as Victims and Witnesses | The Crown Prosecution Service (cps.gov.uk).

5.18   The DSL will ensure they do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.

5.19   The Academy will consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities as part of the risk assessment process and will liaise with agencies accordingly should additional risks arise.

5.20   There are four likely scenarios for schools and colleges to consider when managing any reports of sexual violence and / or sexual harassment. It will be important in all scenarios that decisions and actions are regularly reviewed and that where necessary relevant policies are updated to reflect lessons learnt. Likely Scenarios:

5.20.1 Manage Internally
5.20.2 Early Help
5.20.3 Referral to Children's Social Care
5.20.4 Reporting to the Police

For further guidance see Sexual violence and sexual harassment between children in schools and colleges (publishing.service.gov.uk)

Appendix 3 - Dealing with allegations against staff, the Principal, Trustees or volunteers

1   The Academy's procedures

1.1   The Academy's procedures for dealing with allegations made against staff will be used where the member of staff (including supply staff), the Principal, a Trustee or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child or young person;
- Possibly committed a criminal offence against or related to a child or young person; or
- Behaved towards a child / young person or children / young people in a way that indicates he or she would pose a risk of harm if he or she works regularly or closely with children or young people.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

1.2   Any allegations not meeting these criteria (known as the 'Harms Threshold') will be dealt as a 'low level' concern in accordance with section two of *part 4 of Keeping Children safe in Education 2023* and the Local Safeguarding Partnership procedures. Advice from the designated officer will be sought in borderline cases.

1.3   All allegations must be dealt with as a priority so as to avoid any delay.

1.4   Allegations against a teacher who is no longer teaching and historical allegations will be referred to the LADO and where necessary the Police.

2   Reporting an allegation against staff, the Principal, a Trustee, or volunteer

2.1   Where an allegation or complaint is made against any member of staff or volunteer who is not the Principal, the matter should be reported immediately to the Principal. The Principal should notify the Head of Safeguarding and the Regional Director.

2.2   Before contacting the designated officer (LADO), the Principal, DSL, or an assigned case manager (referred to hereafter as the 'investigating officer') will conduct basic enquiries to help to determine whether there is any foundation to the allegation, being careful not to jeopardise any future Police investigation.

2.3   The 'basic enquiries' should consider:

- Was the individual in the school / at the alleged location at the time stated within the allegation?
- Did the individual or could the individual have come into contact with the child as alleged;
- Are there any witnesses?
- Was there any CCTV?

2.4   The allegation and details of the basic enquiry will be discussed with the designated officer (LADO), within 24 hours of the allegation being raised. Where appropriate, the Principal will consult and agree the next steps with the Designated Safeguarding Lead and / or an assigned investigating officer. Following consultation, it will be decided if the case will be managed as either: An allegation that meets the harms threshold or an allegation / concern that does not meet harms threshold and will be investigated as a 'Low Level' concern.

2.5   Where an allegation or complaint is made against the Principal, the matter should be reported immediately to the Trust's Head of Safeguarding and Academy Regional Director without first notifying the Principal. Again, the allegation will be discussed immediately with the designated officer before further action is taken.

2.6   Where an allegation is made against any Trustee or local committee member, the matter should be reported immediately to the Trust's Head of Safeguarding and the Assistant CEO.

2.7   Where suspension may need to be considered, please refer to HR to undertake a risk assessment.

3   Disclosure of information

3.1   Where it has been alleged or identified that a child has been harmed, that there may be an immediate risk of harm to a child, or if the situation is an emergency, Children's Social Care and Police should be contacted as appropriate and the DSL must be notified.

3.2   Two key aspects to consider when an allegation has been made:

- **Looking after the welfare of the child** – The DSL is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care as described above.
- **Investigating and supporting the person subject to the allegation** – the Principal or investigating officer should discuss with the LADO, the nature, content and context of the allegation and agree a course of action.

3.3   When to inform the individual of the allegation should be considered carefully on a case-by-case basis, with guidance as required from the LADO, and if appropriate local authority Children's Social Care and the Police.

3.4   The Parents or carers of the child or young person / children or young people involved will be informed of the allegation as soon as possible if they do not already know of it. Key parties will be kept informed of the progress and outcome of the case, however, information provided to those parties will be dependent upon and subject to the laws and guidance on confidentiality, data protection and the advice of external agencies.

3.5   The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

3.6   Where the investigating officer is concerned about the welfare of other children in the community or the member of staff's family, they should discuss these concerns with the DSL and make a risk assessment of the situation. It may be necessary for the DSL to make a referral to Children's Social Care.

3.7   Where it is clear that an investigation by the Police or Children's Social Care is unnecessary, or the strategy discussion or initial assessment decides that is the case, the LADO should advise of the next steps with the investigating officer.

3.8   Where the initial discussion leads to no further action, the investigating officer and the LADO should:

- Record the decision and justification for it; and
- Agree on what information should be put in writing to the individual concerned and by whom.

4   **Further action to be taken by the Academy**

4.1   A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The Academy will act in accordance with *part 4 of 'Keeping Children Safe in Education' 2023* and the Academy's employment procedures.

4.2   Whilst schools are not the employers of supply teachers / staff, they should ensure all allegations are dealt with properly. The Academy will work alongside supply agencies and the LADO to ensure all allegations and concerns in respect of supply teachers / staff are fully investigated.

4.3   See Astrea Disciplinary Policy for further information regarding the investigation process, next steps, and potential disciplinary actions.

5   **Management of Low-Level concerns**

5.1   As part of the whole school approach to safeguarding, the Academy will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply, volunteers, and contractors) are dealt with promptly and appropriately.

5.2   The term low level concern does not mean that it is insignificant, it means the behaviour towards a child does not meet the harms threshold however the concern may indicate that the adult / staff member (including supply, volunteer, or contractors) may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and

- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

5.3   Low level concerns should be reported to the Principal. The Principal may delegate to the DSL, where appropriate, to investigate low level concerns. Where a low-level concern is raised about the Principal, it should be raised with the Head of Safeguarding and Chief Operations Officer.

5.4   The Principal will confidentially record all low-level concerns, the context in which they arose, and action taken. The Principal will record the name of the individual who raised the low-level concern, unless they wish to remain anonymous, which should be respected as far as reasonably possible.

5.5   The Principal should collect as much information as possible by:

- speaking directly with the person who raised the concern;
- speaking to the individual involved and any witnesses;
- reviewing any documentation or additional information as necessary.

5.6   Low level records should be reviewed regularly so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. This may then need raising with LADO, should further concerns arise.

5.7   For further guidance regarding Low Level concerns, please speak with Astrea HR and Astrea Head of Safeguarding

6   Ceasing to use staff

6.1 If the Academy ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children or young people, a settlement / compromise agreement will not be used and there will be a prompt and detailed report to the Designated officer (LADO), Disclosure and Barring Service (DBS) and Teaching Regulation Agency (TRA). Any such incidents will be followed by a review of the safeguarding procedures within the Academy, with a report being presented to the local committee without delay.

6.2 If a member of staff (or volunteer) tenders his or her resignation, or ceases to provide his or her services, any allegations will still be followed up by the Academy in accordance with this policy and a prompt and detailed report will be made to the Designated officer (LADO) and where necessary to the Disclosure and Barring Service and TRA.

6.3 Where a teacher has been dismissed, or would have been dismissed had they not resigned, separate consideration will be given as to whether a referral to the Teaching Regulation Agency (TRA) is required.

6.4 In the case of any Early Years and Foundation Stage provision at the academy:

6.4.1   The School will inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children on the premises of any Early Years and Foundation Stage provision (whether that allegation relates

to harm or abuse committed on the premises or elsewhere), and will provide details of the action taken in respect of those allegations.

6.4.2   These notifications will be made as soon as reasonably practicable, but in any event within 14 days of the allegations being made.

7   Unsubstantiated false or malicious allegations

7.1   Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with the Academy's behaviour and discipline policy.

7.2   Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the Academy reserves the right to contact the Police to determine whether any action might be appropriate.

8   Record keeping

8.1   Details of allegations found to be malicious will be removed from personnel records.

8.2   For all other allegations, full details will be recorded on the confidential personnel file of the person accused.

8.3   An allegation proven to be unsubstantiated, unfounded or malicious will not be referred to in employer references. In accordance with *part 4, 'Keeping Children Safe in Education 2023'*, history of repeated concerns or allegations which have all been found to be false, unsubstantiated, or malicious will also not be included in any reference.

8.4   The Academy will retain all safeguarding records and relevant personnel records for so long as reasonably required[3]. The Academy will ensure that all records are created, retained, shared and destroyed in accordance with the Data Protection Act 2018. Further details can be found in Astrea Data Protection policy and procedure.

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[3] In accordance with the terms of reference of the Goddard Inquiry all schools are required to retain information which relates to allegations (substantiated or not) of organisations and individuals who may have been involved in, or have knowledge of child sexual abuse or child sexual exploitation; allegations (substantiated or not) of individuals having engaged in sexual activity with, or having a sexual interest in, children; institutional failures to protect children from sexual abuse or other exploitation.

Appendix 4 - Missing Pupil Procedures

In the event of a member of staff fearing that a pupil has gone missing whilst at school:

1. The member of staff who has noticed the missing child will inform the on-call immediately.
2. A Designated Safeguarding Lead will also be made aware.
3. On-call staff and any other available staff will conduct a search using both CCTV and manual searches of areas such as toilets.
4. If deemed appropriate by senior staff, available staff will begin a search of the area immediately outside of the school premises taking a mobile and/or radio so that they can contact the school office.
   The search outside school should include the drive way area and The Green.
   If the student has not been found after 10 minutes, then parents/carers should be notified.
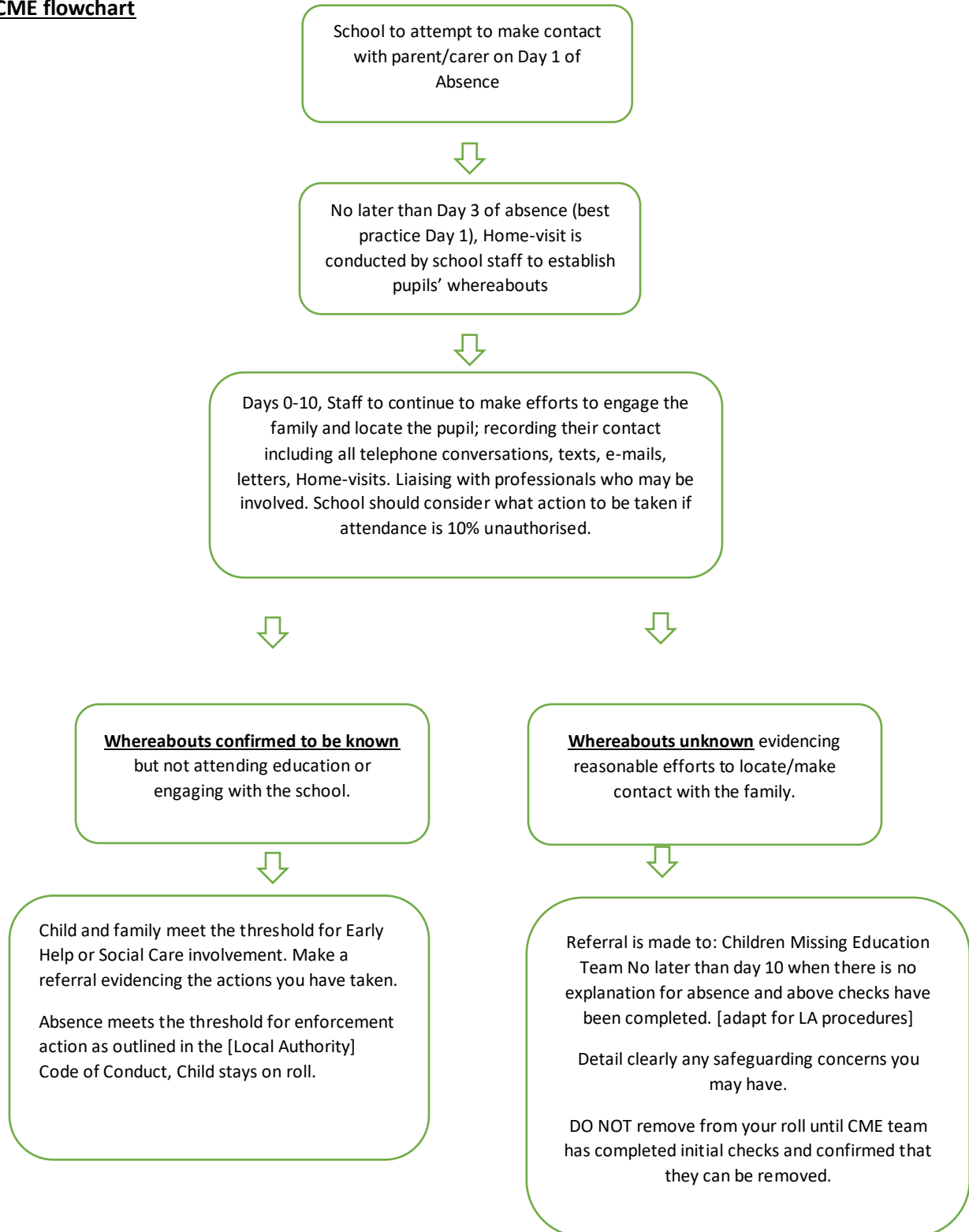5. **If the parents/carers have had no contact from the student, the Police will be contacted by dialling 999**. The member of staff will be asked to write an incident form (CPOMS), describing the circumstances which led to the student leaving the school, when the child was last seen and document the search undertaken. If the missing child has any special medical or Special Educational Needs / learning needs then these need to be noted, to be disclosed to Police or other agencies. The incident should be relayed to other important agencies. If the student has an allocated Social Worker, then they should be informed of the disappearance. If the student is a Looked After Child, then the Social Worker should be kept informed.
6. The Trust's Head of Safeguarding is to be informed once key agencies have been informed.
7. When the student is found members of staff will care for and talk with the child, bearing in mind that he / she may be unaware of having done anything wrong or, alternatively, may also have been afraid and distressed and may now be in need of comfort. Other adults present will take the opportunity to speak to the remaining students to ensure that they understand that they must not leave the premises and why. Parents and other agencies will be informed of the outcome of the incident.
8. After the incident, the Principal and DSL will carry out a full investigation taking statements from all the staff present at the time.
9. The Trust's Head of Safeguarding will conduct 'Post-Incident reflection' with the Principal and DSL. A conclusion is drawn as to how the incident happened and used to inform future Risk Assessments. A written report will be produced, and policies and procedures will be reviewed.

If a pupil goes missing on a school trip:

1. The trip leader must ensure the safety of the remaining pupils.
2. The trip leader / organiser, in discussion with other teaching staff will be responsible for making decisions relating to the trip.
3. One or more adults should immediately start searching for the missing student.
4. Regular head counting of pupils should take place, particularly before leaving a venue. Pupils should be readily identifiable, usually by wearing their uniform.
5. The school must be informed if a student is missing and cannot be found.
6. If the student has not been found within 10 minutes, the Police must be called by dialling 999 and then parents should be informed. If hospitalisation is required, a member of staff must go in the ambulance (two members of staff if trip staffing allows).

7. After any incident of a missing student, CPOMS report must be completed giving full details of how and when the incident occurred.
8. Principal, DSL, and EVC investigate (as point 9 above).
9. The Trust's Head of Safeguarding conducts Post Incident reflection.

CME flowchart

School to attempt to make contact with parent/carer on Day 1 of Absence

⇩

No later than Day 3 of absence (best practice Day 1), Home-visit is conducted by school staff to establish pupils' whereabouts

⇩

Days 0-10, Staff to continue to make efforts to engage the family and locate the pupil; recording their contact including all telephone conversations, texts, e-mails, letters, Home-visits. Liaising with professionals who may be involved. School should consider what action to be taken if attendance is 10% unauthorised.

⇩ ⇩

Whereabouts confirmed to be known but not attending education or engaging with the school.

Whereabouts unknown evidencing reasonable efforts to locate/make contact with the family.

⇩ ⇩

Child and family meet the threshold for Early Help or Social Care involvement. Make a referral evidencing the actions you have taken.

Absence meets the threshold for enforcement action as outlined in the [Local Authority] Code of Conduct, Child stays on roll.

Referral is made to: Children Missing Education Team No later than day 10 when there is no explanation for absence and above checks have been completed. [adapt for LA procedures]

Detail clearly any safeguarding concerns you may have.

DO NOT remove from your roll until CME team has completed initial checks and confirmed that they can be removed.

KS3 and KS4 Acceptable Use Policy

What is an AUP?

We ask all young people and adults involved in the life of Cottenham Village College to sign an Acceptable Use Policy, which is a document that outlines how we expect them to behave when they are online, and/or using school networks, connections, internet connectivity and devices, cloud platforms and social media (both when on school site and outside of school).

Why do we need an AUP?

These rules have been written to help keep everyone safe and happy when they are online or using technology. Sometimes things go wrong, and people get upset, but these rules help us avoid it where we can.

School systems and users are protected and monitored by security and filtering services to provide safe access to digital technologies. This means anything you do on a school device or using school networks/platforms/internet (including from home when home learning) may be viewed by one of the staff members who are here to keep you safe.

But it's not about systems and devices – it's about behaviour. So, the same rules apply when you are at school as when you are home learning or just having fun with friends.

Where can I find out more?

If your parents/carers want to find out more, they can read Cottenham Village College's Safeguarding Policy for more detail on our approach to online safety and links to other relevant policies (e.g. Behaviour Policy).

If you have any questions about this AUP, please speak to your form tutor.

What am I agreeing to?

BEHAVIOUR - FOR ANY DEVICE, APP, SITE OR GAME, AT SCHOOL AND AT HOME:

- Anything I write, post or share online will be necessary, relevant, positive and respectful.
- I will treat myself and others with respect at all times, treating others the way I would like to be treated and speaking to people as I would face to face.
- I will always be positive and creative, aiming to learn and share, develop new skills, have fun and prepare for the future.
- I know it can be hard to put down devices (for adults too), so when parents/carers or teachers talk to me about it, I will be open and honest if I am struggling.
- I will always protect my reputation and that of the school, staff, students and others.
- I only use apps, sites and games I am old enough for. I know most social media are 13+ and games can have higher age ratings. I know 18-rated games are not just more difficult but are only suitable for people over this age. They could be harmful to me if I am under 18.
- When I am at school or using a school system or device, I will only use apps, sites or games that I have been told are appropriate for school use.
- I will always avoid taking risks online and doing anything that encourages hate, discrimination or bullying.
- I know just calling something banter doesn't make it okay - if it is upsetting it could become bullying; if jokes are all one-sided, and the other person is upset, it is time to stop!
- I will not use technology to bully, impersonate, harass, threaten, make fun of or upset anyone, at school or outside. I will stand up for my friends by sharing this with a Trusted adult.
- I know people online might not be who they say they are, even if the picture and name are from someone I know, so I am always very careful when someone wants to add me.

- I will always talk to a trusted adult before I meet someone face to face who I have only met online. I will never meet anyone I meet online alone.
- I will only use my personal devices (mobiles, smartwatches etc) in school if I have been given permission, and I will never take secret photos, videos or recordings of teachers or students, including when learning remotely.
- I will check location and privacy settings the first time I install an app and regularly afterwards because many apps can show everyone where I am, where I live and go to school (I know that they may reset without asking).
- I don't have to keep a secret or do a dare or challenge just because someone (even a friend) tells me to – real friends don't put you under pressure to do things you don't want to. If I promise to do something and then realise it is a bad idea, I don't have to do it.
- I can always say no online, end a chat or block someone.
- I will not attempt to watch pornography on a school device. I know that there are risks associated with watching pornography online. Children and young people who watch porn or sexually explicit content are at greater risk of developing:

  I. unrealistic attitudes about sex and consent
  II. more negative attitudes about roles and identities in relationships
  III. unrealistic expectations of body image and performance

NSPCC - Online Pornography

- I will treat all devices with respect. I will not cause any physical damage, or try to change something, that could cause difficulty for someone else. If I use a device and find that it has been damaged, or something has been changed, then I will tell a trusted adult immediately. If I damage a device on purpose, I understand that I will be subject to the Academy's behaviour policy and any applicable sanctions.
- I will not install or attempt to install programmes of any type on a school device without staff permission.
- I understand that storage provided by the school is for school related purposes only.
- I will only email staff members using the school email system and I understand that the school email system is only for school related work. All emails will be courteous.

SHARING:

- I know anything I do can be shared and may stay online forever - even disappearing or anonymous messages can be traced and saved; deleting a post won't remove people's screenshots. Anything I do online now may be available online when I am an adult and poor decisions could affect my future.
- I will respect my body and other people's: use positive language; not share photos or videos to shame or embarrass; never share revealing images or where I/they aren't fully dressed.
- It is not my fault if I stumble across (or somebody sends me) something violent, sexual or otherwise worrying; I will not share or forward it, but I will ask a trusted adult for advice/help.
- I will not post, look at, upload/download or share material that could be offensive, misleading, harmful or illegal. If I come across anything that is of concern, I will report it immediately.
- I will not share anybody's personal information that can be used to identify me, my family or my friends on any online space, unless a trusted adult has given permission or reviewed the site.
- I will always check sources before sharing news or information, because I know anything I see online could be biased and misleading, and there are lots of spoof accounts.
- If I choose to livestream, I will make sure my parents/carers know about it first, and I will always check my privacy settings and know who can see what and when. I am careful what information I share during at Livestream, and make sure that I do not say things that could upset or hurt others.

ACCESS, SECURITY & SETTINGS:

- I understand that the school may be able to track my activity whenever I am on any school device or system, including school devices or systems when I am at home. This means they may be able to access my emails or see what websites I visited. School computers, laptops and devices are monitored, and anything that I type or view while using these devices can be seen by teachers and staff at school.
- I will keep login details secret and change my password regularly. If I think someone knows my password, I will change it; if I think they have used it, I will tell a teacher.
- I will not leave my school computer unattended without locking it first.
- I will not try to bypass school security in any way or access any hacking files or tools.
- I will only edit or delete my own files and not view, change or delete other people's files or user areas without their permission.
- If I am not expecting to receive a file or link from someone, or it looks strange to me, I will double-check with the person it is from (in a new message, not by clicking reply) before clicking.
- I will not download copyright-protected material (text, music, video etc.).
- I understand that internet access in School is filtered to reduce the likelihood of unsuitable material being shown on school devices, but I know that I can report anything that I think should be filtered to a trusted adult.

GETTING HELP:

- I will tell a trusted adult if I have a problem or am worried about something online, and I will encourage my friends to do so too. Even though it might not feel like it, statistics show that telling someone helps!
- If I see anything that shows people self-harming or encouraging others to do so, I will report it on the app, site or game and tell a trusted adult straight away.
- School staff and private tutors should not behave differently in private or online than when the whole class is in a room together, so if I ever get asked or told anything online that would be strange in school, I will tell another teacher.
- I might be contacted online on Bromcom, Office 365, Email or Microsoft Teams by my teachers, school staff or tutors about my learning, wellbeing or behaviour. If I am contacted by someone else, I will tell another teacher or Mrs Stearn.
- If I see, watch, read, hear or receive anything I am unhappy with or I receive a message that makes me feel uncomfortable, e.g. bullying, sexual, violent or extremist/hateful content, I will not respond to it but I will talk to a trusted adult about it.
  I know I can also report unwanted sexual harassment or abuse from the school community and get help form the Designated Safeguarding Lead, Mrs Stearn, or via the NSPCC at help@nspcc.org.uk or by calling 0800 136 663.
- I know who my trusted adults are at school, home and elsewhere, but I can also get in touch with Childline, The Mix, or The Samaritans or use the school Tell Us email which is CVCTellUs@astreacottenham.org

I have read and understood this agreement:	Name:
	Date:

My trusted adults in school are:	
My trusted adults outside of school are:	