



Area	Safeguarding	Online safety	Mental health and wellbeing	Preventative child-on-child SVSH and abuse
Leadership	• DSL- Jill King • DDSL- Rachel Heron • Named governor • Attendance officer • Job descriptions reviewed annually	• DSL leads on online safety- Jill King • Named governor for IT • Computing subject lead supports DSL	• Designated senior mental health lead- Jill King • Named governor	• DSL overall responsibility- Jill King • SLT supports behaviour management
Oversight	• Support SLA in place with Brightcore Consultancy (BC) • Safeguarding governor monitoring- half termly • External safeguarding review • Annual planner in place	• Support SLA in place with Brightcore Consultancy • IT governor monitoring-termly. Named Governor for IT is the designated governor responsible for reviewing the F&M logs and ensuring the school meets the DfE technical standards • Annual review of online safety and action plan completed as per KCSiE • F&M standards and cyber security standards report completed and reviewed termly	• Support SLA in place with Brightcore Consultancy • Governor review of Three Year strategy plan for MH&W • MH&W governor- termly visit • MH&W audit completed	• Support SLA in place with Brightcore Consultancy • Safeguarding governor monitoring- half termly • Headteacher's report to FGB provides information on child-on child

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Policies	• Attendance • Child Protection • Data protection • Emergency plan • Safeguarding • Staff code of • SEND conduct • Whistleblowing	• Acceptable use agreements • Artificial intelligence • Online safety • Safeguarding	• Health and safety • Mental health • Safeguarding • SEND • Staff wellbeing	• Anti-bullying • Behaviour • Exclusions and suspensions • Relationships education • Restrictive physical intervention • Safeguarding • School values • SEND

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Procedures: including record keeping, training, site security, external partnerships	• DSL/DDSL annual refreshers and bi annual training • Annual training for all staff and governors • Staff sign to state they have read and understood KCSiE part 1 and Annex B- use of BC certified knowledge quiz, follow up/support as required • Staff sign code of conduct annually • Training on key safeguarding topics at least annually • Clear reporting processes, timely logging, effective follow up • Rational for referrals and information sharing decisions recorded • SCR compliant, robust pre-employment checks	• DSL/DDSL annual refresher training • Annual online safety training for staff and governors • Cyber security training • Acceptable use agreements • F&M systems in place, use of SENSO- real time alerts to monitor behaviour online and incidents recorded • Annual audit using LGfL • Regular checks of F&M systems by SLT and IT governor to test effectiveness of system • Clear categorisation of online safety concerns • Use of CEOP for advice on reporting routes • LA updates, national information on online harms and emerging trends	• DSL/DDSL annual refresher training • Annual MH&W training for staff and governors • Annual staff survey • MH&W audit completed annually • Graduated response strategy in place • Identification or presenting needs through analysis of pupil disclosures, information • Impact monitoring • Staff confident to report concerns and disclosures • Links with CAHMS, supporting charities • Early Help support from LA and CSC • Signposting of families to specialist support • School environment reviewed and adapted to meet individual and emerging needs of pupils	• DSL/DDSL annual refresher training including part 5 of KCSiE • Annual behaviour training for all staff • Regular behaviour updates to all staff in response to emerging needs, pupil plans • Behaviour code shared with all pupils on a regular basis • All incidents are logged on CPOMS • Home school agreements signed by parents/carers • Review and monitoring of case files and risk assessments • Staff endorse a 'zero tolerance' approach • Signposting to external charities e.g. NSPCC • Effective lunchtime and Green Play supervision

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Procedures: including record keeping, training, site security, external partnerships	• Visitors managed securely • Site access secure with risk assessments in place • Trips, clubs and transport safely managed, trips evaluated • Risk assessments in place • Protective security plan in place and knowledge applied • Strong relationships with external partners • Timely contributions to CIN/CP processes- clearly recorded • Identification or presenting needs through analysis of pupil disclosures, information • Alternative provision procedures	• Clear processes for responding to online harm/ bullying • Identification or presenting needs through analysis of pupil disclosures, information • Monitoring of 4 Cs as outlined in KCSiE- content, contact, conduct, commerce	• Regular cross checking of mental health logs with attendance, behaviour and pastoral records to ensure risks are identified early • Links with virtual school	• Corridor and toilet expectations • Identification or presenting needs through analysis of pupil disclosures, information

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Culture including staff knowledge	• DSL/DDSL have level 3 training • Clear lines of communication • Tell a trusted adult promoted to all pupils • Low level concerns are reported to the headteacher by staff and acted upon • Positive behaviour culture • Staff feel able to challenge and raise concerns • Importance of mutual respect promoted and enacted by all staff	• DSL/DDSL completes annual online safety training • Staff updates on national online safety trends • Staff are proactive in raising concerns • Staff understand how the real-time monitoring software (SENSO) operates and implications for their own behaviours	• myHappyMind in place linked to PSHE provision • Clear processes for early help and targeted support • Importance of mutual respect promoted and enacted by all staff	• School values and behavioural expectations shared with all pupils on a regular basis • Child friendly behaviour policy and anti-bullying policy- posters around school to reinforce • Importance of mutual respect promoted and enacted by all staff • Zero-tolerance culture by staff where all incidents are taken seriously, addressed minimised, and never tolerated or passed off as 'banter'."

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Pupil voice: engagement and feedback	• Anonymous feedback • Pupil voice gathered in line with monitoring framework and arising issues/ concerns • Governor pupil voice activities • 'Tell me' boxes • Trusted adults in place • Importance of mutual respect promoted and enacted by all staff • Pupil responsibilities	• Pupil voice gathered in line with monitoring framework and arising issues/ concerns • Governor pupil voice activities	• Pupil voice gathered in line with monitoring framework and arising issues/ concerns • Governor pupil voice activities	• Pupil voice gathered in line with monitoring framework and arising issues/ concerns • Governor pupil voice activities •
Curriculum	• Relationships/PSHE curriculum in place, curriculum map ensures coverage and continuity • Topics align with KCSiE Annex B • Awareness arising days and assemblies are integrated to enhance and reinforce curriculum delivery	• Computing curriculum in place including online, curriculum map ensures coverage and continuity • Curriculum furthered strengthened with CEOP and Childnet resources • Awareness arising days and assemblies are integrated to enhance and reinforce curriculum delivery	• Relationships/PSHE curriculum in place, curriculum map ensures coverage and continuity • Awareness arising days and assemblies are integrated to enhance and reinforce curriculum delivery	• Relationships/PSHE curriculum in place, curriculum map ensures coverage and continuity • Awareness arising days and assemblies are integrated to enhance and reinforce curriculum delivery

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Parental/ carer engagement	• Regular updates, local support and weblinks (including emerging concerns/issues) provided to parents/carers through weekly newsletter • School website signposts parents/carers to websites and key information • DDSL provides advice and support for parents/ carers as required	• School website signposts parents/carers to websites and key information • Online safety information sessions for parents/carers	• School website signposts parents/carers to websites and key information • DDSL provides advice and support for parents/carers as required • School supports parents/carers with external referrals	• School website signposts parents/carers to websites and key information • Behaviour Policy and Anti-bullying Policy on school website • Child friendly policies for parents/carers to embed awareness

Monitoring the effectiveness and impact of our whole school approaches

	Annual audits	Questionnaires, surveys, quizzes, checklists	DSL reports to FGB	Named governor reports to FGB	HT reports to FGB	Scenario and response	Observation, learning walks
Leadership and oversight							
Policy and procedures							
Culture incl. training							
Pupil voice							
Curriculum							
Parental engagement							