

Safeguarding and child protection – appendix

Retford Oaks Academy

September 2023

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1 Academy statement

We follow all aspects of statutory safeguarding guidance outlined in the [Trust policy](#).

Retford Oaks Academy is committed to the safeguarding and protection of all our children. Underpinned by our Trust vision 'To inspire. To raise aspiration. To create brighter tomorrows,' we aim to achieve outstanding practice enabling our children to achieve their fullest potential, free from harm and abuse of any kind. In adhering to this principle, we focus on providing a safe and welcoming culture and environment for all children implemented **through our values** 'We empower. We respect. We care' and through our shared vision To inspire. To raise aspirations. To create brighter tomorrows.

2 Safeguarding personnel / key contacts

Staff contacts

Role	Name	Contact Details
Designated Governor for Child Protection and safeguarding	David Cartwright	DCartwright@gov.diverse-ac.org.uk
Executive Principal	Heather Widdup	HWiddup@diverse-ac.org.uk
Principal and Senior Safeguarding Lead	Luke Dickinson	LDickinson@retfordoaks-ac.org.uk
	Richard Stewardson	RStewardson@retfordoaks-ac.org.uk
Deputy Safeguarding Lead	Fiona White	FWhite@retfordoaks-ac.org.uk
Deputy Safeguarding Lead	Anne Ashley	AAshley@retfordoaks-ac.org.uk
CLA (Looked After Child) contact	Amy Puttergill	APuttergill@retfordoaks-ac.org.uk
Family Support Advisor		

ELSA		
Mental Health Lead	Anna Brammall	ABrammall@retfordoaks-ac.org.uk
Online safety lead	Adam Cooper	ACooper@retfordoaks-ac.org.uk
LA Child Protection Contact	Cheryl Stollery	0115 8041047 cheryl.stollery@nottscc.gov.uk
LADO	Eva Callaghan	0115 8041272 eva.callaghan@nottscc.gov.uk
MASH (Multi-agency Safeguarding Hub)		0300 500 80 90 mash.safeguarding@nottscc.gov.uk
Emergency Duty Team (Children’s Social care – outside office hours)		0300 456 4546

3 Responsibility for implementing the safeguarding policy in the academy

The local academy committee delegate responsibility for day-to-day operational safeguarding to the Principal, wider leadership team and the designated safeguarding lead at Retford Oaks Academy.

Overarching responsibilities are outlined in the Trust policy.

4 Training

In addition to the training outlined in the Trust Policy, regular updates are provided to staff through staff meetings and email. All safeguarding presentations and key documentation are uploaded to My Concern – local policies.

The designated safeguarding leads access additional training provided by the local authority, and this is disseminated to staff as appropriate.

5 Mobile phones and other electronic devices

The school will examine emerging technologies for their educational benefit and carry out a risk assessment before use in school.

Mobile phones and associated cameras will not be used in lessons or formal school time except as part of an educational activity.

6 Working with parents / carers

Parents and carers are kept informed and supported in keeping their children safe through the sharing of learning via assemblies and the sharing of any local information via Weduc and, where necessary, through individual meetings with members of staff.

7 Curriculum – safeguarding

7.1 Our curriculum is designed to ensure that all our children know how to keep themselves safe and have good emotional resilience, health and wellbeing. There is a strong focus on developing healthy relationships.

PSHE/Relationships & Sex Education is a vital part of the curriculum at (insert academy). The curriculum covers the following aspects of safeguarding:

- Puberty changes: personal hygiene, expectation of change, body image, variety and stereotypes
- Gender identity: transgender and cisgender
- LGBTQ+: lesbian, gay, bisexual, transgender, and queer/questioning (one's sexual or gender identity)
- Relationships: relationship skills, self-image and identity, body language, relationships with family and friends, platonic and sexual relationships, marriage, morality in relationships, coping with abuse
- Human sexuality: questions about human sexuality, sexual alternatives, HIV & AIDS, the expression of sex within relationships, consent, the age of consent, the right not to be sexually active, peer group and media pressures, the importance of safe sex, pornography
- Sexual exploitation: an understanding of actual or attempted abuse of position of vulnerability, differential power, or trust, for sexual purposes
- Violence against women and girls
- Female Genital Mutilation – including associated ethical and moral questions

- Population, growth and control: population growth, the choice of parenthood, discussion of contraceptive methods
- Education for parenthood: the nature of families – pressures and responsibility, parenting skills
- Gender role: changing attitude to gender role; sexism, equal opportunities
- STIs: including associated ethical and moral questions
- Abortion: including associated ethical and moral questions
- Substance misuse: including associated ethical and moral questions
- Violence and exploitation by gangs
- Criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)
- Hate crime
- Extremism/radicalism
- Online behaviours including image and information sharing (including ‘sexting’, youth produced sexual imagery, nudes, etc.)
- Agencies: voluntary and statutory help available for individuals and families

We believe that Relationships and Sex education is vital to safeguarding and empowering children. The RSE elements of our PHSE curriculum are age appropriate, based on guidance from the PHSE Association and is shared with parents annually. An overview of what is taught in different year groups can be found on the academy website.

<https://www.retfordoaks-ac.org.uk/wp-content/uploads/sites/16/2021/03/Relationships-and-Sex-Education-academy-appendix.pdf>

7.2 Online safety is regularly taught through the curriculum, but particularly in Computing and PDE and is relevant, engages pupils’ interests and aims to be flexible in response to specific incidents that may be reported. Additional opportunities are sought to embed the skills across the curriculum.

7.3 Mental health is taught through our PHSE curriculum and through general class discussions when issues arise.

8 Child-on-child sexual harassment (CoCSH) and sexual violence (CoCSV)

Children are taught about child-on-child sexual harassment and sexual violence in an age-appropriate way. We always follow the guidance outlined in part 5 of KCSIE when addressing issues related to CoCSH and CoCSV.

9 Local contextual safeguarding

Children are taught about specific issues to enable them to remain safe within the local community. Through the curriculum, children are given information and strategies to ensure they can identify risk, understand consequences, and make informed decisions about internet safety, sexting, smoking, alcohol, drugs, knife crime, bullying and hate crime.

10 Working with agencies

In addition to the minimum expectations in working with safeguarding partners through Working Together to Safeguard Children (2023), we work with:

- NSCP
- NCC
- MASH
- Social Services
- Local Police
- Health
- LADO

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