

# Safeguarding Blueprint



**Underpinning our relationships with a culture of support, respect, and trust, recognising we are stronger together.**

## High Quality Partnerships

<b>S.1</b>	<b>Statutory responsibilities</b>	All governors, leaders and staff are aware of and act on their legal responsibilities in relation to child protection and safeguarding including safer recruitment. All have completed statutory training and records show they have read associated legislation and guidance, and engage with information issued by local safeguarding partners. Staff know and use the procedures stated in the Anglian Learning safeguarding policy that should be followed if they have a cause for concern. Visitors to the academy are informed of what to do if they have a safeguarding concern.
<b>S.2</b>	<b>Leadership of safeguarding</b>	Governors and leaders ensure that safeguarding teams receive sufficient training, time and appropriate supervision and support to carry out their role proactively. The strategic use of the My Concern reporting tool determines safeguarding priorities through emerging themes and trends that are immediately acted on and / or evidenced in the whole school improvement plan. Academy leaders use the Anglian Learning safeguarding calendar and audit to ensure quality assurance is comprehensive, well planned, proactive and timely.
<b>S.3</b>	<b>Rigour and compliance</b>	Leaders and governors ensure that the processes and rationales behind safer recruitment are clearly understood and embedded in recruitment practice. The Single Central Record is always accurate and up to date.
<b>S.4</b>	<b>Professional learning and critical friendship</b>	DSLs proactively engage with the Anglian Learning strategic group, to develop effective responses to safeguarding incidents, statutory priorities and to share good practice. The group provides supervision where necessary. Leaders inform the trust central team where cases are particularly complex.
<b>S.5</b>	<b>Lessons learned</b>	Responses to safeguarding incidents incorporate addressing the potential causes to avoid repetition. The most complex cases are managed effectively because leaders are unrelenting in seeking additional support and guidance.
<b>S.6</b>	<b>Graduated response</b>	All safeguarding incidents, including those that are contextual or referenced in KCSIE, are recorded using My Concern. Chronologies are accurate, detailed and completed in a timely manner demonstrating a clear plan, do, review cycle. Decisions, actions, rationales and outcomes are clear concise and objective, reflecting student voice. Reports evidence proactive multi agency collaboration and increasing challenge where leaders feel pupils are not safe. Referrals to other services and agencies are logged on My Concern.

## Safe, Happy and Healthy

<b>S.7</b>	<b>Culture</b>	Everyone who is part of the academy's community plays a role in embedding a culture where all are empowered to support the safeguarding of others. Governors, leaders and staff demonstrate a moral and legal responsibility to ensure that all pupils, regardless of any protected characteristics, feel and are kept safe. Leaders and staff collaborate with parents, carers and pupils to create a physical and psychological environment where all feel safe, valued and respected. Effective strategies encourage pupils to talk openly, feel confident they will be listened to and understand that any concerns they raise will be acted on, whether they are a victim or a perpetrator.
<b>S.8</b>	<b>Personal safety and social responsibility</b>	Leaders ensure that all aspects of provision promote safeguarding; All pupils are taught the age appropriate skills to stay safe and to have and sustain healthy relationships. Pupils know how to keep themselves from harm and how to take responsibility for their own and others safety, including online. All pupils will be taught how to raise concerns and who to approach if they have a problem.
<b>S.9</b>	<b>Co- production</b>	Leaders use national research, My Concern evidence and local context to co - produce their PSHE and RSE curriculums with staff, parents and pupils. Key learning is accessible to all, with bespoke delivery and adaptation through the graduated response for those where necessary.
<b>S.10</b>	<b>Vulnerable pupils</b>	Staff understand that pupils with a disability or SEN may be more vulnerable to harm than others and may not be able to identify or report what is happening to them. Systems and strong relationships enable all pupils to raise concerns and be kept safe. Staff are vigilant in identifying and supporting vulnerable pupils, being proactive with supporting and recording any behaviour, attendance or pastoral concerns and the support provided.
<b>S.11</b>	<b>Appropriate provision</b>	The safeguarding and welfare of pupils is the key priority when making decisions around exclusions or alternative provision. On going monitoring evaluates the effectiveness of safeguarding arrangements. Decisions and rationales are clearly recorded and communicated. Leaders follow the Anglian Learning exclusion and AP protocols.