



## **The Northumberland Church of England Academy** **Safeguarding and Child Protection Policy**

'Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as learner health and safety and bullying and a range of other issues, for example, arrangements for meeting the medical needs of children, providing first aid, academy security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population'

*Safeguarding Children and Safer Recruitment in Education DfES 2007*

The Northumberland Church of England Academy is a Christian learning environment at the heart of its community. We promote care and respect, and expect high standards in all aspects of Academy life.

As a Church of England Academy we aim to build a community clearly based on the Christian values of love, forgiveness and reconciliation, integrity and the unique value of each individual. We aim to build self-esteem, model conflict resolution, protect the weak and are committed to justice and compassion. Mutual respect and trust are central within the Academy.

This policy, and its associated procedures and protocols, is based on these key principles.

The Northumberland Church of England Academy seeks to promote the moral, personal, physical, social and spiritual development of individuals within a Christian framework. We aim to create a community in which everyone without exception is respected, valued and happy.

NCEA is committed to providing a secure environment for learners, where learners feel safe and are kept safe. In adhering to this policy, and the procedures therein, staff and visitors will promote a climate where learners and adults will feel confident about sharing any concerns that they may have about their own safety or the well-being of others and will contribute to NCEA's delivery of the Every Child Matters 'five outcomes'. This Policy is one element in our whole academy arrangements to Safeguard and Promote the Welfare of Learners in line with our statutory duties set out at s175 of the Education Act 2002

Our academy's policy also draws upon DCSF Guidance 'Safeguarding Learners and Safer recruitment in Education'.

We recognise that safeguarding is more than contribution to Child Protection matters and we will use the curriculum generally, and PSHE in particular, to ensure our learners recognise risk and build resilience to manage any such risk themselves where appropriate. Learners will be encouraged to make use of internal systems including talking to their class teacher, tutor and other members of the pastoral and learner support teams.

We also recognise and accept that learners have a right to be heard and will additionally facilitate this by the Student Voice programme and regular student surveys, feedback and forums. Additionally we will work in partnership with parents and carers and will encourage

parents to comment on and contribute to the evolution of our policies by consulting through parent forums, questionnaires and newsletters.

In liaising with parents and carers we will ensure that they are reminded that NCEA has a duty to report concerns that we may have over the safety or well being of a learner as part of our statutory duties to protect learners from significant harm and/or neglect. Parents and carers will also be reminded that, where appropriate, any referral will be discussed with parents and carers before the referral is made, however parents and carers will not be contacted nor will the referral be discussed where it is felt that to do so will place the child at an increased risk of harm. In any event parents and carers will be reminded that all referrals are made in the best interest of the child.

## **Child Protection**

All staff at NCEA must recognise and accept that learners have a fundamental right to be protected from harm. In upholding this fundamental right we recognise that there are four definitions of child abuse, including neglect.

The four categories of child abuse are as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse, and
4. Neglect

### Physical Abuse

*May include:* Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child including the deliberate fabrication or causation of illness in a child.

*May be recognised by:* Physical injury such as bruising, bite marks, burns and scalds, fractures but also by aggressive behaviour or learning difficulties due to neurological damage. It may also be an indicator of concern where a parent gives an explanation inconsistent with the injury or gives several different explanations for the injury.

It is not appropriate for any member of staff to undress, photograph or body map any child in an attempt to see physical injury, this is the role of child protection and investigating agencies.

### Emotional Abuse

*May Include:* The persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development, mental health, behaviour and self-esteem. This may be caused by conveying to learners that they are worthless, unloved or unvalued or by developmentally inappropriate expectations being made or by causing learners to frequently feel frightened or the exploitation or corruption of learners. It may involve not giving them the opportunities to express their views, silencing them or 'making fun' of what they say or how they communicate, this includes Cyber bullying.

*May be recognised by:* Developmental delay, attachment issues, aggressive behaviour, appealing behaviour, watchfulness or stillness, low self esteem, withdrawn or a loner, or having difficulty in forming relationships.

Emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse so presence of emotional abuse may indicate other abuse is prevalent as well.

### Sexual Abuse

*May Include:* Involving or forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. Such activities may involve sexual acts (penetrative or non-penetrative) or may include involving learners in watching or taking part in pornographic material or to encourage learners to behave in sexually inappropriate ways or grooming a child in preparation for abuse and may not necessarily involve a high level of violence i.e. kissing, rubbing or touching..

*May be recognised by:* Inappropriate sexualised conduct, age inappropriate sexualised play or conversation, sexually harmful behaviour - contact or non-contact, self-harm, eating disorders, continual, inappropriate or excessive masturbation, anxiousness or unwillingness to remove clothes - sports / PE etc, pain or itching in genital area, blood on underclothes, bruising in genital region and / or inner thighs etc.

A sexually abused child may also be recognised by disturbed behaviour such as sadness, depression or loss of self esteem. Disclosure of sexual abuse must be taken seriously as it is recognised that learners are frequently scared to disclose due to guilt or fear.

Sexual abuse is not solely perpetrated by males. Women can also commit acts of abuse, as can children.

### Neglect

*May include:* 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 (growth and intellect) such as failing to provide adequate food, shelter (including keeping learners safe), clothing, or neglect of or unresponsiveness to a child's basic emotional needs.

*May be recognised by:* Being constantly hungry, constantly tired, have a poor state of clothing, be emaciated, have untreated medical problems, be frequently late or have poor or non-attendance at academy, have low self esteem, display neurotic behaviour and/or have poor social relationships, have poor personal hygiene. A neglected child may also be apathetic, fail to thrive, or be left with or in the care of adult's under the influence of alcohol or drug misuse.

### **Bullying**

Bullying is a specific form of abuse which may be prevalent in academy's and is defined as deliberately hurtful behaviour, usually repeated over a period of time where it is difficult for the victims to defend themselves. The extent of bullying can include emotional and / or physical harm to such a degree that it constitutes significant harm due to the extent to which it affects the health or development of the child subject to the bullying behaviour. Bullying may also be within digital or ICT based environments, sometimes known as 'cyber-bullying' which must be treated as seriously as any other form of bullying. Bullying may also constitute criminal behaviour.

Please refer to our separate Anti-Bullying Policy

Staff should also track attendance as prolonged absence from school may indicate that there is a safeguarding issue. Concerns should be reported to the relevant Primary Leader or Head of Year.

### **Domestic Violence**

Any incidents of Domestic violence should be treated as a Child Protection concern and reported in the same way.

### **Responsibility and Immediate Action**

All adults working in NCEA (including visiting staff, volunteers and learners on placement) are required to report immediately instances of actual or suspected child abuse or neglect to the relevant Designated Person for Child Protection (DPCP) or the Deputy Designated Person for Child Protection (DDPCP) responsible for Child Protection on the Campus.

Where there are signs that a child is suffering significant harm or is likely to suffer significant harm or is being neglected the Designated Person for Child Protection or the Deputy Designated Person for Protection may take advice before making a referral to the local authority.

Where there are any doubts as to the seriousness of this concern or disagreement between the Designated Person for Child Protection or the Deputy Designated Person for Protection and the member of staff reporting the concern, advice will be sought from the relevant Designated Safeguarding Officer and/or Executive Director.

In circumstances where a child has a suspicious injury that requires urgent medical attention, the Child Protection referral process should not delay the administration of first aid or emergency assistance. If a learner is thought to be at immediate risk (because of parental violence or intoxication, for example) urgent Police intervention will be requested. Particular vigilance will be exercised in respect of learners who are subject to a Child Protection Plan and any incidents or concerns involving these learners will be reported immediately to Social Care (and confirmed in writing). In all cases of injury to a child consideration will always be given as to whether an urgent paediatric medical assessment is required to document injuries or to protect any forensic evidence.

Where it is suspected that a child may be at further risk of significant harm if the parent is spoken to, nothing will be said to the child's parent/carer without first discussing the matter with the Designated Person for Child Protection or the Deputy Designated Person for Child Protection.

### **Role of Staff**

#### The Executive Director

The Executive Director is responsible for:

- ensuring that the policy is operational and that the monitoring of it is undertaken.
- appointing senior members of staff as the Designated Person for Child Protection and monitoring that person's work;

## The Designated Safeguarding Officer

The Designated Safeguarding Officer is responsible for:

- overseeing and monitoring the implementation of this policy and the associated procedures;
- ensuring that all staff at The Northumberland Church of England Academy have an understanding of child abuse and its main indicators, and are alert to their reporting and confidentiality responsibilities;
- ensuring that parents have an understanding of the responsibility placed on the Academy and staff for child protection by setting out its obligations in the Academy prospectus;
- ensuring the criminal background of applicants for vacant posts are checked in accordance with DfES circular 11/95 'Misconduct of Teachers and Workers with Children and Young People' and from 2008 the 'Safeguarding Vulnerable Groups act 2006; and,
- adhering to the procedures set out in 'Allegations against a member of staff' when an allegation is made.

## Designated Persons for Child Protection and Deputy Designated Persons for Child Protection

The Executive Director has designated Robert Fairbairn, Director of Learning Support (Primary) and Sandra Brown, Family and Learner Welfare Team Leader (whole Academy), to act as the designated members of staff for Child Protection or Designated Person for Child Protection (DPCP). They should be contacted in the event of Child Protection issues. The Lead Designated Person for Child Protection is Sandra Brown. The Executive Director shall advise the Governing Body and all members of staff of the names of the Academy's DPCPs and inform them of any changes.

The Designated Persons for Child Protection work in line with the responsibilities as set out at Appendix 3 of the DCSF Guidance outlined above in respect of referrals, training and awareness raising. The Designated Persons for Child Protection are the focus person and local 'expert' for academy staff, and others, who have concerns about an individual child's safety or well-being and is the first point of contact for external agencies that are pursuing Child Protection investigations. The Designated Persons for Child Protection also co-ordinate the academy's representation at Child Protection conferences and the submission of written reports for conferences (a meeting of all relevant agencies). When an individual concern/incident is brought to the attention of a Designated Person for Child Protection they will be responsible for obtaining advice from local authority and/or consulting with Social Care as appropriate to decide whether or not this should be formally referred as a child protection case.

The Designated Person for Child Protection will ensure that all child protection records are kept separately from learner records are stored securely, by encryption and/or password protecting electronic files or ensuring that paper records are secured in a locked cabinet with restricted access.

The Designated Person for Child Protection will have oversight of the delivery of academy recommendations within Child Protection Plans and will keep the relevant Designated Safeguarding Officer, Executive Director, and Governing Body as appropriate, advised of all such matters including where Child Protection Plan recommendations are met or otherwise.

Secondary and Primary Designated Person for Child Protection will also provide frontline support for the Deputy Designated Person for Child Protection and ensure consistency and management of the Child Protection procedures across the Secondary and Primary phases as appropriate.

The Deputy Designated Person for Child Protection perform a similar role to that of the Designated Person for Child Protection in his/her absence or unavailability. They will consult with and provide an update on proceedings to the Designated Person for Child Protection at the earliest opportunity. On Primary Campuses the Deputy Designated Person for Child Protection will usually be the first point of contact and will lead on most occasions.

The Designated Person for Child Protection is expected to:

- be the first point of call for learners and staff;
- coordinate action within the Academy;
- liaise with other agencies on suspected cases of abuse, taking advice where necessary from the local Child Protection Committee, Social Services or the NSPCC;
- act as a source of support, advice and expertise within the Academy when deciding whether to make a referral by liaising with relevant agencies;
- advise the Executive Director about cases in hand according to the agreement already established about confidentiality;
- contribute to training;
- monitor learners who have been identified as being at risk;
- keep in a secure place clear and confidential records of learners' progress, records of concerns (noting the date, event and action taken) and provide information to other professionals, reports for case conferences;
- notify the local Social Services team if the Academy has to exclude a learner on the child protection register either for a fixed term or permanently or if there is an unexplained absence of a learner on the child protection register of more than two days duration (or one day following a weekend);
- work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial case conferences, core groups and child protection review conferences;

The Deputy Designated Person for Child Protection is expected to:

- be the first point of call for learners and staff on the Primary Campuses or if the DPCP is unavailable;
- liaise with other agencies on suspected cases of abuse, taking advice where necessary from the local Child Protection Committee, Social Services or the NSPCC;
- act as a source of support, advice and expertise within the Academy when deciding whether to make a referral by liaising with relevant agencies;
- advise the Executive Director about cases in hand according to the agreement already established about confidentiality;
- contribute to training;
- monitor learners who have been identified as being at risk;

- keep in a secure place clear and confidential records of learners' progress, records of concerns (noting the date, event and action taken) and provide information to other professionals, reports for case conferences;
- notify the local Social Services team if the Academy has to exclude a learner on the child protection register either for a fixed term or permanently or if there is an unexplained absence of a learner on the child protection register of more than two days duration (or one day following a weekend);
- work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial case conferences, core groups and child protection review conferences;

### All staff

All Academy staff are responsible for protecting learners from abuse and from inappropriate and inadequate care. They have a responsibility to be vigilant in identifying signs of child abuse.

In the event of a member of staff having a child protection concern about a learner, they must immediately report that concern to the DPCP. The member of staff will be asked by the DPCP to document briefly the events which have given rise to the concern.

### **Role of Governing Body**

In line with the provisions set out in the DCSF guidance 'Safeguarding Learners and Safer Recruitment in Education' the governing body will challenge the academy's senior management team on the delivery of this policy and monitor its effectiveness. Governors will review this policy every year and may amend and adopt it in accordance with any new legislation or guidance or in light of their quality assurance of the delivery of this policy.

In doing so neither the governing body nor individual governors have any role in dealing with individual child protection cases, except in the discharge of their functions in dealing with an allegation of abuse against the Executive Director. In cases of allegations against the Executive Director it will be the Chair of Governors who will carry out this statutory function, please see our 'Allegations Against Staff Policy'

In NCEA we also have a governor responsible for championing child protection and safeguarding issues within the academy and on the governing body. Please note this is not the role outlined in the above paragraph. This governor will liaise with the Executive Director on child protection and safeguarding matters and may submit reports to the governing body

### **Training**

Whole academy in-service training will be organised for staff and governors at least every three years. The Child Protection Officer will attend training courses as necessary and the appropriate inter-agency training organised by organisations such as the Safeguarding Learners Board at least every two years. The Deputy Child Protection Officer will also be given the opportunity to attend these courses.

<b>People</b>	<b>Training Level</b>
All learners and parents through yearly publication of policy. All visitors who will have unsupervised access with learners.	Information pack provided by the Designated Person for Child Protection. Information pack provided by the person inviting the visitor onto the site.
All governors All new staff during their first half term on site	Online training and overview from Designated Person for Child Protection plus information pack.
All permanent and long term temporary staff. At least 1 governor	Level 1: Session delivered by Designated Person for Child Protection plus information pack
Designated person, deputy designated persons and at least one senior member of staff from each site	Level 2: Multi agency and additional training as required

### **Recruitment**

The arrangements for recruiting all staff to our academy will follow the DCSF guidance for safer recruitment in education settings. This will mean that all staff will be subject to reference and enhanced Criminal Records Bureau (CRB) checks and a single central record will be kept of all vetting checks, which will also include verification of identity, any relevant qualifications and permission to work for non-EU nationals. In NCEA we will ensure that CRB checks are renewed every three years for all staff, and will be a condition of service. The single central record will include the date these checks were made. All staff, including teaching and childcare/support staff, will be checked against the DfE List 99 prior to their appointment as part of the vetting process, and a separate List 99 check will be made where a CRB has been applied for but not returned by the start date. Our academy will only use employment agencies that positively vet their supply staff and confirm in writing that DfE compliant checks have been carried out. Staff joining our academy on a permanent or temporary basis will be informed of the Child Protection policy and the academy's Safeguarding arrangements as part of induction.

From a date to be notified by the Independent Safeguarding Authority vetting checks for ISA registration will be carried out in line with the statutory duties set out in the Safeguarding Vulnerable Groups Act 2006, which will include complying with the legal requirement to ensure employees are registered with the Independent Safeguarding Authority, and not barred from working with learners and young people, before commencing work at NCEA.

### **Volunteers**

In line with the DCSF guidance on safer recruitment it will be necessary for any parent/carer/governor or other person seen by the learners as a trusted adult and who works in our academy on a regular basis to be CRB checked at an enhanced level. These checks are required to be updated regularly and at least every three years as they are for permanent members of staff.

Volunteers will work under the direct supervision of an established staff member and will be subject to the same code of conduct as paid employees of our academy. NCEA will provide volunteers with appropriate induction and volunteers will have a 'job description' pertaining to the volunteering role they are to perform.

The requirements resulting from the Safeguarding Vulnerable Groups Act 2006 equally apply to volunteers, therefore vetting checks will be carried out in line with the statutory duties set out in the Safeguarding Vulnerable Groups Act 2006, which will include complying with the legal requirement to ensure employees are registered with the Independent Safeguarding Authority, and not barred from working with learners and young people, before commencing work at NCEA.

All staff permanent and volunteers will be inducted which will include the provision of academy's policies and procedures, this will include temporary staff.

### **Staff Code of Conduct**

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with learners and their families. Learners will be treated with respect and any rewards and sanctions should follow those detailed in our academy's Behaviour Management Policy.

Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and learners, staff should avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. As noted in our restraint and Use of Force Policy physical intervention should only be used as a last resort. Where incidents occur that might otherwise be misconstrued or where it becomes necessary to physically restrain or use force to control a child, for their own or others' safety, the safety of others, to prevent a criminal act or to maintain good order, this will be appropriately recorded and reported to the Executive Director and parents in line with in line with DCSF Guidance on The Use of Force to Control or Restrain Learners (October 2007). Refer to our separate policy on Restraint and the Use of Force.

For their own safety and protection, staff should exercise caution in situations where they are alone with learners.

Academy staff should also be alert to the possible risks that might arise from contact with learners outside of academy, including contact when using digital technologies. The Executive Director must always be made aware of any such contact.

First Aid should only be administered by qualified first aiders and, if it is necessary for the child to remove clothing for this treatment, there should be, wherever possible, another adult present. If a child needs help with toileting or washing after soiling themselves, another adult should be present or within earshot. When learners are admitted to our academy, parents/carers will be asked to give permission for changing their wet or soiled clothes in academy.

Where a child may require regular, intimate care e.g. nappy or incontinence pad changing parents/carers will be asked to sign a form giving their permission. Likewise, staff involved in the intimate care will be asked to sign a form indicating their willingness to be involved in the intimate care required. If a member of staff is providing any form of intimate care, another member of staff will, as far as possible, be present. As far as is practically possible, learners will be asked whether they would like an adult of the same sex to be present.

### **Changing for P.E. lessons**

On the secondary campus, learners change for P.E. in our single sex areas. On the primary sites there are no separate changing facilities. Children up to and including year 4 will change in the classroom. Arrangements will be made for children in Years 5 and 6 to change separately.

Where primary children use sports centres then they will change in singles sex areas. The academy is looking to build separate changing rooms for all primary sites.

### **Complaints/Allegations made against Staff**

NCEA takes seriously all allegations made against members of staff. Mechanisms are in place for learners, parents/carers and staff to share any concerns that they might have about the actions of any member of our academy staff. All such allegations will be dealt with in line with our 'Allegations Against Staff Policy' and must be brought immediately to the attention of the Designated Safeguarding Officer who will liaise with the Designated Person for Child Protection and the Executive Director in order that the appropriate procedures may be followed.

Parents should also be advised of their independent right to make a formal complaint to the Police.

If the complaint concerns alleged abuse by the Executive Director, this should not be brought to the attention of the Designated Person for Child Protection or their Deputy nor the nominated Child Protection Governor. Any allegation pertaining to the Executive Director must only be brought to the attention of the Chair of Governors who will consult with the local authority's Lead Manager.

Staff who are formally disciplined for any abuse of learners (or who resign before disciplinary action can be instigated) will be notified to the local authority, if they are not already part of this process, and must be notified to the Independent Safeguarding Authority, for possible inclusion on their list of persons barred from working with learners and young people.

Greater detail on the procedures for managing allegations against staff are to be found in our separate policy pertaining to this area as outlined above and the procedures set out in that policy should be followed in these circumstances

### **Records**

Accurate written notes will be kept of all incidents or Child Protection concerns relating to individual learners. These will be kept on the student's Child Protection file. If a teacher or other staff have a child protection concern they should inform the relevant Designated Person immediately. Designated people are named at the end of this policy. If s/he is unavailable they should contact one of the Deputy Designated Persons.

Child Protection records are not available to learners or families. Child Protection records are kept by the Designated Child Protection, separately from educational records, and can only be accessed by the Designated Person for Child Protection or their Deputy. Other members of our academy's Senior Staff may have access to certain information on a need to know basis as appropriate.

Upon receipt of any request regarding direct access to academy documentation on any C.P. file appropriate steps may be taken to adopt the procedure of not allowing such access without the order of a court.

Where a child moves from NCEA any Child Protection records or files will be forwarded to any receiving organisation within five days of that new provision being confirmed. The CP file will be sent separately to the student file and a copy kept for archiving in line with the prevailing timescales for keeping such records which are published from time to time.

### **Policy Adoption, Monitoring and Review**

This policy was considered and adopted by the Governing body in line with their overall duty to safeguard and promote the welfare of learners as set out at Chapter 2 of the DCSF guidance 'Safeguarding Learners and Safer Recruitment in Education'

Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the academy website and on request

At NCEA the Designated Safeguarding Officers will actively evaluate the effectiveness of this policy by monitoring the staff group's understanding and application of the procedures within this policy as their overall duty to safeguard learners. This may include monitoring the appropriateness of cases referred internally to the Designated Senior Teacher for Child Protection and whether those cases referred to NCC met their threshold and were taken forward. The Designated Safeguarding Officers will report to the Executive Director half termly.

Appendix 1

**Named personnel with designated responsibility for aspects of safeguarding**

<b>Role</b>	<b>Named person(s)</b>	<b>Deputy(ies) (as appropriate)</b>	<b>Minimum Monitoring</b>
<b>Designated Safeguarding Officers (Primary)</b>	Melanie Hinson	Carole Robinson	Report to ExD half termly
<b>Designated Safeguarding Officers (Secondary)</b>	Peter Blackburn	Helen Freeman	Report to ExD half termly
<b>Designated Safeguarding Officers (The Centre)</b>	Sara Wild	Caroline Vardy Margaret Gibson Sally Ennis	Report to ExD half termly
<b>Designated Person for Child Protection (DPCP) (Primary)</b>	Rob Fairbairn Sandra Brown	Allison McClean Caroline Mullen Clare Marriot Marilyn Keenan Paul Craig Pat Jones	Report to PDP half termly
<b>Designated Person for Child Protection (DPCP) Secondary</b>	Sandra Brown	Ben Line	Report to PDS half termly
<b>esafety</b>	Jacqu Cooney	Sandra Brown	Report to PDDL half termly
<b>Safer recruitment</b>	Tracey Cook	Julia Melvin	Report to ExD half termly
<b>Anti Bullying Primary</b>	Dave Stafford	Carole Robinson	Report to PDP half termly
<b>Anti Bullying Secondary</b>	Helen Freeman	Ben Line	Report to PDS half termly
<b>Attendance</b>	Melanie Hinson Peter Blackburn	Carole Robinson Helen Freeman	Report to ExD half termly
<b>Staff Conduct</b>	Melanie Hinson Peter Blackburn Mike Pitkethley Sara Wild	Carole Robinson Yvonne Weston Tracey Cook Caroline Vardy Margaret Gibson Sally Ennis	Report to ExD half termly
<b>LAC Secondary LAC Primary</b>	Helen Freeman Rob Fairbairn	Sandra Brown Sandra Brown Allison McClean Caroline Mullen Clare Marriot Marilyn Keenan Paul Craig Pat Jones	Report to PDP on data cycle
<b>Travellers Secondary Travellers Primary</b>	Helen Freeman Rob Fairbairn	Sandra Brown Sandra Brown Allison McClean Caroline Mullen Clare Marriot Marilyn Keenan Paul Craig Pat Jones	Report to PDD on data cycle
<b>Health &amp; Safety</b>	Mike Pitkethley	Zephania Thompson	Report to ExD half termly
<b>Whistle Blowing</b>	Tracey Cook	Julia Melvin	Report to ExD half termly
<b>Training</b>	Sandra Brown Rob Fairbairn	Ben Line Allison McClean Caroline Mullen Clare Marriot Marilyn Keenan Paul Craig Pat Jones	Report to ExD half termly

<b>Curriculum</b>	Melanie Hinson Peter Blackburn  Sara Wild	Carole Robinson Yvonne Weston Mary Cox Caroline Vardy Margaret Gibson Sally Ennis	Report to ExD on data cycle
<b>Academic Progress</b>	Melanie Hinson Peter Blackburn  Sara Wild	Carole Robinson Yvonne Weston Mary Cox Caroline Vardy Margaret Gibson Sally Ennis	Report to ExD on data cycle
<b>Social Progress</b>	Melanie Hinson Peter Blackburn Sara Wild	Carole Robinson Helen Freeman Caroline Vardy Margaret Gibson Sally Ennis	Report to ExD on data cycle
<b>Staff/Volunteer Induction</b>	Tracey Cook	Julia Melvin	Report to ExD half termly
<b>Induction of Supply Staff (Secondary)</b>	Marise Renshaw	Rob Turner	Report to PDS half termly
<b>Induction of Supply Staff (Primary)</b>	Allison McClean Caroline Mullen Clare Marriot Marilyn Keenan Paul Craig Pat Jones	Joanne Craig Helen Sample Irene Holmes  Lindsey Fulwood Nina Singh	Report to PDS half termly
<b>SEN Secondary SEN Primary</b>	Michelle Smart Rob Fairbairn	Ben Line Allison McClean Caroline Mullen Clare Marriot Marilyn Keenan Paul Craig Pat Jones	Report to PDS half termly Report to PDP half termly
<b>EAL Secondary EAL Primary</b>	Michelle Smart Rob Fairbairn	Ben Line Allison McClean Caroline Mullen Clare Marriot Marilyn Keenan Paul Craig Pat Jones	Report to PDS half termly Report to PDP half termly
<b>Security</b>	Mike Pitkethley	Colin Tweedy	Report to ExD half termly (& to include site visits)
<b>PSHE</b>	Helen Freeman	Yvonne Weston Mary Cox	Report to ExD half termly

**N.B the Nominated Governor for Safeguarding and Child Protection issues is Carole Snelling.**