

Safeguarding Audit

All Saints Catholic High School
Sheffield



25th March 2026

Audit Team:

Dr Jon Needham:	Director JN:SIE
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Context and Terms of Reference

All Saints Catholic High School (the “School”) is a secondary school and sixth form with academy status providing education to pupils aged 11 – 18. The School is located in Sheffield and is a School of religious character (Roman Catholic) within the Diocese of Hallam and is part of the St Clare Catholic Multi Academy Trust. The pupil demographic is drawn from a wide catchment area because of the faith-based nature of the school; with approximately 60% of the student population being baptised into the catholic faith.

All Saints operates under a Salesian paradigm with its values centred on the educational charism of St. John Bosco, and are rooted in the "RUAH" pillars: Respect, Understanding, Affection, and Humour. The academy uses these principles to foster a nurturing environment focused on holistic education, faith, and social justice, designed to help the young people realize their potential. It is the aim of the academy to underpin school life with these values, promoting a caring, joyful, and supportive atmosphere where students feel loved, respected, and safe.

This safeguarding audit arises from a recommendation contained in an external report following an investigation into a serious incident at the School on 3rd February 2025.

The Terms of Reference for the safeguarding audit included the following areas to be examined:

Leadership

- Structure of safeguarding meetings with Senior Leaders and Designated Safeguarding Lead.
- Do all staff understand their role, responsibilities, and accountabilities in relation to safeguarding? How does the School establish that they do?
- Establish how external referrals are decided upon, logged, and followed up as appropriate.

Culture

- The sharing of information between members of staff.
- Explore evidence of ‘professional curiosity’ seen throughout the School.
- How and when is safeguarding training delivered? Is there additional training in place beyond statutory requirements?
- Understand whether staff and students know how, and to whom to make disclosures.

Systems

- Record keeping of information.
- Accuracy and timely logging of safeguarding concerns on CPOMS.
- Process and oversight of all safeguarding records.
- Review current systems in place to communicate safeguarding concerns to staff (on a need-to-know basis / when appropriate).
- How do the DSL team work on a day-to-day level? What is their process of communication?
- Explore how the DSL retains oversight of all safeguarding concerns to identify patterns and ensure continuity.
- Is there enough experience and confidence within the DSL team to cover the DSL when required?

- How are safeguarding concerns dealt with outside of school hours?
- What are the arrangements for filtering and monitoring?
- Compliance with the School's policies and Staff Code of Conduct.
- Compliance with statutory guidance for Schools.

The safeguarding audit has reviewed and considered the following school policies as part of the basis for the review:

- Staff Code of Conduct.
- Behaviour and Relationships Policy.
- Child Protection and Safeguarding Policy.

In addition, the audit was conducted with the following statutory guidance as a basis for safe practice:

- Keeping Children Safe in Education (Department for Education, 2025).
- Working Together to Safeguard Children (HM Government, February 2026).

Structure of the Audit

The audit was led by Jon Needham and supported for part of the day by two local authority safeguarding officers. The structure of the day was set by the Head Teacher around staff availability and the requirements of the audit.

The audit looked at the following key areas:

- An update on the actions taken against the Shaw report recommendations

A review of the following areas:

- Leadership of Safeguarding
- The safeguarding culture within the school
- Safer Recruitment
- Safeguarding Practice as led by the DSL
- The response to violence and harassment
- Alternative Provision
- Compliance to local/national process
- And listened to the Student and Staff voice

The audit consist of 68 weighted questions to understand the practice in school, and a RAG rated response to each of these key areas leading to a suggested action plan.

Recommendations from the Steve Shaw report following the incident in February 2025

Progress identified at Safeguarding review held on 25th March 2025.

Recommendation #1:

Review process for transfers:

Leaders should:

- clarify who holds the responsibility for reviewing pupil safeguarding and behaviour records as part of the off-site direction/managed move and in-year transfer process.
- introduce a formal 'sign-off' by an identified senior leader to confirm that safeguarding and behaviour records have been reviewed prior to the pupil commencing a placement/move to the school.
- ensure that a named member of the safeguarding or behaviour team (taking a 'key worker' role) has responsibility for monitoring all reports regarding the pupil, so that events are not seen in isolation.
- ensure that pertinent safeguarding and behaviour information about pupils joining the school on an off-site direction/managed move is shared with relevant staff before the pupil commences at the school, particularly pastoral teams, and form tutors.
- ensure that the appropriate and intended pupil behaviour modification programme is implemented at the start of the placement/move.

Progress on Action from Review on 25th March:

The school has reviewed their process' and policy around the management/transfer of any pupil into school either by; a) Managed move b) Off site direction c) In year transfers or d) Transfer through the Compass network. They have developed a process whereby multiple members of staff (including members of SLT) are involved in the gathering and assessing of information (safeguarding and otherwise) relating to the child, prior to the move being agreed. The process, in my opinion, is robust and thorough. It includes consideration to be given to the need for a risk assessment and safety plan, intervention planning, and the allocation of a named keyworker, prior to the child's arrival. The process indicates that once all steps within the process have been completed, the Headteacher is provided with the pertinent information relating to the child, and he then makes a full and informed decision regarding the progress of the transfer.

It was identified that there was a potential information gap, (or opportunity for missed information), previously, as the school were only able to assess the relevant information given by the 'Home' school. What is considered 'relevant information' may be subject to interpretation, which could lead to vital information not being passed over. To mitigate this, the school will now require all 'home' schools to participate in a DSL-to-DSL conversation/meeting about the child's needs, as part of All Saints' assessment of information.

The school has produced a 'student Transfer Process and Protocols document which clearly outlines each step for staff to follow when a transfer is being considered. There is a 6-point flow chart and definition of key roles within this process document. This document is available for all relevant staff to access and follow.

The school have updated their 'Transfer request' document. This was to ensure that they had access to pertinent information about the child from the beginning of the process. This

document now includes more robust questioning about family life, any current or previous service history, attendance information, and the emotional and educational needs of the child.

Recommendation #2

Leaders should ensure that their safeguarding and behaviour systems are set up to better record knife-related events, so that relevant staff are sighted on the events.

This should include:

- all instances of reports of weapons being categorised as such, not as general ‘behaviour’ incidents.
- routine and regular monitoring of weapons incidents by the relevant senior leader.
- clarity about who has responsibility for acting and sharing information.
- training for all staff in what to record, where, and when.

Progress On action from Review on 25th March

The school has updated the categories they use on CPOMS to include specific behavior related categories. Staff recording incidents now have the option to choose the category which best relates to the incident being reported. The categories include alcohol, illegal drugs and highs, knives or weapons, safety plan search etc. This will enable clear identification of the concern when staff are reviewing CPOMS records.

The school has implemented a new ‘weapons related process’ within the school. Details of this are included in the school’s behaviour policy, which can be found on their website.

The process for pupils who are either a) Found with a weapon (either inside or outside of school) or b) reasonably believed to be carrying/intend to be carrying a weapon, is now clearly outlined and has been shared with all parents and staff. If the school is aware of (or reasonably believes) that a pupil is carrying (or has carried) a weapon, they will now be placed on a 6-week safety plan which will include randomized searches. The safety plan will be reviewed regularly up to a point where it is felt that it is no longer necessary and the risk relating to weapons has ceased. Risk assessments will be completed and updated throughout the process. During the period in which the safety plan is active, the school will ensure the pupil receives targeted support to identify the reason they felt the need to carry a weapon. Alongside the safety plan within the school, the DSL will ensure any onward referrals are made to services, where necessary (e.g. social care and the police). Details about the process referred to, has been shared with all parents.

The inclusion team has been trained on effective recording of Weapon related incidents, and SLT will complete audits weekly, to ensure that incidents are being recorded correctly.

Staff involved in student searches have been trained in how to conduct a search, and refresher training will be carried out throughout the year. The DSL and the child’s identified key worker will be primarily responsible for searches of students on a plan, and the recording and actions that follow this.

Recommendation #3

Leaders should ensure that relevant staff are trained in the government’s guidance for searching, screening and confiscation.

This should include training on:

- how to carry out a search, including what can be searched.

- thorough recording of the search.
- the necessary notifications following a search.
- how to follow-up a search, even when no prohibited items are found.

The school's response to this is outlined in my response to recommendation #2 above. Not mentioned above, is that the school will discuss every child on a weapons related plan, at the TAC meetings every week. This will ensure that all staff are aware of who is being monitored.

Recommendation #4

Leaders should ensure that reintegration meetings following suspension, especially for pupils on off-site directions and managed moves, are held in accordance with government guidance

Leaders should ensure that:

- all available pupil information is within the purview of such meetings, not just the incident which led to the suspension.
- the identified key worker checks to make sure that agreed actions have been completed within agreed timescales, and to act when not.
- a team of appropriate staff is trained in specific anger management intervention strategies and resources.

Progress On action from Review on 25th March

The child's keyworker is now responsible for all aspects of support for the child they are working with, with the oversight of the DSL and SLT.

The school have ensured that key staff members are trained in the 'starving the anger gremlin' programme to support children with issues around anger. The school also use the 'chimp management' intervention to support children to understand their behavioural needs.

The child's keyworker will attend reintegration meetings as well as meetings with external support services. This will ensure consistency and ease of plan management.

Recommendation #5

Safeguarding leaders should ensure that they follow-up on all referrals to children's social care to satisfy themselves that appropriate is action is being taken, and to challenge inaction where necessary

Progress on action from Review on 25th March

The school have implemented a clear process for follow up of social care contacts/referrals. The DSL told us that their process now consists of:

- **Step 1)** School to contact the safeguarding hub with concerns
- **Step 2)** If the school have not received an update by the end of the day, they contact the hub for an update at this point
- **Step 3)** If by the following day the school have still not received an update, they contact the hub again
- **Step 4)** If, after this point the school have still not received an update/follow up, they contact their Education Safeguarding Advisor (as of April 2026 this is Bliss Holland) who

will support them to access the relevant information/support with professional escalation if necessary.

Designated safeguarding deputies will be informed of this process so that this can be followed if the DSL is not available. As part of the schools reviewed safeguarding processes, all members of the safeguarding team will check their CPOMS alerts a minimum of 3 times throughout the school day to ensure they are equipped with information relating to any new and emerging incidents, to allow them to take appropriate action on the same day/in a timely manner.

Recommendation #6

The Trust should develop a policy for how the school should respond to an instance, or report, of a knife-related event, including for off-site reports.

This should include:

- a requirement to always investigate.
- to always isolate the pupil during the investigation, other than by exception.
- to always involve the DSL in assessing the appropriate action to take.
- an assumption that whenever there is a credible report of a pupil possessing a weapon, leaders should implement a risk assessment and safety plan, unless there is a compelling reason not to do so. When a weapon is found, including when it is off-site, a risk assessment and safety plan must be put in place, and shared with all staff.
- a pathway to securing appropriate external support for the pupil.

Progress on recommendation from review on 25th March 2026

Details of the school's response to knife related incidents are outlined in my response to recommendation #2. The school has created a policy and process for which to follow when a knife-related incident occurs involving a student either inside or outside of school. Pupils, either involved with (or reasonably believed to be involved with) weapon-related incidents, will be subject to an immediate risk assessment and 6-week safety plan. They will be subject to randomized searches and regular reviews. The pupil and their parent will be involved and informed of the process throughout. If a pupil refuses to be searched, the school will place them in isolation (away from other pupils) while their parents/guardians are contacted. If the pupil continues to refuse the search, their parents will be asked to collect them and take them home. This will be logged as a suspension.

The school has introduced a new software program called 'whisper'. This is an online space where students and parents can anonymously report safeguarding concerns and worries (including weapons related concerns). This has been used well by students since the introduction of it with only 2 incidents of misuse. The whisper reports will go through to SLT who can investigate and action the report on the same day/in a timely manner. Of the students who were asked about the new 'whisper' software, 50% said it made them feel safer in school.

During the risk assessment, safety plan and review process, the keyworker will explore support options and organise/implement suitable support interventions. The DSL will have oversight of all safety plans. Any onward referrals will be made in a timely manner.

Each part of the process will be clearly documented on the students CPOMS file.

Recommendation #7

The Trust should carry out a review of school leadership structures to:

- clarify the roles, responsibilities, and accountabilities of all posts at all levels in the behaviour and safeguarding structures, so that it is clear who holds responsibility for taking action. This should include responsibility for monitoring any emerging pattern of more serious incidents.
- explore the extent to which line-management arrangements potentially, or actually, affect safeguarding decision-making.
- explore the organisation and responsibilities of the deputy DSL team, including when the DSL is absent.
- clarify leadership responsibilities following a serious school incident, such as lockdown.

Progress on action from review on 25th March 2026

The school have acknowledged that prior to 2026, the safeguarding team structure was not clear or utilised as intended. Each year group head was a DDSL but were not necessarily carrying out the roles and responsibilities as such. Following the Steve Shaw report, the school have now reviewed and clarified the roles within the safeguarding team. Each Head of year remains a DDSL, but they are now clear that the day-to-day safeguarding for children in their year group lies with them. Sam Bell (DSL) will oversee and advise on safeguarding cases, but the DDSLs now understand their role in the management of these. The DSL will allocate safeguarding cases to the DDSLs and ensure they have acknowledged and understood their responsibilities/action needed. The DDSLs within All Saints are a mixture of both teaching, and non-teaching staff. This will ensure that there is always someone available as not all will have teaching responsibilities.

Prior to September 2025, the DSL was managed by one of the DDSLs (inclusion and behaviour manager). A structure/ set up such as this (where the DDSL is the line manager for the DSL, but not a member of SLT) could result in uncertainty regarding decision making and professional challenge. This structure has now changed, and the DSL is managed by the Deputy Head, who will provide line management and support around wider decision making.

The DSL and all DDSLs have completed the Advanced initial training in accordance with local arrangements and the SCSP training pathway. This course, along with the refresher courses that follow, provide local context and information about the roles within a safeguarding team.

Bliss Holland has offered to provide safeguarding supervision (case supervision) to the DSL and any DDSLs that require it. The DSL also currently accesses external safeguarding supervision.

Recommendation #8

The Trust should commission an external safeguarding audit of the school's safeguarding leadership, systems, and culture.

Progress from safeguarding review on 25th March

A safeguarding review was carried out on Wednesday 25th March 2026 by

Jon Needham – Safeguarding Director- JN:SIE

Bliss Holland- Education Safeguarding Advisor- The Education Safeguarding Advisory Team

Nicholas Godfrey- Education Safeguarding Advisor- The Education Safeguarding Advisory Team

Safeguarding System & Practice Review - All Saints Academy

Date: 25-Mar-26

Review undertaken by:

Jon Needham

Leadership of Safeguarding

Notes: The strategic approach to safeguarding is overseen by the Deputy Head Teacher for Inclusion, with the operational DSL working four days a week in school, and one day from home. In addition the lead DSL is supported by a DDSL in each year group (7-11) and a DDSL who oversees year 12-13. There is currently a vacancy for a Behaviour & Inclusion Manager that will be filled after the Easter holiday who will also take on a DDSL role. The DSL team are required to undertake the Sheffield DSL training, so they are aware of the contextual issues within the city.

Both staff and students were clear how to make a referral to the DSL team and were able to talk about face-to-face referrals and the anonymous reporting system 'Whisper'. The Local Authority officers were able to confirm that the school actively uses the LADO and Low-Level Concern (LLC) reporting mechanism and seek advice and guidance as appropriate. The Head Teacher confirmed that he felt the number of LLC's raised was appropriate given the nature of the school.

Safeguarding Culture

Notes: A half termly safeguarding briefing is circulated to all staff that includes the latest key information and a short training scenario. All staff complete their annual safeguarding update, and *ad hoc* sessions are organised to cover arising issues. There is a clear demonstration of safeguarding issues woven into the spiral curriculum, though some topics need to be taught earlier as the contextual challenges are appearing earlier (e.g. sexting). The school is about to run sessions on misogyny following some recent concerns. The strategic lead for safeguarding is involved in the development of the curriculum, but more input from the operational DSL would be beneficial to reflect fully the contextual issues faced by the school. An appropriate level of support is offered to the Form Tutors as they deliver the PHSE lessons.

Safer Recruitment

Notes: The SCR is accurate and well maintained and demonstrates the hard work it takes to do so. Agency staff should appear on the SCR only for the specific period of time of the contract, it is anticipated that this requirement will be further strengthened in KCSIE '26. Records are archived for 6 years (this does need to be extended to 10 years for staff with a substantiated LADO referral) and Right to work documents should be removed after 2 years of leaving. The Trust is moving to a web-based SCR solution and so the recording of supply/local contractors/visitors etc will have to be reviewed once the Trust wide system is in place.

Safeguarding Practice

Notes: An audit of a CPOMS case file was undertaken, with clear evidence of concise documentation, identification of required actions, updates, and attachments. If this is replicated across all the records then there is strong recording practice. However, the notification of concerns is less effective. The requirement for staff to email a concern, the DSL team to transfer

the information to CPOMS and then act allows the risk of cases being missed, actioned without the recording on the MIS system, misinterpretation of intention and increasing the administrative workload of the DSL team. I would strongly recommend that all staff access CPOMS and raise a concern to the DSL Team, that the DSL team review all the raised concerns and allocate to the appropriate category, and the DSL team use the 'allocation' function to direct the appropriate member of staff to undertake an action. The work between the attendance team and safeguarding team shows clear support for those vulnerable children who are missing out on their education. The conversion rate of 83% referrals to active cases by social care shows that there is a clear understanding of the Sheffield threshold model. The preparation of case histories especially where the DSL team has had to escalate a concern beyond the social care front door to get a service provision for a vulnerable child will help to prove the effectiveness of the team during an inspection.

Violence & Harassment

Notes: The incident last February has had a long-lasting impact on the school particularly around a heightened awareness of knife related incidents and the anxieties of staff supporting children on a management plan. This is being handled very well by the school. The new anonymous reporting system has meant that students are able to share concerns with the school, and the staff act upon them. Searches and metal detector wandings is undertaken, in line with DfE guidance on those students for whom a concern has been shared, and a management plan is created. This plan is discussed with the pupil, the parents, and the relevant staff. It is reported that after an initial period of uncertainty this process is now accepted by everyone as 'normal' practice. All is recorded appropriately in CPOMS. The Hackett continuum is used to assess the risk in sexually harmful behaviour, and the breakdown of category has recently been developed to understand the 'other' category. There have been recent reports of misogyny and sexist language being used, and the school has commissioned an external speaker to address this.

Student & Staff Voice

Student Group: A focus group was held with x2 student representatives from each year group. The students reported feeling safe in school and they were able to approach their form tutor or head of year if they felt unsafe; they also talked about the Whisper reporting system as an alternative means to disclose a concern. The group felt that sexism and racism did not occur and that whilst a level of bullying did exist it was dealt with quickly and effectively by the staff. The group were unclear if any resources existed to support LGBTQ+ students but felt sure that those pupils would in general be accepted. The group talked about the RUAH values and what these meant to them. They were able to describe a staff member who they looked up to and who demonstrated character traits that they admired (see appendix 1).

Staff Group: A smaller focus group was held with members of the teaching and support staff. All staff felt supported and safe in the school. They saw the positive attempts the SLT make to ensure the staff body understand the decisions made within the school. Those members of staff who were relatively new to the school described an induction process that met their needs and allowed them to feel fully integrated into the staff body. Again, the staff were able to talk about the RUAH values and how these impacted their relational approach to the student body and to their colleagues. One staff member who took on the role of a form tutor felt that they could be more involved in supporting the very low-level safeguarding concerns if they had more

information about the individual situations the pupils were living in.

Alternative Provision & Part time timetables

Notes: Offsite directions and managed moves are addressed through The Compass Network, a formulated programme of 2-week, 6 week or 12-week provision, the latter potentially converting to a managed move. The process for addressing the Local Authority alternative provision offer is facilitated by the Progressions Team. A needs assessment for Alternative Provision placement is built into the progression team referral form outlining the rationale for a student attending on offsite provider. Currently the school has three students in Alternative Provision - 2 using a facility approved by the Local Authority, and 1 commissioned from an unregistered provider by the school directly. All students out on placement are visited at least every half term. Whilst registered provider units are assessed by the Local Authority, a needs assessment by school commissioned placement needs to be completed to demonstrate why the child's needs cannot be met in mainstream/registered education provision. Similarly the school is required to have daily contact with the provider to record attendance.

Compliance

Notes: A review of the safeguarding policy shows full compliance to the requirements in KCSIE '25. It was reported that all staff have completed their annual safeguarding briefing, and this was confirmed by the staff focus group. An annual declaration process is used to update staff of their ongoing responsibilities. Prevent in Sheffield is supported by a multi-agency strategy aimed at stopping people from becoming terrorists or supporting terrorism, focusing on early intervention, safeguarding vulnerable individuals, and tackling all forms of extremism. Lockdown is practiced within the school and reflected in the annual safeguarding briefing. The Counter Terrorism Local Profile (CTLP) for Sheffield is not routinely shared with schools by the LA/Police which makes an organisational risk assessment difficult to complete. The implementation of Martyn's Law in September will require an update in the schools approach.

Final rating: Effective

Signed

A handwritten signature in black ink, appearing to read 'H. Week' or similar, written over a horizontal line.

Action Plan	Priority Actions	Immediate Actions	Required Actions
Leadership of Safeguarding	Safeguarding should be a standing item on the academy leadership team agenda, and the information be presented by the Lead DSL	During form time the pupils should be asked to mark on a plan of the school the areas they feel less safe. Once collated this will allow staff to be deployed to the appropriate areas.	Although the safeguarding team posters are clearly displayed, pupils were not readily able to identify them. A review and redesign of the posters by the student body will bring them further to pupil's attention.
Safeguarding Culture	Build safeguarding into the school/Trust risk register so that leadership are aware of the challenges faced and the mitigation taken to meet the risk	Plot the CPD of staff across a two-year plan; identifying from the staff body who needs what and by which means their training should be delivered (<i>see appendix 1 for an example</i>)	Consider using the CPOMS Library function to circulate the weekly briefing as a means to ensuring all staff receive it, and using the tracking function to ascertain who has read it.
Safer Recruitment	It is a requirement on independent schools and academies that the actual DBS certificate of supply staff should be seen. This should be recorded on the SCR and supply agencies notified of this legal requirement.	The shared office occupied by C. Herridge presents a problem when dealing with confidential matters in recruitment, the SCR, or in general duties for the Head Teacher - a single office space would be better	It is an Ofsted requirement that Alternate Provision settings are reflected on the SCR (contractors tab) and include a letter of assurance.
Safeguarding Practice	Review the staff reporting system: Give all staff a CPOMS log in ID and allow x2 notifications 1) Notice of Concern, 2) Immediate concern. Collate the number of vulnerable children (and the definitions of such) so that it is clear what actions are taken to support which children.	Consider investing in CPOMS CASES as a means to progress track specifically chosen concerns e.g. knife/weapons. Also as a Trust to consider investing in CPOMS INSIGHT as a means of collating safeguarding data across the 13 schools.	Consider developing a pupil profile system that allowed staff to see the needs of a vulnerable child and the immediate actions required to offer support (<i>see appendix 2 for the LAMBSS profile</i>)

	Priority Actions	Immediate Actions	Required Actions
Violence & Harassment	Consider the breakdown of sexually harmful behaviour into further subcategories to denote intention and harm. This will allow effective mapping of incidents (<i>see appendix 3</i>)	Consider how to evaluate the effectiveness of external speakers e.g. monitoring the number of incidents pre & post intervention, student understanding of behaviours, specific student, and staff survey to examine if attitudes have changed	Celebrate examples of positive masculinity as a counter to the argument that all men are toxic
Student & Staff Voice			Consider the role of the Form Tutor to deliver very low-level safeguarding interventions to reduce the workload of the DDSL team.
Alternative Provision:	Develop a needs assessment that allows the school to clearly demonstrate why an unregistered AP placement is required, what actions the school has taken to attempt to meet the needs of a child and what specific educational benefit the chosen provider can deliver (<i>see appendix 4</i>).	Log the AP provider on the contractor tab of the SCR and record the Letter of Assurance	Explore with the AP provider them notifying the school of daily attendance.
Compliance	Complete a Prevent Risk Assessment built on the CTLP identified level of risk in Sheffield.		Staff to complete the NaCTSO 'Act Now for Education' training from September 2026. In preparation for the implementation of Martyn's Law begin the required preparedness planning to ensure compliance.

Appendix 1 Student Comments on the staff

As part of the student focus group the students were asked which members of staff they looked up to, who they felt reflected the RUAH values

The students felt that:

Mr Morgan	He was kind, respectful and relatable. HE explained the work so that people understood and did this in a relaxed way.
Mr Sykes	He made his lessons exciting and fun which helped people connect with the subject.
Miss Young	She makes her lessons fun and is really helpful. You can approach her and know that she will listen.
Miss Ashcroft	She is so easy to talk to, you can take problems to her and know that she will really listen.
Mr Ghoulisar	He takes time to listened to us; he respects us as people and takes time to understand us.
Miss Purcell	She is relatable, you can have a 'normal' conversation with her. You can see the RUAH values in her actions.
Miss Stanniland	She is easy to talk to and will take time to listen to our worries. You can feel safe with her.
Mr Bell	He is passionate about his subject and makes you care about It to. You can tell he cares for the students and other people.
Miss Arno	If you work hard she makes you feel like you have done a good job, she rewards you if you have done your best.
Mrs Broadhurst	She creates a supportive atmosphere, she is approachable and you can share your worries with her. She applies the RUAH values to her life and is so active.

Appendix 2

2-year Training Plan

Safeguarding Training Plan											
Academic Year 2020/21						Academic Year 2021/22					
	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
Child Protection & Safeguarding	TS										
Bullying	TS	TS									
Cyber bullying	TS	TS									
Children Missing			SB								
Education			SB								
Children Missing from Home or Care			SB								
Child Sexual Exploitation			OL								
Domestic Violence				TU							
Drugs						TU					
Fabricated or Induced Illness											
Faith Abuse in a Home Based Violence											
Female Genital Mutilation											TS
Forced Marriage											
Gang & Youth Violence											
Violence against women and girls											
Child Criminal Exploitation											
Mental Health			SB								
Peer on Peer Abuse											
Private Rentering	TU										TU
Preventing Radicalisation											
Relationship Abuse											
Sexting		TS									
Trafficking											
Early Help Assessment											
Other											
Other											
Whole School	OL										
SLT	SB										
Teaching Staff	HL										
Parental Staff	TU										
Admin Staff	TS										
Site Staff											
Other											

According to local context and need

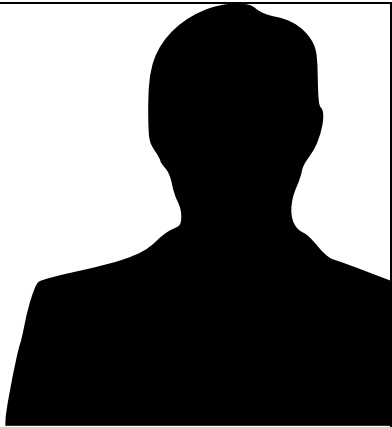
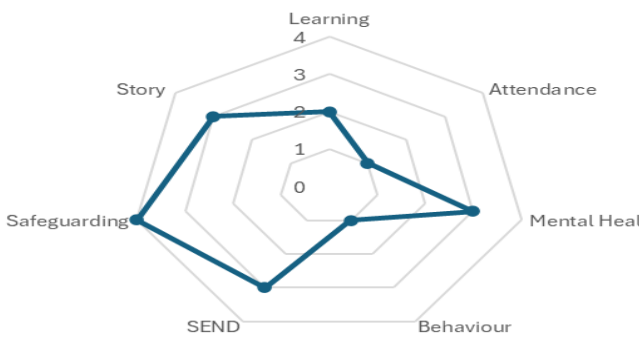
The allocation of briefing topics by date, role and staff group is for illustrative purposes only, this plan needs to be adapted to the contextual needs of your Academy

Appendix 3 LAMBSS Profile

Pupil:

DoB:

Class: 7SJ

 LAMBSSS Plan 	
Learning	Working to expected target
Attendance	Attendance at 97.3%
Mental Health	YouHQ score gradually dropping, assessed as level 3 on the mental health matrix. Beig seen by the school counsellor for bereavement counselling
Behaviour	No overall problems, Trusted adult is Mr Jenkins in 7SJ and Mrs Wilson the SEND HTLA. Gets quite tearful/overwhelmed at the moment 'class pass' issues so he can go to the pastoral office.
SEND	EHCP assessment in process. Needs extra support with worksheets Assessment underway for Dyslexia
Safeguarding	On Child Protection Plan – next review is in 6 weeks Named social worker is Mr Otembe 07894 546 124 See CPOMS file for more detail
Story	4 identified ACES Recent parental death (mother) over the summer Please consider the curriculum resources used -any queries pleased discuss with the DSL
Child's Voice:	Parent's Voice:

Assessment Framework

LEVELS	LEARNING (L)	ATTENDANCE & PUNC. (A)	MENTAL HEALTH (M)	BEHAVIOUR (B)	SAFEGUARDING (S)	SEND (S)	'STORY'
LEVEL ONE (1)	Performing at expected level or above , including pupils with SEND (approx. in 80% of subjects / assessments).	Attendance at or above national average and no punctuality issues.	'Normal' range of emotions observed , displaying expected levels of resilience to life issues.	Displays positive behaviours most/all of the time.	No harm experienced.	Pupil has no recognised learning difficulties around the 4 SEND aspects.	-Having up to 2xACEs but no trauma -Stable home -Positive relationships
LEVEL TWO (2)	Performing slightly below expected level, including pupils with SEND (approx. in 70% of subjects / assessments).	Attendance between 90% and national average and/or punctuality issues.	'Normal' range of emotions observed on most occasions , but emotion/mood peaks and/or troughs observed (minor in-school support).	Displays positive behaviours most of the time but also a small number of incidents of unwanted behaviour . No risk to others (minor in-school support).	Low-level harm from themselves or others experienced currently or recently.	Pupil has some barriers around one of the 4 aspects of SEND (some in-school support).	-Anything up to 4xACEs and indications of some trauma -Possible home issues -Mainly positive relationships -Pupil Premium
LEVEL THREE (3)	Performing below expected level including pupils with SEND (approx. in 60% of subjects/assessments).	Persistent Absence , i.e. below 90% (may or may not be accompanied with punctuality issues).	Regular inability to cope with issues thus causing impact on school life (in-house support & may include some external support).	Displays positive behaviours at times but most times is dysregulated . May be a risk to themselves and/or others (minor in-school support).	CIN or equivalent level . Some harm from themselves or others experienced currently or recently.	Pupil is SEN K (support equivalent to need).	-Anything up to 7xACEs and indications of trauma -Home issues -Lack of positive relationships
LEVEL FOUR (4)	Performing significantly below expected level, including pupils with SEND (approx. in less than 60% of subjects/assessments).	Severe Absence , i.e. below 50% (may or may not be accompanied with punctuality issues).	Diagnosed mental health concern , such as anxiety, depression, self-harm (includes external intervention).	Displays positive behaviours at times but most times can be extremely dysregulated . Possible significant risk to themselves and/or others (likely external support in place or sought).	CP or equivalent level . Harm from themselves or others experienced currently or recently.	Pupil has an EHCP (support in line with EHCP).	Above 7xACEs and trauma present -Unstable home -Lack of positive relationships

General Bullying

Bullying not only affects the bully and the victim, but also may have an impact on innocent bystanders.

Category 1	Category 2	Category 3
Including but not limited to: • Verbal abuse like name-calling and offensive jokes* • Abusive phone or text messages, hate mail* • Online abuse* • Harassment • Intimidation • Making threats • Isolated aggressive act - hit/kick/slap etc • Displaying or circulating discriminatory literature or posters • Graffiti containing hate messages • Damage to property One off single incidents of Cat 1 issues. *with professional judgment required this may be more than 2 incidents	Including but not limited to: • Recurring assaults - such as hitting, punching, pushing, spitting etc. • Destroying property e.g. ripping clothes, destroying books • Recurring threat or intimidation • Enduring, reoccurring online abuse for example on social media and email • Theft • Inciting group harassment • Creating rumours, mimicking, humiliation • Treating the victim like an outcast and/or coercive controlling behaviour	Including but not limited to: • Grievous bodily harm • Incidents that occur only in the community • Sharing photos without consent • Trolling

Racist Bullying

Racism not only affects the perpetrator and the victim, but also can have an impact on bystanders and the wider school community

Category 1	Category 2	Category 3
Including but not limited to: - Any incident the victim feels is racist but does not meet category 2 or 3 thresholds - Racist comments in the course of discussion in lessons - Refusal to co-operate with other pupils because of their race or ethnicity - Ridicule of an individual for cultural or religious differences e.g., food, music, dress, worship patterns, cultural lifestyle etc. - Racist jokes - Racist language - Using racist language or jokes online and/or via social media.	Including but not limited to: - Derogatory name-calling, insults, racist jokes and language with clear intent to be hurtful - Racist verbal abuse and threats - Bringing racist materials such as leaflets, comics, magazines or computer software into school* - Provocative behaviour such as wearing racist badges or insignia - Racist graffiti - Using the school's IT systems to access and distribute racist material - Posting racist material online and/or via social media	Including but not limited to: - Attempts to recruit other pupils and students to racist organisations and groups* - Incitement of others to behave in a racist way - Threat of, or attempted physical assault against a person or group because of colour, race and/or ethnicity (e.g., chasing someone with the intent to do harm) - Actual physical assault against a person or group because of colour, race and/or ethnicity *consult PREVENT assessment tool

Sexually Harmful Behaviour

Category 1	Category 2	Category 3
Harmful Sexual Behaviour Including but not limited to: • Developmentally inappropriate problematic (using the Brook Traffic Light System) • Abusive sexualised behaviour on-line or off-line • Lewd comments/jokes • Creating a hostile, offensive or sexualised environment	Sexual Harassment Including but not limited to: • Unwanted conduct or a sexual nature • On-line or off-line sexualised comments, remarks or observations • Intentional touching of person or clothing • Aggravated sexting • Behaviours likely to violate dignity, feel intimidated, degraded or humiliated e.g. Up-skirting • Creating a hostile, offensive or sexualised environment	Sexual Violence Including but not limited to: • Rape • Assault by penetration • Sexual assault (touching in a sexual way without consent) • Grooming for sexual/ criminal exploitation

Homophobic Bullying

(inc BI- and Trans-phobic)

Homophobic, bi-phobic and transphobic bullying not only affects the perpetrator and the victim, but also can have an impact on inclusion within the wider school community

Category 1	Category 2	Category 3
Including but not limited to: • Any incident the victim feels is homophobic but does not meet category 2 or 3 thresholds • Homophobic verbal abuse like name-calling and offensive jokes • Harassment • Bullying, intimidation • Exclusion from the wider group • Threats of violence because of gender and sexual orientation • Hoax calls, abusive phone or text messages, hate mail • Online abuse for example on social media platforms • Displaying or circulating discriminatory literature or posters • Damage to property including removing or defacing LGBTQ+ posters etc. • Graffiti containing hate messages	Including but not limited to: • Derogatory name-calling, insults, homophobic language with clear intent to be hurtful • Assaults - such as hitting, punching, pushing, spitting • 'Dead naming' – using pronouns or pre-Transition names • Destroying property e.g., ripping clothes, destroying books • Harassment • Sexual Harassment and humiliation • Enduring, reoccurring online abuse for example on social media and email • Theft • Inciting group harassment around gender and orientation	Including but not limited to: • Sexual Assault • Grievous bodily harm • Incidents that occur only in the community

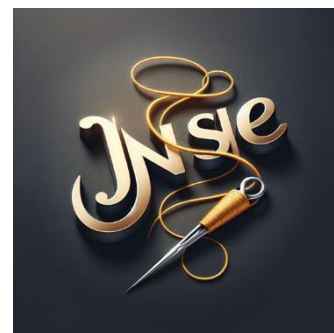
Appendix 5 AP Needs Assessment

[Alternative Provision Commissioning - setting up a new or existing provider – Copy form](#)

[Alternative Provision Application Form – Copy form](#)

Dr Jon Needham

PhD, M Ed, PG Cert, BSc (Hons), Dip HE, RGN, RSCN



Jon currently works full time as the National Safeguarding Director Jon is responsible for the strategic leadership of safeguarding and wellbeing of children and vulnerable adults accessing services by challenging The Oasis Trust to ensure there is a culture that puts exemplary safeguarding at the heart of all the Trust does. His tasks include:

- To provide counsel to all matters of Safeguarding and Student Wellbeing, and Equality & Diversity.
- To develop, deliver and maintain the Trust's safeguarding and wellbeing strategy ensuring all aspects of Keeping Children Safe in Education (DfE) is reflected within the strategic plans.
- To project manage the response to significant changes in legislation and statutory guidance relating to safeguarding ensuring that the Trust and all its academies are fully compliant in all areas including within E-safety and the new RHSE curriculum.
- To establish a consistent approach to safeguarding for all our users.

In addition he runs his own Education Safeguarding Consultancy company, JN:SIE

In addition to the support he offers to the school staff and principals, he co-chairs the National Association of Academy Safeguarding Advisors (NAASA) which coordinates the safeguarding efforts across 118 academy Trusts, he is the Safeguarding Professional Communities Lead for the Confederation of School Trusts (CST). co-chairs a coalition between mainstream schools as independent schools looking at mental health provision.

He represents academy provision on a DfE working party looking at mental health in education. He acts as chair of the Pan-London Education Safeguarding Board, is a member of the Ineqe Editorial Board, and is a member of an international research team and acts as an external safeguarding advisor to a charity in the voluntary sector. He sits on the advisory board of KITT medical and Safeguarding Solutions.

Jon originally trained as a nurse specialising in adolescents with life limiting illnesses before moving to become an advisor to a large strategic health authority and a commissioner in a primary care trust. He worked briefly as a specialist advisor on two World Health Organization projects before becoming the lead for early help and multi-agency work in a large local authority.

He became an education safeguarding advisor 23 years ago managing the support offer to 530 schools and for the past 7 years has worked as the National Director of Safeguarding & Mental Health in a large international charity, the UK arm of which has 55 schools, 36 community hubs, 9 churches and a young offenders institute. Since 2014 Jon has acted as the volunteer safeguarding advisor to a large youth festival that occurs each summer.

He holds a PhD in Education Safeguarding from Liverpool Hope University. He also acts as a mentor to five young men starting out in industry ensuring that they develop to their full potential. In his spare time he volunteers as a youth worker.