



Our Ref: gov_ag/Aut25/TM
Enquiries to: Toni Massey
Email: toni.massey@eastriding.gov.uk
Tel Direct: 01482 392446
Date: Tuesday, 04 November 2025

To: The Governors of Bubwith Community Primary School,

I give below the agenda for the meeting of the governing board of Bubwith Community Primary School, which is to be held on **Tuesday 18 November 2025 at 6.30pm**. If you are unable to attend the meeting please inform this office at the earliest opportunity, in order that meetings without a quorum can be identified in advance.

The Governor Support Officer who will facilitate your meeting is Toni Massey who can be contacted on toni.massey@eastriding.gov.uk

In order to expedite business, governors are asked to submit a request to the Chair before the meeting regarding any urgent items which they wish to raise under any other business. Inclusion of any other business is at the discretion of the Chair.

I would like to take this opportunity to remind you that notification of any items to be added to the next agenda should be submitted to this office no later than three weeks before the next meeting.

AGENDA

1 Apologies for Absence

To receive any apologies for absence.

2 Consent for Absence

To consider giving consent for individual governors to be absent from this meeting where apologies have been received.

Section 1: Procedural Agenda Items

3 Confirmation of any items to be raised under any other urgent business

Please note: any items that are to be raised **must** be agreed by the Chair prior to the meeting.

4 Declaration of Interests

Governors are required to declare any pecuniary or non-pecuniary interests they may have in **any items on the agenda** together with the nature of the interest.

5 Annual Declaration of Pecuniary and Business Interests

Merlin Joseph

Executive Director of Children, Families and Schools

- a) Governors are asked to complete a declaration of pecuniary and business interests using the following link if not already done so:
https://east-riding-self.achieveservice.com/service/School_governor_declaration_form
- b) to review the register of pecuniary interests.

6 **Membership**

Governors must ensure their membership details held are correct and advise the Clerk or update details on HERE for Schools www.hereforschools.co.uk

- a) to note the current governor vacancies are two of which they are Co-opted;
- b) to note the resignation of Mr Owen Southgate and Mr Chris Wright as co-opted governor's;
- c) to note the appointment of Miss Bethany and Mr Barry Carpus as co-opted governors for a four year term;
- d) to discuss the appointment of Emma Postlethwaite as a co-opted governors for a four year term leaving a parent vacancy;

7 **Revision of Committees and Delegation of Financial Responsibilities and Staffing Functions** Enclosure

- a) to review the membership and terms of reference of the committees;
- b) to review the delegation of financial responsibilities to a committee or Headteacher and identify/confirm specific limits for spending and virements;
- c) to review the delegation of staffing functions to the Headteacher in accordance with the School Staffing Regulations 2009.

8 **Election of Governors with Special Responsibilities** Enclosure

To consider the election of governors with special responsibilities.

9 **Minutes** Enclosure

To authorise the Chair to sign the minutes of the meeting held on Tuesday 17 June 2025.

10 **Matters Arising from the Minutes**

To review any matters arising from the minutes.

11 **Governor Actions** Enclosure

To review any actions from the previous meeting.

12 Committee Minutes

Enclosures

To receive for information any minutes/reports from all committees.

- a) Curriculum Committee 21 October 2025
- b) Health, Safety and Wellbeing 22 October 2025

Governors are reminded that minutes of all committee meetings must be taken and forwarded to the next governing board meeting for noting in accordance with the School Governance (Roles, Procedures and Allowances) England Regulations (2013). At the next committee meeting the minutes should be formally signed if they are agreed. If amended or not agreed, they should be forwarded to the next meeting of the governing board for noting.

Section 2: School Improvement Agenda Items

13 Report of the Headteacher

Enclosure

- a) School Updates from Autumn One
- b) Headteacher's report to Governors

To receive the Headteacher's termly report.

14 School Development Plan 2025/2026

Enclosure

- a) to receive the School Development Plan 2025/2026 for approval;
- b) to consider the governing board's objectives regarding the school's development and their own development as part of leadership and management.

15 Self-Evaluation Form

Enclosure

To receive the Self-Evaluation Form.

16 Pupil Premium Plan/Strategy

Enclosure

To receive the action plans/reports.

17 Sports Premium Plan/Strategy

Enclosure

- a) Funding allocation
- b) Categories of grant spending
- c) Opportunities, impacts and sustainability details
- d) School's specifics

To receive the action plans/reports.

18 School Financial Value Standard

To consider the School Financial Value Standard for approval and submission to the Local Authority.

Governors are reminded that the School Financial Value Standard **must** be approved by the full governing board.

Section 3: Approval of Policies and Reports

- 19 **Cycle to Work Scheme** Enclosure

To consider the scheme for approval and adoption.

- 20 **Family Friendly Rights Policies** Enclosure

To consider the following policies and procedures for approval and adoption:

- Adoption Pay and Leave Policy and Procedure;
- Adoption Pay and Leave Policy and Procedure (School Based and Centrally Employed Teaching Staff);
- Maternity Pay and Leave Policy and Procedure;
- Maternity Pay and Leave Policy and Procedure (School Based and Centrally Employed Teaching Staff);
- Ordinary Parental Leave Policy and Procedure;
- Paternity/Maternity Support Leave Policy and Procedure;
- Shared Parental Leave Policy and Procedure.

- 21 **Injury Allowance Scheme** Enclosure

To consider the scheme for approval and adoption.

- 22 **Probationary Policy – Schools** Enclosure

To consider the policy and procedure for approval and adoption.

- 23 **Sustainable Exceptional Performance Policy** Enclosure

To receive the policy and procedure for information.

- 24 **Time Off for Public Duties Policy** Enclosure

To consider the policy and procedure for approval and adoption.

- 25 **School Policies** Enclosures

To consider the following school policies for approval and adoption:

- a) Equality Policy with 2024-25 update
- b) Model Health & Safety Policy and Arrangements 2025-26
- c) Safeguarding Policy 2025-26
- d) Staff Code of Conduct 2025-2026
- e) Whistleblowing Guidance 2025-26

Section 4: Governing Board Items

- 26 **Keeping Children Safe in Education 2025**

To ensure strategic oversight, governors are asked to confirm they have received and read at least Part One of the revised statutory guidance.

27 **Governor Visits**

Enclosure

To receive the following governor visit reports:

- Emma Postlethwaite and Pip Williams governor Visit - KS2 theatre visit 24.10.25

It is recommended that governors develop an annual governor visit plan which supports the School Development Plan. All governors should be aware of the plan and their responsibilities.

28 **Governor Development and Training**

To note that all training details are available on the CPD website www.hereforschools.co.uk or through the [NGA Learning Link](#).

29 **Any Other Urgent Business**

Only items identified at the beginning of the meeting to be discussed.

30 **Review of Actions**

To review the actions agreed in the meeting.

31 **Future Meetings**

To note the date and time of future meetings:

Tuesday 17 March 2026 at 6.30pm
Tuesday 30 June 2026 at 6.30pm

Bubwith Committee Structure

Appeals Committee

Quorum: 3

Membership

Any three governors not previously involved in the case.

Terms of Reference

- Hears pay policy appeals;
- Hears appeals against redundancy or dismissal decisions;
- Hears parental appeals;
- Forms the grievance appeals panel;
- Acts as the Staff Dismissal Appeals Committee.

Curriculum and Standards Committee

Quorum: 3

Membership

Mr L Howard;

Mrs A Hughes;

Mr R Holmes;

Mr O Southgate;

Ms F Ward;

Mrs E Postlethwaite;

Miss P Williams;

Membership to include the Headteacher and the Staff Governor.

Terms of Reference

- To deal with curriculum issues and have the delegated powers to approve any policies relating to the curriculum.

Complaints Committee

Quorum: 3

Membership

To co-opt three governors as necessary.

Terms of Reference

- Deals with parental complaints and grievance issues.

Finance, General Purposes and Personnel Committee

Quorum 3

Membership

Mr L Howard;
Mrs A Hughes;
Mrs E Postlethwaite;
Mr O Southgate;
Ms F Ward.

Membership to also include the Headteacher.

Extent of Financial Delegation:

- The power to approve a budget be delegated to the Headteacher and the Finance Committee;
- The power to amend a budget be delegated to the Headteacher and the Finance Committee;
- The responsibility to monitor and take corrective action to avoid overspending be delegated to the Headteacher and the Finance Committee;
- The Headteacher be given the power to make virements between budget headings up to an amount of £5,000.00 over £5,000.00 to the Finance Committee and over £10,000.00 be referred to the full governing board;
- The Headteacher be given the power to make virements between budget headings up to an amount of £5,000.00;
- The full governing Board ensure compliance with financial regulations;
- Has the delegated powers to approve the school fund account.

Health and Safety Committee

Quorum 3

Membership

Miss A Benn;
Mr L Howard;
Mr D Rogers;
Ms F Ward;
Mrs L Morris.

Performance Review Committee

Quorum: 3

Membership

Chair of Governors;
Vice Chair of Governors;
Mr O Southgate.
Reviewer Mrs A Benn.

Terms of Reference

- To agree and review the performance of the Headteacher and set targets for the forthcoming year and award salary points accordingly.

INSPECTION COPY

Bubwith Community Primary School

Bubwith Community Primary School

Church Street

Bubwith

Selby

YO8 6LW



Positions

Headteacher	Rebecca Walker
Chair	Luke Howard
Chair	Emma Postlethwaite
Vice Chair	Alison Hughes
Clerk	Toni Massey

Categories

Category	Number	Current	Vac's
Authority	1	1	0
Clerk	0	1	-1
Co-opted	7	5	2
Headteacher	1	1	0
Parent	2	2	0
Staff	1	1	0

Responsibilities

Category	Number	Current	Vac's
Art	1	1	0
Early Years Foundation Stage	1	1	0
Educational Visits	1	1	0
English	1	1	0
ICT	1	1	0
Mathematics	1	1	0
Music	1	1	0
Personal, Social, Health and Education (PSHE)	1	1	0
Pupil Premium	1	1	0
Sports Premium	1	1	0
Wellbeing-Mindfulness	1	1	0
Service Forces Representative	1	1	0

Governors (Bubwith Community Primary School)

Name	Position	Responsibilities
Authority		
Alex Benn		Educational Visits (21/11/2024 - 15/10/2027),Service Forces Representative (21/11/2024 - 15/10/2027)
Clerk		
Toni Massey	Clerk	
Co-opted		
Luke Howard	Chair	
Co-opted		
Alison Hughes	Vice Chair	Early Years Foundation Stage (21/11/2024 - 20/11/2028),Pupil Premium (21/11/2024 - 20/11/2028)
Co-opted		
Owen Southgate		English (21/11/2024 - 15/03/2026)
Co-opted		
Frances Ward		Mathematics (21/11/2024 - 31/12/2026)
Co-opted		
Pippa Williams		Wellbeing-Mindfulness (21/11/2024 - 03/07/2027)
Headteacher		
Rebecca Walker	Headteacher	
Parent		
Emma Postlethwaite	Chair	Art (21/11/2024 - 19/05/2026),Music (21/11/2024 - 19/05/2026),Personal, Social, Health and Education (PSHE) (21/11/2024 - 19/05/2026)
Parent		
Chris Wright		ICT (21/11/2024 - 10/10/2028),Sports Premium (21/11/2024 - 10/10/2028)
Staff		
Helen Littlefield		

Governor's Action

Name of School: Bubwith Community Primary School

Date of Full Governing Board Meeting: Tuesday 17 June 2025

Clerk: Sian Trulio

Minute Number	Action Required	To be completed by
4062	Headteacher to contact Treehouse regarding potential new governors.	Headteacher
4063	Minutes to be amended as agreed and sent to the Chair for signing.	Clerk
4069	SEND Report to be deferred to the next meeting.	Headteacher/Clerk
4072	Headteacher to notify staff of the adoption of the local authority Appraisal Policy.	Headteacher
4075	Governor training brochures to be shared separately from the agenda for future meetings.	Clerk
4077	Future meetings to be held on the following dates commencing at 6.30pm: Tuesday 18 November 2025; Tuesday 17 March 2026; Tuesday 30 June 2026.	All

Bubwith Community Primary School
Minutes of the Curriculum and Standards committee, autumn term 2025

Date: 21st October, 5-6pm

Present: BW, EP, PW, FW plus Barry Carpus observing as prospective governor

Apologies: AH, OS (accepted)

The focus of the meeting was the 2024-25 summary data and resulting actions by the school.

Report by BW

BW provided governors with a document showing the key data.

1. EYFS achievement of GLD (good level of development across the curriculum)

Ten out of fifteen pupils achieved GLD. This is 67% which is very similar to the 2024 national average of 67.7%.

This is a stronger result than last year, however after her review of the data and the EYFS curriculum BW is confident that pupils can achieve more highly. She is giving a strong emphasis to the EYFS and explained to governors the strategies that have been adopted this term:

- a) There is a formal, mapped out EYFS curriculum. The specific needs of EYFS pupils have been identified and targeted.
- b) All the year one pupils work in Willow class two afternoons a week, enabling Ash teachers to work solely with the eleven children in the EYFS cohort e.g. organising a number hunt around school. This provides valuable time to observe and interact with the children. It is difficult to find this time when needing to teach groups of year ones and groups of EYFS pupils during a session. (Last year, while 93% could reach GLD when talking about 'the natural world' only 80% did so when asked about 'past and present'. Teachers had not had enough opportunity to build and review understanding in this area.) This is a beneficial change for teaching staff too. FW commented on how teachers had previously felt they were missing out on valuable observation and interaction time.
- c) Willow class increases to 30 on these afternoons, which is a usual class size, and follow the curriculum that has already been planned for them. There is no extra planning involved for the teacher. There is no extra marking as lessons such as Music do not have written outcomes. The year ones benefit from working together as a year group.
- d) There is a stronger focus on communication and interaction.
- e) Children are coming into EYFS without knowledge of nursery rhymes or early phonics. Mrs Poole is therefore providing training for the pre school staff. (Staff there are focused on the younger children and do not have any EYFS training.) Liaison with Treehouse generally has improved.

2. Year One Phonics Screening Check

Ten out of fourteen pupils passed, 71%. The 2024 national average was 80%.

Two SEND pupils were unable to take the test. Two pupils just missed the pass score.

3. Year two Phonics retake

One child out of four passed. The others are still working towards the level as they have specific learning needs. Individual children continue to work at phonics skills throughout KS2 if necessary.

4. Year 4 Multiplication Tables Check (not reported nationally)

Six pupils achieved full marks, 40%; 2024 national average was 34%

The average score was 20.6; 2024 national average was the same

This was an improvement on 16.6% in 2024. Miss Michaels and Miss Shimmels provided extra sessions to support pupils. This year they are aiming for 100% as quick and accurate recall of multiplication facts is essential for progress with arithmetic. They have already started on a targeted programme with pupils. The online Timestables Rockstars app also provides effective practice for pupils at home. The change to White Rose Maths has also been very positive. EP commented on the pleasing change in attitude of her daughter with the introduction of the new scheme this term. Governors were pleased to hear that the change has been effective as they had raised concerns about the previous scheme.

5. KS2 standardised assessment tests (SATs)

Subject	Expected+	National Average	Greater Depth	National Average
Reading	68%	75%	47%	33%
Writing	58%	75%	5%	13%
Mathematics	84%	74%	47%	26%
Grammar and Spelling	74%	73%	42%	20%

The data reflects a pattern of high achievement by the more able pupils in reading and mathematics and underachievement by those who enter KS2 with weaker skills and low self confidence.

It also reflects the lack of a coherent, structured writing curriculum at the school. Teachers have been spending too much time developing and resourcing activities, working independently of each other.

N.B. The current year six cohort of seventeen pupils has three pupils who are not ready for the SATs.

Strategies this term:

- Identify weaker pupils and their specific needs
- Ensure lessons are accessible to all pupils, providing scaffolding where needed and alternative outcomes such as oral report and/ or diagrams.
- Reading is a priority this term. All texts are to be accessible to all pupils. Writing will be a spring term focus.
- Afternoon support work by TAs to be specific to individual needs
- Low confidence to be addressed and reliance on adults reduced; children given some activities that they can achieve at on their own
- Support activities provided while other pupils engage with more challenging tasks/ outcomes in afternoon lessons
- DM and AS have adopted a structured writing scheme provided by BW that she used at a previous school.
- BW has set up a link with Eastrington primary. (The local schools group is not providing any cooperation on the curriculum.)

Communication with parents and stakeholders- EP and BW

- Governors were shown the class curriculum maps that each teacher has completed for the whole academic year and shared with parents and carers. These are part of a two year programme. As the year four/ five grouping is unusual it is difficult to cover all the KS2 curriculum like this. Any gaps

have been identified so that they can be addressed during the two school years. These maps are greatly beneficial to parents as well as carers. They are also useful for link governors and those governors attached to specific subjects.

- b) As a result of this planning the enrichment plan has also been developed and shared with parents, carers and governors. This includes all the educational visits for the year.
- c) The curriculum maps and enrichment plan have been very well received by parents and carers.
- d) The meet the teacher event went well and will be held annually.

FW, 25.10.2025

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Health, Safety and Wellbeing Committee Minutes, Autumn term 2025

Date: 2-3.30pm on 22nd October 2025

Present: LH, (CHAIR), BW, AB, PW, FW,

1. Minutes from 4 June 2025: approved

No matters arising

2. Walk Around Grounds / Buildings Update

- LH and FW completed a walk around the school grounds and corridors immediately before the meeting. The grounds were in the best state they have seen since they started their walks- a great credit to staff and Paul the caretaker in particular. The outdoor classroom have had a major upgrade.
It was noted that the playground gate is kept locked now as good practice.
- BW explained that there has been a major clear out of school cupboards and a concerted effort by staff to provide a clean, uncluttered environment. There is now a focus on pupils taking responsibility for their belongings and picking up rubbish.
- There is an issue with the main gate as this does not always close properly and some visitors leave it open
- Lighting inside school needs to be replaced with LEDs. The LA will project manage and pay two thirds of the cost, however this will still prove costly for the school. The planned work has not yet started and this delay has already seen projected cost rise from around £8000 to nearer £14000.
A site visit by a technician on the 29th October will provide an overview with costings of all potential improvements to the lighting, internal and external, including a new light outside the nursery and reactive exterior lighting
- A free electricity car charging point has been offered to the school. Governors are keen for this offer to be accepted. (75% government funded, 25% funded by the installation company)
- A survey of the electricity supply in the school has revealed that there are six meters!

Actions:

- a) The sports coach to move and repair the football goals
- b) Kitchen staff to ensure that the side gate near the kitchen is always locked after a delivery
- c) BW to pursue investigations with the LA on improvements to the main gate
- d) Year six monitors to be elected who will have roles such as checking corridors
- e) BW to formulate a plan for the lighting after the site visit
- f) BW to go ahead with car charging point
- g) Boothferry SBM to follow up on the meter issue

3. Training:

- Caretaker is due to have online ladder training
- BW and caretaker have completed asbestos training
- Paediatric first aid training is being organised for those staff whose certificates are near to being out of date
- BW has gone through the training file and removed out of date material

4. IT / Data:

There have not been any breaches that governors need to be aware of. However, the warning message that the school receives still does not enable the DSL to identify the person involved. This is clearly a major concern. It is a specific issue with Smoothwall which is provided by the LA. The IT technician has not provided any solution as yet. FW suggested connecting alternative IT providers to see what they could offer.

Action

- a) BW to contact other East Riding schools to find out how they are dealing with this problem
- b) Teachers to look into temporary solutions such as noting which pupil is using which laptop or I-Pad

5. Report on 'Martyns Law' (Counter Terrorism) (Fran)

As Safeguarding governor FW receives newsletters from the North-East regional Prevent team. A recent email explained Martyn's Law, which has been enacted in response to the Manchester Arena bombing. Non-statutory guidance has been provided for schools. Governors discussed the existing policies of the school in relation to possible physical threats to pupils. AB has much expertise to bring to this area. They also discussed the actions school is taking and will be taking to counter any divisive and/ or polarising misinformation that pupils may be exposed to by social media out of school.

This led to a discussion about the ways in which the school can promote an understanding of different cultures and encourage a curiosity about the wider world they live in. How can pupils see difference in a positive light rather than be fearful of anyone who looks different to them? Living in a village in the East Riding means that pupils generally have little experience of the variety of cultures, faiths and ethnicities flourishing in modern, multi-cultural Britain. A myth busting session about India revealed a large number of misconceptions e.g. pupils thought that there was no internet, no plane flights and no modern cities. A photograph of the office blocks in Hyderabad stunned them.

- The recent Diwali Day was a huge success, showing what can be done by visiting educationalists
- The RE curriculum has been revised, using the East Riding syllabus, so that pupils gain a stronger understanding of three key religions: Christianity (compulsory 50%), the Hindu religion and Islam
- Older pupils discuss the news with their teacher using a BBC programme
- There will be a parliament week with elections and year six will be visiting the Houses of Parliament in the summer term

- The Greek and German language days last year were very successful. There will be a languages week in 2026

Actions:

- a) AB to provide useful documents re responses to threats of violence
- b) Governors strongly support the revised RE curriculum
- c) The school is looking for future educational visitors or visits that will introduce pupils to different cultures and religions

6. Reception Class Toilets (Alison Hughes)

AH has reported on the smell coming from the Reception class boys' toilet. It is unpleasant. The LA has no money for new toilets, but the school can access inclusion money which can pay for a new toilet and wet room for disabled pupils. This would replace the current boys' toilets. It would also mean that disabled pupils will no longer have to share a toilet with the nursery children.

Action

- a) School to apply for a £25000 grant
- b) SBM to cost redecoration of the girls' toilets

7. Reception Class Generally

There is no classroom door. This will be problematic if the school has any pupils who 'bolt'. The refitting of the boys' toilets could include the installation of a gated entrance way that pupils could not open.

Action

- a) New assessment of the school building's accessibility and suitability for a variety of SEND- BW, RC
- b) BW and SBM to follow through on planning for the new toilet with inclusion of the gate

FMW, 24.10.2025

Harvest Festival

On Friday 3rd October, we all went to the church for our Harvest Festival celebration. Children read and performed songs beautifully and we reflected on the importance of Harvest in our community. We want to say a huge thank you to Harry M's Mum for coming in to teach us about harvest on a farm!



Message from Holme Helpers:

A huge thank you to everyone at Bubwith Primary School and to FOB's for organising your food drive! Your amazing food donations to Holme Helpers Pantry will help so many families in Holme on Spalding Moor. Last year, we gave out 840 food parcels – that's 840 times someone didn't have to go hungry. Your kindness means we can keep helping people in our village and make sure everyone has the essentials they need, which is all the more important when food prices keep rising. We never know when a family might need a little extra help, so keeping our pantry well stocked means we can jump into action straight away. We're so grateful for your generosity. Every tin, packet, and treat you gave will make a big difference to people in our community. Thank you for helping families feel supported, cared for, and not alone in our village.



Pumpkin carving competition!

This week, we had our first annual Bubwith Primary School pumpkin carving competition! The entries were **incredible** and it was so hard to choose our winners. Governors came in to help with the judging and we awarded some spooky treats to our winners in each category. Thank you so much to all families who took part – the pumpkins were great decorations for the discos!



Best carving (EYFS/KS1) – Eric
Most unique – Oliver
Best traditional pumpkin – Jessica
Scariest pumpkin – Willow
Best carving (KS2) – Natasha
Best use of 2 pumpkins – Esme
Best use of other materials – Lyra
Best use of paint - Meredith



DIWALI CELEBRATION



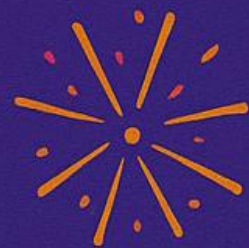
On Wednesday 8th October, we had an **amazing** Diwali celebration day in school with Sunita, who taught us all about the story of Rama and Sita. We cooked, made Rangoli patterns, learned about India and tried some Indian dancing!





DIWALI

CELEBRATION



Following on from our Diwali day a few weeks ago, we gathered to light our diwa lamps on Monday 20th October and think about people celebrating Diwali across the country and around the world.



Sports Updates



SCHOOL GAMES
SILVER
2024/25

School Games: Silver Mark

We have again been recognised for our work in developing sport through the achievement of the School Games Silver Mark. A huge thanks to Miss Cutler for her work as P.E Lead last year, which Miss Shimells will continue to develop as new P.E Lead.

Cross Country Fixture

On Tuesday 7th October, Miss Shimells took two teams to Cross Country at Howden Junior, where all children received a medal, Charlie came first in his age group and Florence came second! Well done everyone!



This Tuesday there was a cross country race at Howden junior school. First it was the year 3/4 girls doing 2 laps which Lilly, Hannah, Emma and Margo took part in with Florence getting second place. Then it was the year 3/4 boys race also doing 2 laps with Albert, Seth and Josh which Charlie won 1st in. Next it was the year 5/6 girls doing a 3 lap race with Lilah, Orla, Isla and Willow. The last race was the year 5/6 boys also doing 3 laps with only George taking part. At the end people counted up the scores which Charlie and Florence got through as an indulgence to the next round. You could tell we had a good time cheering everybody on because Miss Shimells went to bed with a banging headack. It was a fantastic event!

By Willow and Orla

Welcome to Ash Class!

Autumn 1



It has been a busy half term with lots of fun activities in Ash Class.

Firstly, well done to all of the new Reception children for settling in so well!

Reception have made a great start to their phonics, they have enjoyed learning new graphemes and phonemes in phonics and using these to read new words. Year One have now started learning some new diagraphs too.

We love drawing club, see some of our work on the next page and some of the books we have read on our long term plan.

In Maths, we have learned about numbers and patterns. We are really good with a number line now in Year One.

We loved learning about Diwali took part in so many fun activities from making Rangoli pattern to making and decorating our own Diva candles.



We hope you all have a lovely half term break and we look forward to welcoming you back on Monday 3rd November for lots for fun!

Ash Class Work

Autumn 1



Drawing Club

Here is some of our fantastic drawing club work...



Year 1



Reception

Maths



Year 1



Reception



Science

We have been thinking about seasonal change and harvesting our pumpkins.



History

We have been learning about how we have changed and what things were like when our grandparents were younger.



Welcome to Willow Class!

Autumn 1



We were so excited to welcome the children into Willow Class this Autumn Term. The beginning of the school year is always a special time, and the children have already made a fantastic start, settling in beautifully. We've been exploring our class rules, values, and the importance of kindness, respect, and working together.

Perfect Pumpkins!

We've enjoyed watching the pumpkins grow in our veg patch. We harvested them and made delicious pumpkin soup, and learned about the importance of a healthy diet too.



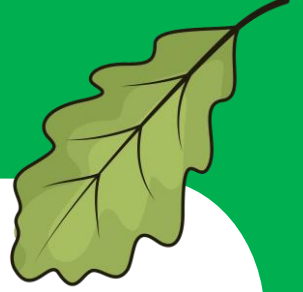
Diwali Day

We had so much fun during our Diwali day! We learned all about the special celebration of Diwali and the children took part in a range of activities including baking and dancing. They especially enjoyed making rangoli patterns. We think they look amazing!



Willow Class Work

Autumn 1

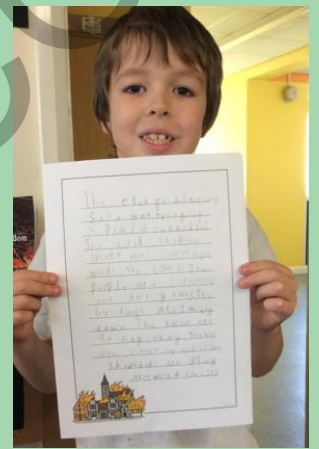
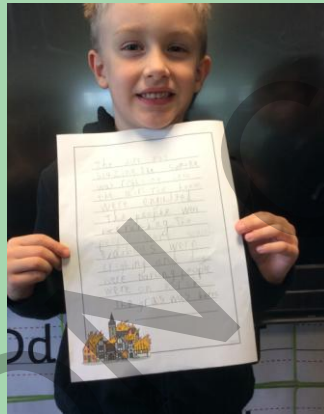


Maths- Addition and Subtraction

We have been working hard to recall number bonds to 20, and writing fact families too!



English- The children have written some wonderful sentences to describe the Great Fire of London using adjectives and verbs!



D.T- Cooking

We have found out why fruits and vegetables are healthy and made some delicious pumpkin soup and fruit salad-yum!



History- The Great Fire of London

We have learned all about the Great Fire of London and discovered what changes were made after the event.



Welcome to Beech Class!

Autumn 1

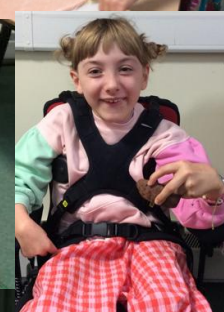


Beech Class have already had a wonderful start to the new school year and have already embraced the new routines. This half term has been full of exciting opportunities and fun activities that have helped bring our learning to life. One of the highlights has been learning about Diwali. We're so proud of how hard everyone has worked and how well they've supported each other.

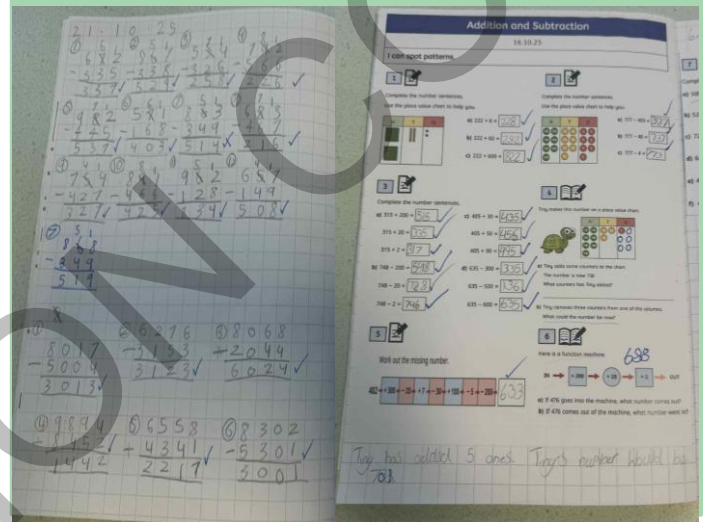
The children enjoyed working with watercolours to create some beautiful vegetable artwork for our Harvest Festival. It was lovely to see how proud the children were of their hard work.



We were most excited to welcome Sunita into school so that we could learn all about Diwali. We created Rangoli patterns, made Diya lamps with clay and performed a dance wearing traditional Indian dress.



All children have worked really hard in maths on their understanding of place value and use of methods for addition and subtraction.



In Geography, we have made comparisons between each country of the United Kingdom, focusing on human and physical landmarks.



In P.E. we have been developing our communication skills by participating in a variety of outdoor group activities.

Welcome to Hawthorn Class!

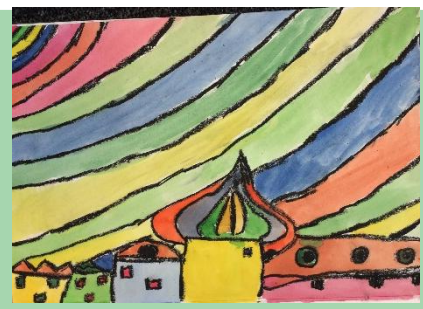
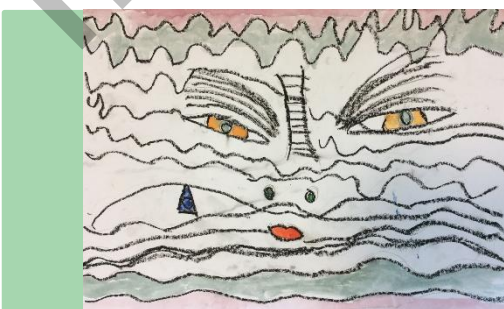
Autumn 1

This half term in Hawthorn class, the children have settled in really well and we have had a wonderfully busy and creative 8 weeks! We have been diving into Diwali celebrations by making samosas and crafting beautiful diva lamps. We also were lucky enough to learn all about Hindu Gods from our wonderful visitor, Sunita. We also took part in a fun design competition for the Grand Hotel, York, dreaming up and drawing our own wizards. Whilst we didn't win, the children had a great time being creative.

In art, we have been recreating some vibrant pieces inspired by artist Friedensreich Hundertwasser using features of nature and bright colours. In maths, we have tackled place value, negative numbers, roman numerals and addition and subtraction. They have been so enthusiastic to learn lots of new strategies! In English, we have been writing and publishing our own exciting adventure stories and in science, we have had a great time making our own guitars to see how vibrations create sound.

In addition to all of this, the children had so much fun dressing up for Halloween and showing off their costumes.

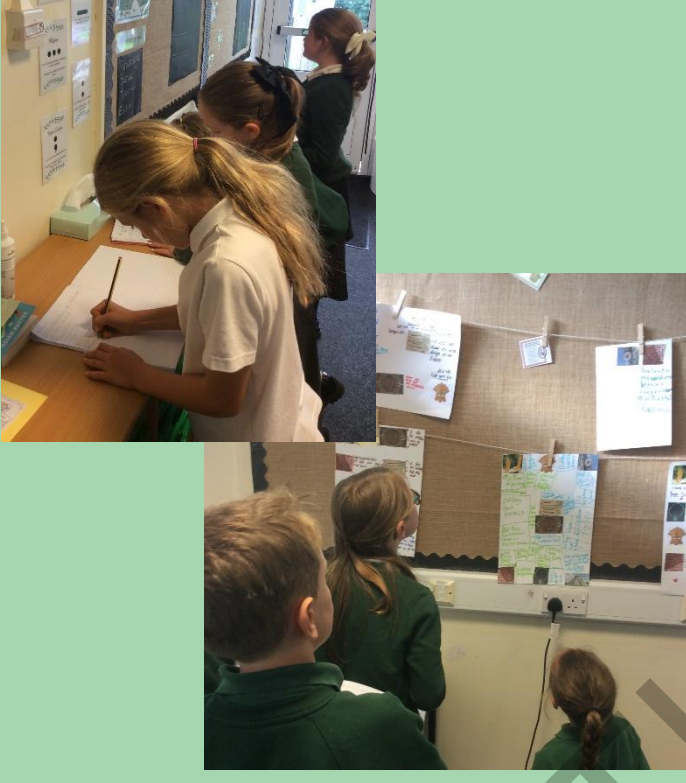
Below are some images of some of the fun things we have gotten up to so far!



Hawthorn Class Work

Autumn 1

Maths scavenger hunt



Exploring sound and vibrations in science making their own guitars



Art inspired by Friedensreich Hundertwasser



Character and setting descriptions

The ~~gran~~ Grand Wizard
The Grand Wizard was a mysterious figure. His glowing ~~glowing~~ emerald eyes were like stars shining in the night sky and could catch any of his ~~fairies~~ ^{tricks} or eyes. He wore a ruby red velvet cloak that trailed behind him like a king's dress. His ancient, worn leather boots clanked when he stomped into the room, causing lots of attention. His long, blue hair was hidden under his brown, ancient wizard hat which hung on a old, rusty iron hook while he slept on a sapphire blue covered bed. You'd barely see him on the streets and if you did, the green ~~repulsive~~ ^{glowing} coming from his hands would scare you away. /Lovely!

Deep in the heart of a mysterious island, there was a hidden place where the waves splashed on the beautiful, shiny shore. The serene, tranquil sea was looking enchanted in the scorching rays of the sun as it tore through the open sky. The bushy, picturesque trees were swaying happily in the soft gentle breeze. As the delicious fruit was hanging off the trees, the island was ~~Sand~~ ^{so beautiful} ~~It looked as if people had put it there~~ ^{because} it looked incredibly smooth. The rocky, shallow end of the sea was reflective in the bright sun. The island was scenic and beautiful. All of a sudden, clouds took over the sky and a giant octopus emerged from the sea...

★blew through the air

great effort

Autumn 1

On 26th September, Oak class went to the leisure centre to help with Macmillan coffee morning. We served customers, scrubbed dishes and tried our hand as salesman getting people involved in competitions!



It's time to harvest.
Slashing the corn in the field
ready for winter.

Squirrels slashing nuts.
Crows snatching on the ground.
While hedgehogs nestle.

Pears are tumbling.
Corn on the cob with butter.
Apple crumble - yum.

(6) Is there a better way to solve #20? Can you estimate and approximate?

14 10 20 25

10: Can you estimate and approximate on your mental strategies?

a) What's a base to estimate the total of 22,223 and 9700?

*22,300 + 9,700
= 22,300 + 9,700
= 22,200 + 9,800*

b) Class G are calculating the total of SP92 and 1888.

Also say:

We can just double SP90

Is Alice correct? Explain.

c) What number do you estimate is shown to allow B than A?

- A = 30 and C = 100 → 130
- A = 30 and C = 17 → 47
- A = 100 and C = 17 → 117
- A = 1000 and C = 100 → 1100

d) Here are the attendance from the last 5 months at our school:

Month	Attendance
February	4456
March	3742
April	2920

*e) What is the approximate total of February and March?
What is the approximate difference between March and April?
What is the approximate total of the three months?*

f) Andy and Fred had an approximate total of 50,000 flowers for their anniversary party.

2000 - 1287

Here are three different strategies for this subtraction calculation

Thursday 23rd October

There's a Boy in the Girls' Bathroom - Chapters 1-15

Q1) Summarise what has happened in the chapters that you have just listened to (3 marks)

Q2) Why is Bradley so possessive over Jeff? (1 mark)

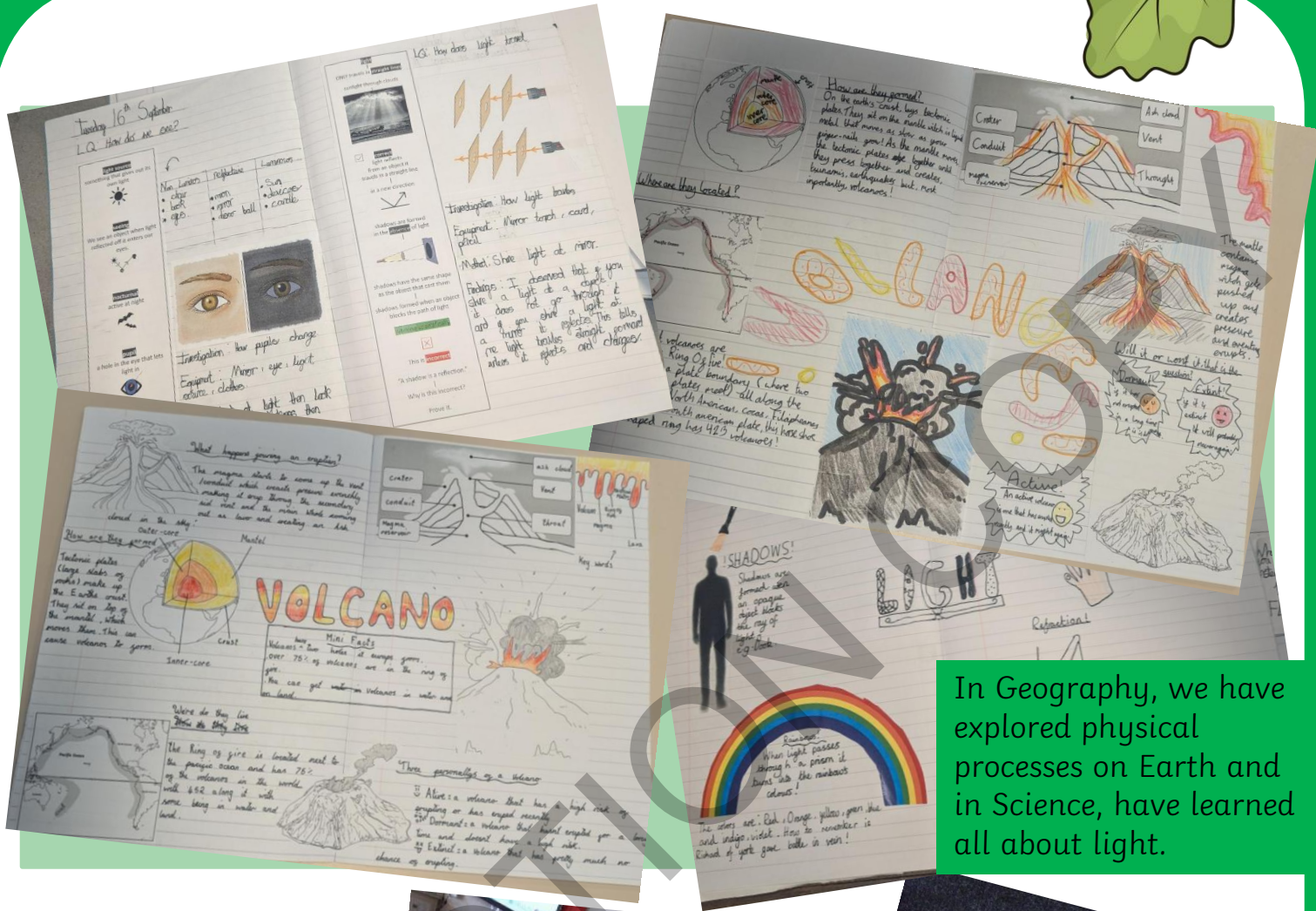
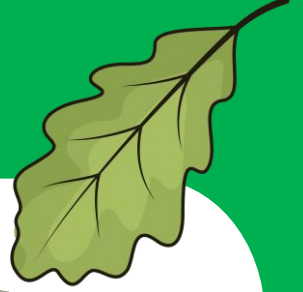
Did anybody live to tell the tale? The murky murder water swallowed the shipwreck with one big gulp. The sky lit up like a child on Christmas morning. The ship, which sank rapidly, rested at the bottom of the Atlantic ocean. The captain (whose name was Thor, thanks to a typographical error) passed away on that fateful night. The bodies of the passengers, when left, became as the blood seeped through their clothes. Such the world went black...

what you like them. (1 mark)

Q1) Jeff is not only good.
Q3) Bradley will be left alone and have no one who Jeff plays with other people.
Q4) He didn't stand up for him and Bradley says 4 against one and he said Jeff finished with the powder and Jeff didn't hit the girls.
Q5) Jeff because even though everybody hates Bradley he's friends with him and he disagrees in violence because he never fights.

Oak Class Work

Autumn 1



In Geography, we have explored physical processes on Earth and in Science, have learned all about light.

In art, we have been creating progressive printing patterns this half term.



Bubwith Community Primary School
Headteacher's report to Governors November 2025



13b

Pupil Update:

Total Number on Roll	112
Reception	11
Year 1	15
Year 2	14
Year 3	20
Year 4	21
Year 5	14
Year 6	17

Commentary: N/A

Admissions:

	Number	Percentage
Children Leaving the School July (Or leaving Autumn Term 1)	Year 6 – 1 pupil Year 3 – 1 pupil Year 5 – 1 pupil Reception – 1 pupil	3.5% - 4 pupils
Children Joining the School September (Or Autumn 2 half term)	Year 6 - 1 pupil	0.89% - 1 pupil

Commentary:

1 child withdrew place to repeat another year of Nursery, 1 child relocated to Wakefield, 1 child relocated to York city, 1 child joined from being home schooled but then left a few weeks into term starting to be home schooled again.

*2 children were expected to leave during the summer holidays due to relocation to Wakefield – Year 1 and Year 2. They are now remaining in school but may move during the academic year.

Attendance YTD:

Total Number compulsory school aged on Roll:122	School	Local	National
Whole School Attendance	96.2%		95.2%
Authorised Absences	2.9%		
Unauthorised Absences	0.81%		
Number of Children with Persistent Absences	13		

Commentary:

Due to lags in collection of local data, we know that in terms of attendance, we are 68th out of 122 schools in the local authority but we do not have average percentages.

Total Number non-compulsory school aged on Roll: 11	School	Local	National
Whole School Attendance	96.2%		
Number of Children with Persistent Absences	0		

Commentary:

Pupils under the age of 5 are not classed as of compulsory school age.

Attendance monitoring (authorised/ unauthorised) begins for pupils once they reach the age of 5.

School encourages parents of pupils not yet of compulsory school age to follow the school procedures with regards to term time absences regardless of age.

Staffing (June 2025)

Year Group	
EYFS	Teachers: Mrs Cutler (Mon – Wed am) Mrs. Poole (Wed pm – Fri) Support staff: (Nursery Nurse): Mrs Brant EHCP support: Miss Adams (am) and Miss Cendrowska (pm)
Year 1/2	Teacher: Mrs Littlefield Support Staff: Miss Bell EHCP support: Miss Yates (am) and Miss Yeaman (pm)
Year 3/4	Teacher: Miss Shimells Support staff: Mrs Hughes EHCP support: Miss Scott (am) and Mrs Varga (pm)
Year 4/5	Teacher: Miss Michael Support Staff: Mrs Varga (am) EHCP support: Miss Yeaman (am)
Year 6	Teacher: Miss Smith EHCP support: Miss Hobson (am)

Lunchtime Staffing:

MSAs:

Mrs Hughes

Mrs Sewell

Miss J Adams

Vacancy

TAs supporting lunch supervision:

Miss Bell (First aider)

Mrs Brant (First aider)

Cook: Mrs Steels

Assistant cook: Miss Read

Admin Staffing

School Business Manager (1 day per week) – Mrs Lee

Mrs Baxter – Office Admin

Admin Assistant – recruited and undergoing pre-employment checks

Cleaning and Caretaking Staff

Mr Roebuck – Caretaker and Cleaner (Employed through School)

Miss Stephenson - Cleaning Services

Commentary:

See Confidential Part B regarding Absences/ appointments/ recruitment.

Statutory Assessment Data Summary

2024-25

Early Years Good Level of Development (GLD):

Teacher assessment based on observations and interactions this year. To achieve a “Good Level of Development”, children need to meet the expected standard in all 17 areas of the Early Years framework.

Number of eligible children	Children achieving GLD	Percentage achieving GLD
15	10	67% (National average in 2024 was 67.7%)

Year 1 Phonics Screening Check:

1:1 assessment with a familiar adult to check if children can apply Phonics skills to reading real and made up words. The pass mark is 32. Children who did not pass in Year 1 retake the check in Year 2.

Year group	Number of eligible children	Children 32+	National (2024)
Year 1	14	10 (71%)	80%
Year 2 retake	4	1 (25%)	

Year 4 Multiplication Tables Checking (MTC):

An online times tables activity completed in June. There is no pass mark and results are not published but are instead used for school to identify and close gaps in times tables knowledge.

Number of eligible children	Children achieving full marks	Average score
15	6 = 40% (National average in 2024 was 34%)	20.6 (National average in 2024 was 20.6%)

KS2 SATs:

Independently marked exams sat in May, along with teacher assessment for Writing, for which we had external moderation in June. There are 19 children in Year 6.

Subject	Expected+	National average	Greater Depth	National average
Reading	68%	75%	47%	33%
Writing	58%*	75%	5%	13%
Maths	84%	74%	47%	26%
Combined (Reading, Writing and Maths)	53%**	62%	5%	8%
Grammar and Spelling	74%	73%	42%	20%

*1 child's result was changed from Expected to Working Towards by moderators due to unavoidable absences meaning not enough evidence collected over the year. Another child's result was changed from Expected to Working Towards for grammatical inaccuracies – the child achieved Greater Depth in the Grammar test. Both children passed Reading and Maths.

**1 child missed out on Expected for Maths by one mark, which would have meant they were Expected in Reading, Writing and Maths.

Local Authority Visits:

Please see attached for records of visits:

- School Improvement Partner

Pupil Premium:

Please see attached review and plan.

PE and Sports Grant:

Please see attached review and plan.

Draft School Self-Evaluation (SEF) and School Development Plan (SDP) 2025-26

Please see attached development plan and self-evaluation form. Please note that the self-evaluation form will be edited throughout the year.

Continuing Professional Development:

Half term	Week	Internal	External
Autumn 1	1	Safeguarding training Behaviour and attitudes School priorities	Emotion Coaching training delivered by the Educational Psychologist
Autumn 1	2	Preparing curriculum and enrichment maps	
Autumn 1	3	No staff meeting – Meet the Teacher sessions	
Autumn 1	4	Planning enrichment activities	
Autumn 1	5	Planning enrichment activities	A.Shimells completed a P.E audit with Activ8
Autumn 1	6	SEND: adapting the curriculum for those significantly below year group expectations	
Autumn 1	7	No staff meeting – parents’ evenings	
Autumn 1	8	No staff meeting – staff supporting Halloween discos	R.Walker and A.Shimells visited Elloughton Primary to observe OPAL (Outdoor Play and Learning) playtimes
Autumn 2	1	School environment updates (Some staff on residential)	Prevent and Safeguarding online training for those who needed refreshers
Autumn 2	2	SEND: School Support Plan updates and reviewing provision changes since Autumn 1 training	Paediatric First Aid training J.Adams, J.Bell
Autumn 2	3	Subject Leadership: Medium term plans	R.Walker attending English Hub day in place of E.Poole
Autumn 2	4	White Rose Maths: Sharing best practice from new scheme and seeking support for any concerns (H.Littlefield)	R.Walker attending English Hub Fluency training D.Michael attending KS2 STEM course
Autumn 2	5	Reading: Creating medium term plans from texts	
Autumn 2	6	Reading: Adaptation to support accessibility for all	
Autumn 2	7	No staff meeting – festive staff activity!	

Engaging Additional Stakeholders and Outside Agencies/ Enrichment Activities:

Social worker visits for identified pupils
Governor visits
Educational Psychologist planning meeting (x1)
Behaviour Support discussion re. unnamed pupil
Open the Book assemblies
Diwali Day
Choir club
Stay and Read sessions
Activ8 lunchtime and paid after school clubs x2
Eco club
Anti-bullying week
Parliament week
Christmas decoration day
Harvest Festival
Christingle
Assembly with vicar
Sports fixtures at local schools

WRAP-AROUND CARE UPDATE

Treehouse Continue to rent the Spare Classroom.

SHAC hire the hall.

Rebecca Walker

Headteacher

Comments/ Questions:

Bubwith Community Primary School

School Development Plan 2025-26

14

Inclusion	Learning & Teaching	Achievement	Attendance, Behaviour & Wellbeing	Personal Development	Leadership and Governance	Early Years
						
Develop consistent strategies to adapt the curriculum for all learners, allowing children to access the highest leverage knowledge and skills needed to progress. <i>2-year objective</i>	Adapt long and medium-term plans so the curriculum is coherently sequenced and planned in all subject areas, with clear progression of knowledge and skills over time. <i>3-year objective</i>	Develop a strategic assessment system that allows for the early identification of gaps and targeted support to close them. <i>3-year objective</i>	Build children's independence and self-regulation in school, ensuring that they are motivated and resilient in the face of difficulties. Develop Pastoral support to offer early intervention for mental health and wellbeing. <i>2-year objective</i>	Create purposeful, broad enrichment opportunities that enhance the curriculum offer and create joyful learning experiences. Develop children's knowledge and curiosity about the world, particularly when exploring diverse cultures, beliefs and practices.	Create a calm, engaging school environment that reflects the high-quality provision on offer. Develop subject leadership confidence to support the subject and pedagogical knowledge of teachers in delivering their subject. <i>3-year objective</i>	Establish an ambitious and engaging Early Years curriculum that enables children to demonstrate confidence and independence across different areas of learning.

Development area	Priority	Intended Outcomes	Planned Actions	Review
Inclusion	Develop consistent strategies to adapt the curriculum for all learners, allowing children to access the highest leverage knowledge and skills needed to progress. <i>2-year objective</i>	<u>2025-26</u> Curriculum plans for focus subjects identify core knowledge that children must acquire in each lesson or unit. Teachers adapt lessons to ensure that all children can access and demonstrate this core knowledge in a way that suits their needs. Children with gaps in their knowledge are given time to practise their targets to close gaps. <u>Long-term</u> Curriculum plans for all subjects identify core knowledge that children must acquire in each lesson or unit. Teachers adapt lessons to ensure that all children can access and demonstrate this core knowledge in a way that suits their needs. Children with gaps in their knowledge are given time to practise their targets to close gaps.		
Learning & Teaching	Adapt long and medium-term plans so the curriculum is coherently sequenced and planned in all subject areas, with clear progression of knowledge and skills over time. <i>3-year objective</i>	<u>2025-26</u> A 2-year rolling cycle of long and medium term plans are written for Reading, Writing, Maths, Art and P.E, demonstrating core knowledge that pupils will learn and a simple lesson structure that can be adapted where needed. <u>Long-term</u> A 2-year rolling cycle of long and medium term plans are written for all subjects, demonstrating core knowledge that pupils will learn and a simple lesson structure that can be adapted where needed. Subject leaders develop individual subject pedagogical strategies based on research. Teachers can articulate the coherence and sequence of their curriculum, identifying where knowledge and skills are strategically revisited and developed to ensure progress over time.		

Achievement	Develop a strategic assessment system that allows for the early identification of gaps and targeted support to close them. <i>3-year objective</i>	<u>2025-26</u> Teachers complete teacher assessment judgements using evidence in books and standardised assessments. Termly assessments are completed to track progress over time in core subjects. Yearly assessments are completed in foundation subjects and are reported to parents in a clear manner. <u>Long-term</u> Termly assessments are moderated internally and with cluster schools where possible to ensure that judgements are robust. Pupil progress meetings are conducted termly and focus on identification of gaps. Impact of interventions is tracked and strategies are adjusted to ensure that gaps are addressed and closed effectively.		
Attendance, Behaviour & Wellbeing	Build children's independence and self-regulation in school, ensuring that they are motivated and resilient in the face of difficulties.	<u>2025-26</u> School rules are reworked so that all children and adults can explain them. Rewards and consequence systems link directly to school rules and poor behaviour over time is addressed through liaison with families and support from external agencies where needed. Adults model the values we want to see from children and feel confident in "sweating the small stuff". <u>Long-term</u> Pupils approach mistakes and setbacks as opportunities for growth rather than failure. Children can articulate what to do when they find something difficult and persist until they succeed. Teachers note increased willingness among pupils to attempt new or complex tasks.		
Attendance, Behaviour & Wellbeing	Develop Pastoral support to offer early intervention for mental health and wellbeing. <i>2-year objective</i>	<u>2025-26</u> There is a trained, designated Mental Health first aider in school. Teachers refer concerns about mental health and cases are triaged with support given for a set period of time and reviewed. All staff are trained in emotion coaching strategies and are given opportunities to revisit this over the year. ELSA training takes place for a designated support staff member. <u>Long-term</u> There is a clear graduated approach to SEMH concerns in school, with teachers confidently identifying and referring where they have a concern. Pastoral support is given for a set period of time and impact is visible and sustained. All staff use emotion coaching strategies to support wellbeing and model positive mental health strategies to children.		
Personal Development	Create purposeful, broad enrichment opportunities that enhance the curriculum offer and create joyful learning experiences.	<u>2025-26</u> There is a clear enrichment offer that includes trips, visitors and opportunities to build cultural capital that children would not otherwise experience. Enrichment experiences link to children's learning and they are able to articulate what they have learned or explored. <u>Long-term</u> Enrichment enhances the curriculum and critically analyses opportunities to develop cultural capital. School takes full advantage of the local area and stakeholders, engaging with the community and widening children's lived experiences. Enrichment is woven effectively into the school curriculum, providing opportunities for writing for real purposes and reflecting on experiences.		
Personal Development	Develop children's knowledge and	<u>2025-26</u>		

	curiosity about the world, particularly when exploring diverse cultures, beliefs and practices.	Exploration days for key festivals and events across the world are timetabled and planned to broaden children's knowledge. Children are encouraged to ask questions and explore parts of the world they know little about to expand their knowledge with respect and curiosity. <u>Long-term</u> Diversity is woven through the academic and enrichment curriculum and children can articulate knowledge about people and practices different from them, demonstrating curiosity and appreciation for differences.		
Leadership & Governance	Create a calm, engaging school environment that reflects the high-quality provision on offer.	<u>2025-26</u> Shared learning spaces are tidied and organised to ensure that they reflect the high standard expected in classrooms. Display boards celebrate best practice in school. <u>Long-term</u> Children demonstrate care and appreciation for the school environment, celebrating their achievements and taking responsibility for their actions as part of the school community. The school environment highlights curriculum, enrichment and pastoral work, with photos highlighting activities children have engaged in, examples of high quality work, narratives from subject leaders and high-quality subject resources out on display for children to discuss and use in their learning. All environment areas are well cared for and remain tidy and organised.		
Leadership & Governance	Develop subject leadership confidence to support the subject and pedagogical knowledge of teachers in delivering their subject. <i>3-year objective</i>	<u>2025-26</u> Subject leaders for English, Maths, Art and P.E engage in subject leadership activities of curriculum design, delivering staff training and monitoring the effectiveness of their subject with accuracy and ambition. <u>Long-term</u> Subject leaders for all subjects engage in subject leadership activities of curriculum design, delivering staff training and monitoring the effectiveness of their subject with accuracy and ambition.		
Early Years	Establish an ambitious and engaging Early Years curriculum that enables children to demonstrate confidence and independence across different areas of learning.	<u>2025-26</u> There is a clear Early Years curriculum that maps out development in each area of learning over the course of the year. This complements the Year 1 curriculum without advancing Reception children prematurely onto Key Stage 1 content. Teachers have protected time to work with Early Years children, focusing on interactions and developing their confidence across areas of learning that they are struggling to access. Continuous assessment allows for targeted support form adults to close gaps. <u>Long-term</u> The Early Years curriculum clearly reflects ambitious learning goals across all areas of development. Children confidently engage in learning activities with increasing independence and curiosity. Learning environments are structured to promote exploration, choice, and problem-solving. Staff consistently model and encourage independence, resilience, and self-regulation skills. Ongoing assessment shows children making strong progress towards early learning goals. Families are engaged and understand how the curriculum supports children's confidence and independence.		



Summary Evaluation

CONTEXT

School Context:

Bubwith Primary School is a smaller than average (NOR 117) rural community school for children aged 4-11. The majority of the children who attend come from the village of Bubwith and two school buses transport pupils to the school from the surrounding villages and hamlets of Brighton, Willitoft, Foggathorpe, Ellerton and Aughton. Children come from a wide range of socio-economic backgrounds with very little ethnic diversity as the majority of children are white, British. The school has 1 Ukrainian refugee who is living with a host family in the village. The school is well supported by parents and the community including an enthusiastic PTA known as FOBS (Friends of Bubwith School). At present, children are divided into 5 classes of mixed age and ability. Supporting the headteacher, there are 4 full-time teachers, 2 part-time teachers, an HLTA, a nursery nurse and 7 teaching assistants supporting children's learning. The school was judged to be 'GOOD' in all areas during its last OFSTED inspection in July 2024. This academic year the school has 1 new member of teaching staff. Two members of staff are ECT 2 teachers.

The **class structure** is as follows:

Ash Class – Rec/Y1	(22 pupils)
Willow Class – Y1/Y2	(25 pupils)
Beech Class – Y3/Y4	(25 pupils)
Hawthorn Class – Y4/5	(25 pupils)
Oak Class – Y6	(20 pupils)

The class structure varies year-upon-year. Occasionally single year groups are large enough for a single-year group class. However, for the most part, classes are mixed-age throughout.

The school has a lower than average number of pupils eligible for Free School Meals (FSM) (School 9%/ National 23.8%). The school is broadly in line with the national average number of pupils receiving SEND support (School 13.4%/ National 13%).

We have pupils with Education, Health and Care Plans which is in line with national data. (School 4.2%/ National 4.3%).

The school has developed a good relationship with the local private nursery who hire a room on site. The school holds the silver primary PE mark.

Last Ofsted Date July 10 2024 GOOD	What Ofsted Identified the School Needs to do further: 1. Some activities in the outdoor learning environment in early years are not tightly focused on what children need to learn next. As a result, some children do not learn as much as they could. The school should ensure that learning activities outside support children to learn the intended curriculum in preparation for key stage 1. 2. Some older pupils struggle to recall what they have been taught about different religions. As a result, some pupils are not as prepared for life in modern Britain as they could be. The school should ensure that teachers check that pupils have learned and remembered what they have been taught about different religions. 3. The wider curriculum does not consistently develop pupils' skills and knowledge over time. As a result, pupils cannot build their understanding and have gaps in their knowledge. The school needs to implement the new curriculum carefully to ensure that any gaps in pupils' subject knowledge are addressed.	Proposals to begin to meet these targets: 1. - EYFS staff to undertake CPD related to the outdoor area - Visit settings with outstanding EYFS provision to learn from colleagues in other settings - EYFS staff to undertake own research into best provision for pupils and to implement changes - Purchase quality resources to support the outdoor learning environment 2. –Support the teaching of curriculum RE with a weekly interfaith assembly to reinforce learning (Assemblies planned to follow RE events calendar and planned with RE units in mind) - Look to organise visits/ visitors in order for pupils to meet with people from different faiths - Continue to implement the new RE curriculum which is only in its second year and continue to use CUSP curriculum retrieval practice techniques in helping pupils to remember what they have been taught 3. – To continue to look at the CUSP curriculum offer in the context of mixed-age classes and ensure any gaps in learning are identified and plugged through the use of reference lessons and re/ pre- teaching where necessary.
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CONTEXT

Curriculum leadership.

- Staff have more than one area of curriculum responsibility due to the size of school. With new staff joining the school this year, including there being 2 ECTs, curriculum leadership responsibilities need to be once again delegated and agreed during the autumn term
- CUSP curriculum now shapes our curriculum design, delivery and assessment.
- Together, curriculum leaders continue to undertake CPD linked to CUSP curriculum ideas and principles. CPD linked to their subject particularly where curriculum leaders are non-experts and CPD linked to actions identified in the school development plan, outcome of data analysis and national or local priorities. CPD has been sourced from the English Hub and Little Wandle (Reading), Maths No Problem (Maths) and the local authority as well as through CUSP curriculum leader development. In the majority of subjects, leaders have a good understanding of their subject. Where, subject leaders are new to a subject area, CPD plans are in place to ensure good subject understanding.

Curriculum Intent

- In many subject areas the rolling programme (2 year rolling programme in Key Stage 1 and 4 year rolling programme in Key Stage 2) has been revised with CUSP curriculum planning. Subject overviews have been re-designed in order to ensure that pupils accumulate knowledge more systematically and progressively across the subject. The subject overviews (LT plans and CUSP unit plans) detail what pupils should learn and by when.
- The required subjects and areas of learning are taught in a sequenced way and cross curricular links are made where appropriate but are not forced.
- The curriculum reflects the needs of the local community with a particular focus on parental engagement in learning.
- The CUSP curriculum mapping documentation identifies the knowledge and skills the children will acquire at the end of each unit. Assessment information is collated by staff at the end of each term.
- Mixed aged class mean the skills and knowledge for a particular subject and key stage are taught over a 2 or 4 year period in some areas of learning.
- RE and World Views and PSHE are taught on a weekly basis from reception through to Y6. The school uses the East Riding scheme of work for RE and World views and we follow the 'You, Me and PSHE' scheme for PSHE. Assemblies have been re-designed to align more closely with the RE curriculum and a weekly interfaith assembly has been introduced.
- Outside visitors sometimes support the delivery of RE and World views and PSHE, children have had a visit from the local PCSO, a parent who is a dentist, school nurse and Reverend Rogers and the local Open the Book assembly team. However, the school is looking into how to further enhance the pupils interactions with people of different faiths.

Implementation

- Staff CPD and purchasing of resources is closely linked to school improvement priorities. CPD up until September 2024 focused on Phonics and reading driven by the outcomes of the Y1 phonics test (2022-23) and CUSP teaching and learning principles in order that staff have an understanding of the evidence-based teaching approaches that CUSP curriculum is built upon. These remain priorities.
- The delivery of the curriculum is underpinned by a set of learning behaviours (Ready to learn/ I do/ We do/ You do) that are key to the CUSP curriculum teaching approach. These learning behaviours ensure that children experience a consistent approach to learning throughout the school that builds on previous learning and experience.
- Classroom environment is also underpinned by a set of expectations that all staff are expected to adhere to. Working walls reflect current learning, resources are readily available and support current learning, the learning environment is tidy and appealing.

- Children have 2 hours PE per week. The sports premium money has been utilised effectively and the children experience a broad range of activities within and beyond the school day. We use Fit4fun and a PE specialist to enhance our PE offer. We are also part of the School Sport Partnership (Howden Cluster).
- Learning is sequenced and progressive we use specific schemes and resources to support the delivery of particular subjects (Little Wandle phonics/ Maths No Problem/ KS1 Mastering Number/ CUSP curriculum for Writing)
- Pupils who have additional needs are well supported with their learning, interventions are timely and give pupils appropriate guidance and support.
- Pupils who are eligible for pupil premium are also well supported with their learning, additional adults support these children within class and by also delivering focus interventions.
- Summative and formative assessments are interwoven into the school day and school year. Staff have received CPD in assessment for learning techniques. Effective questioning by staff allows the correction of misunderstandings, this is supported by lesson evaluations and marking. Staff are reflective and ensure that a key concept or skill is embedded before moving onto the next step.
- The school actively seeks to involve the local community through parent assemblies, celebration assemblies, fundraising events and special events (eg harvest).
- Pupil progress discussions focus not only on why children have not made progress but also what has gone well. Staff realise the benefits of building on existing good practice whilst directing support at those children who need it.

Impact

- KS2 outcomes:
2024 for RWM combined % at Expected standard or above was better than national and LA (School 74% National 60% LA 58%)
2023 for RWM combined % at Expected standard or above were broadly in line with national and LA (School 57.9% National 59.5% LA 56.9%)
2022 for RWM combined % at Expected standard or above were significantly above both national and LA (School 78.9% National 58.6% LA 55.6%). The school achieved this in 2019 also (School 84.6% National 64.8% LA 64.5%)
- KS1 outcomes:
KS1 SATS became optional in 2024 and therefore school vs national and LA data is not available via the Autumn Data Pack
2023 for RWM combined % at Expected standard or above were slightly below national and LA (School 50% National 55.7% LA 54.6%). However, results in Mathematics and Writing were above national and the reading percentage was broadly in line with national) Care needs to be taken when looking at small cohorts – this was a 12 pupil cohort and an individual pupil can impact the percentage significantly.
2022 for RWM combined % at Expected standard or above were above both national and LA (School 70.6% National 53.4% LA 50.7%). This is an improvement on 2019 when the school results were below both the national and LA percentages (School 57.1% National 64.9% LA 64.2%)

Why the quality of education is not the grade above:

The quality of education is not the grade above because:

The curriculum has been subject to various changing circumstances of the school over time. Reducing class sizes, modified mixed-age class structures availability of support staff to support intervention work and staffing changes have meant leaders having to frequently reconsider and adapt the sequence of learning to fit the school organisation. Subjects across the curriculum are at different stages of development. All subjects have a clear overview (thanks to CUSP curriculum planning) of what will be taught, from Reception upwards. This is underpinned by what pupils should know at different points throughout the school.

Some subjects have had extra work completed to enable staff to teach with consistency (phonics, Guided Reading) and this is helping pupils to remember their learning. However, in other subjects, there is a little more to do. Teachers regularly revisit prior learning in lessons -

as this is key to the CUSP teaching sequence - they check what pupils know and can remember. However, subject leaders still need to work to refine some of the assessment systems used in school, so that they align more closely with the key knowledge identified in curriculum plans.	
What We Do Well: • We have recognised a need to teach using evidenced-based teaching techniques and have begun the successful implementation of CUSP curriculum in order to ensure that pupils accumulate knowledge more systematically and progressively across all national curriculum subjects • Teaching is good and consistent in many curriculum areas across the school. The learning behaviours expected of pupils is evident in all classes. Leaders monitor Teaching and Learning using both formal and informal methods and provide feedback and next steps for teachers and use their monitoring activities to develop in-house CPD. • Termly assessments in the cores subjects are rigorous and accurate there is a detailed monitoring and tracking process in school. Intervention is put into place for pupils in need of extra support. • Phonics and reading given a high priority within school leading to data	Next Steps: • To continue curriculum development of subjects where further work to ensure the consistency of teaching is needed using CUSP materials to ensure success • Refine some of the assessment systems used in school (non-core subjects), so that they align more closely with the key knowledge identified in curriculum plans. • To check provisional plans for the curriculum in 2024-25 work for the mixed-age year group combinations to be put into place (Summer term) • Improve the curriculum section of the school website to show how CUSP curriculum units will be adopted into BCPS mixed-age learning sequence over the forthcoming years (current year only mapped out on website at present) • Leaders (including governors) to monitor, review and evaluate the quality of teaching and learning more frequently through learning walks, lesson observations, pupil interviews, book looks, etc • Facilitate non-contact time and support so that middle leaders continue to monitor, evaluate and measure the Impact of the Curriculum on pupils i.e. Lesson Visits, Pupil Interview, Work/Planning Scrutiny etc to raise standards in the school • Continue the successful implementation of Little Wandle phonics supporting the new phonics lead to do so through ongoing involvement with the English Hub

being either broadly in line with (KS1 statutory assessments including PSC) or above National percentage data (EYFS and KS2)

- In Writing, embed the use of CUSP for the teaching of writing in all classes to ensure consistency across the school and to improve writing outcomes at GD level and for boys.
- Continue to develop moderation practices internally and externally to validate writing judgements
- Embed the Maths Mastery approaches (Maths No Problem and Mastering number) to the teaching and learning of Maths to ensure consistency in attainment.
- Ensure appropriate maths resources to support teaching are available.

CONTEXT

- The school has high expectations for pupils' behaviour and conduct, underpinned by:
 - the BCPS values (believe, challenge, persevere, succeed)
 - the Bubwith Pupil Qualities (effort, kindness, politeness and good manners, sharing and respect)
 - the 3 pupil 'rights' (Everyone has the right to learn, Everyone has the right to respect, Everyone has the right to be and feel safe)

The values, qualities and rights are promoted and displayed throughout the school and are reflected in pupils' behaviour and conduct. Pupils following these values, qualities and rights are celebrated through the school reward system – particularly in our weekly celebration assemblies. These values, qualities and rights also support pupil wellbeing.

Each class follows a consistent approach to rewarding positive behaviour through the use of a house point scheme. Each week children's behaviour, attitudes to learning and their achievements are celebrated during a whole school celebration assembly and parents/carers are informed in the newsletter. School rewards are effective in encouraging positive learning behaviours and attitudes.

Positive behaviour and attitudes are promoted throughout the whole school day with the reward system being understood and used by all staff.

The school has an up to date and effective anti-bullying policy. Leaders and staff create a positive environment and teach children to identify bullying behaviours, know that it is unacceptable and to speak out about it. The PSHE curriculum and planned whole school assemblies also deliver lessons to tackle and prevent bullying.

The school's behaviour policy is also shared with parents and they must read and sign in agreement to this. Parents are engaged and consulted quickly when the school feels a child needs support with behaviour and an appropriate intervention is planned in consultation with them.

Attendance figures are above the national average. The school continues to employ an attendance officer to support and maintain good levels of attendance, identifying groups/individuals in need of support. Children receive a sticker for 100 % attendance if this is achieved during a half term.

The school has effective reporting systems for safeguarding, with regular staff training to ensure a culture where pupils are safe and feel safe. The atmosphere throughout the school and classrooms is calm and orderly. This is due to positive and consistent behaviour management from all staff to ensure effective learning takes place. Pupils respect each other. They learn from their similarities and celebrate their differences. The school challenges any instances of discriminatory or derogatory behaviour and deals with such behaviour quickly and effectively so it is not allowed to spread. Behaviour records are kept by class teachers and monitored to identify any patterns/ concerns.

The children play and work together with older pupils acting as role models and helping younger pupils.

The Behaviour Policy includes a stronger focus upon our behaviours for learning (Ready to learn/ I do/ We do/ You do) which we expect the pupils to understand and apply throughout the school in ways appropriate for the developmental ages and stages. Governors and Headteacher have observed consistent use of this policy in classes.

Appropriate behaviour is promoted using:

- Non-verbal praise
- Verbal praise
- A weekly Thank you book

- Awards of House point
- A prize for when an agreed number of house points are achieved
- Trophy for winning team
- Half termly celebration for house point winning team
- Star of the Week certificates and prize eg a pencil.

What We Do Well:

- The vast majority of pupils are enthusiastic learners, highly motivated and challenged to high levels of achievement.
- Low level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day to day life of the school.
- Incidents of bullying are rare and children display kindness to each other.
- Children enjoy coming to school, proven by good attendance levels.
- The majority of pupils have good attendance. They come to school on time and are punctual to lessons. When this is not the case the school takes appropriate swift and effective action.
- Through formal consultations and personal contact, parents tell the school that their children are eager to attend school and believe school is a safe place for their children.
- Staff make sure that pupils follow appropriate routines
- School events such as parent consultation evenings, sports day, class assemblies and festivals are extremely well attended by parents, carers and wider family members.
- The school has not had any exclusions for the last 4 years.
- Staff ensure consistency in routines which means children are well-equipped and know what to expect from their school day.
- Relationships among pupils and staff reflect a positive and respectful culture. Pupils are safe and say that they feel safe.
- Most pupils' attitudes to their education are positive. Lesson observations and learning walks show that pupils are committed to their learning and resilient to setbacks and take pride in their achievements.

Next Steps:

- Continue to work on a consistent approach throughout the school ensuring new staff understand the behaviours for learning.
- To maintain the reporting systems between lunchtime staff (recently new to roles) and class teachers to ensure that patterns of behaviour are noticed more swiftly – reporting sheets for staff to be available in hall/ outside shed and to be passed to class teachers in a timely fashion).
- Evaluate our wellbeing support offer and embed any strategies or interventions deemed necessary.
- Continue to develop children's resilience when faced with challenges throughout the school day.
- Incorporate pupils' voice where appropriate including the reintroduction of the school council.
- Continue to develop our 'active' (active minutes and the daily mile) school ethos to promote better concentration, behaviour and attitudes alongside a healthier lifestyle.
- Continue to engage with parents/carers to gauge effectiveness of school.
- Embed updated attendance systems and processes following damage to school expectations caused by Covid 19 e.g. late gate, term time holidays, misunderstanding of exceptional circumstances and inaccurate reporting of illnesses.

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| | <ul style="list-style-type: none">• Visitors frequently comment upon the calm environment and good behaviour throughout school. | |
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Personal development

CONTEXT

A broad and balanced curriculum ensures the children have highly positive experiences. Where appropriate and possible we plan visitors and trips to promote learning beyond the classroom.

Enrichment also includes the school participating in fundraising events (for example: MacMillan Coffee mornings, Children in Need and the Poppy Appeal) and themed days (such as Earth Day).

We create strong links with external agencies to support and nurture the emotional wellbeing and mental health of all of our children, especially the most vulnerable. This ensures that all children are given the best opportunities to excel and flourish in later life.

PSHE curriculum ensures children cover wider issues like bullying, racism and online safety. Specific inter-faith Assemblies and RE and World views lessons support the development of children's understanding of cultures/religions beyond their own experience. The curriculum strongly promotes the children's spiritual, moral, social and cultural development, it is also underpinned by the promotion and understanding of school and British values.

Sports premium money has been targeted at increasing the children's involvement in physical activity within school, through inviting specialist P.E teachers in and offering a broader range of physical activity. This happens during and after school. As a member of the East Riding School Sports Partnership we participate in cluster competitions and develop links with local clubs. Money has been spent on the use of a P.E provider to provide curriculum support.

We have embedded an Active School 30 initiative to ensure that all children in school partake in at least 30 minutes of physical activity throughout the school day in addition to curriculum P.E. (2 hour long sessions for each class). Physical Activity packs are given out in each class on a weekly basis to promote pupil engagement in physical activity outside of school too.

Children are well equipped for the different stages in their educational journey. Links with the local secondary schools and a structured transition plan ensure children are well prepared to move forward. Transition from home to school (reception and nursery) is equally as focused and structured, again preparing and supporting children and parents at the start of the educational journey. Children settle well and make good progress.

Children are given the opportunity to develop confidence, and new skills when performing in our Harvest Festival, Class Assemblies, KS1 nativity and Y6 production. The children enjoy and look forward to these events.

Children in Y5 and 6 are given the opportunity to attend a residential over 3 days at Peat Rigg. Children engage in team building and outdoor activities to foster resilience, confidence, social skills and independence.

Our school ethos is Believe, Challenge, Persevere and Succeed- these qualities and behaviours are threaded through assemblies and lessons in school.

We have a celebration assembly every Friday whereby we celebrate children's achievements in school and outside school.

One child each week in each class is given the opportunity to share information about their life, interests and family.

We have visits from the school nurse, Police and fire service to talk about sexual health, online safety and drowning prevention.

Our Computing and PSHE curriculum also supports this work on online safety.

Our pupils respect cultural, religious, gender and sexuality differences. We have a very comprehensive and thorough Religious Education and Worldviews curriculum to promote diversity and tolerance of others' beliefs. They understand the fundamental British values, and our pupils are well prepared for life in modern Britain.

What We Do Well:

- A good PSHE curriculum
- A good RE & WV curriculum.
- A supportive and nurturing environment.

Next Steps:

- Improve and embed our active minutes initiative.
- Improve our pastoral support offer- ELSA.

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| | <ul style="list-style-type: none"> • Promotion of BCPS (Believe, Challenge, Persevere, Succeed) • Promotion of an active lifestyle through active minutes and P.E teaching. • Opportunities to gain new skills through trips, visitors and residential and clubs such as 'Eco Club' • A structured and positive transition process in EYFS and Y6. • Children are encouraged to make links with the wider community e.g. church, leisure centre and sports clubs. • Children are happy and like coming to school. • Children's achievements in and out of school are celebrated. • As part of our curriculum offer pupils are taught to swim, cycle proficiently and pedestrian road safety skills. • Children and families are encouraged to act sustainably by the school's example of offering pre-loved uniform and walking boots and nativity costumes on a loan purchase rather than buying new. • Class lessons and the Eco club promote awareness of environment issues and encourage pupils to take action. | <ul style="list-style-type: none"> • Make wider links with the community including the local parent and toddler group. • Further develop links with the onsite nursery to run throughout the year. • Add more trips where possible to our curriculum particularly looking to visit places where pupils would encounter a wider range of ethnicities and people from non-white back grounds with alternative beliefs to the predominantly Christian population in Bubwith • Give pupils greater leadership experiences through re-starting the school council • Continue to develop extra-curricular clubs • Promote the off-site image of school through the wearing of school sports kit. • To further develop the outdoor learning environment with the support of STEM advisor to create an engaging learning environment outdoors that is good for pupil wellbeing. |
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Leadership and management	Context The Headteacher was appointed in February 2020 following a year working as the Acting Headteacher during which the school underwent an OFSTED inspection and was graded good. The current Headteacher will leave the school in January 2025 and an interim Headteacher will lead the school whilst a permanent substantive Headteacher is recruited. As we are a small school, the school staffing structure has the headteacher as the school leader supported by an experienced business manager and admin support. The teaching team all have (in some cases multiple) subject leader responsibilities. The Governing Body knows the main strengths and areas for development within school. They are actively involved in school life through the use of class link governors and involvement in school events. Governing body meetings are usually well-supported and attended. Ofsted found governance to be strong in the most recent 2024 Inspection Report.	
	What We Do Well: <u>Vision, Values and Ethos:</u> The school motto 'Believe, Challenge, Persevere, Succeed' underpins all we do. The school is highly inclusive and serves to support all children irrespective of need. <u>Staff Development and Subject Knowledge:</u> The school places high importance on staff development. Performance management procedures are in place for all teachers and regular meetings and training is provided for staff. Regular curriculum development and network meetings ensure that staff are kept up to date with the latest developments. Staff attend high quality training as part of Inset days and as part of their wider development. <u>Partnerships:</u> The school has many strong links in the local community. The school has an open-door policy and encourages parents/carers to be actively involved in their children's education. The school has joined both an English Hub and Maths Hub which have improved our partnership working. We are now also part of the CUSP community	Next Steps: <u>Vision, Values and Ethos:</u> To continue to emphasise the importance of vision, values and ethos in light of new additions to the staff team <u>Staff Development and Subject Knowledge:</u> We need to continue to ensure a rigorous induction process for new teaching staff – particularly looking at improving familiarity with programmes such as CUSP/ Little Wandle as quickly and effectively as possible. We need to continue to look for ways to make teacher workload manageable (such as the number of data drops, ensuring time for subject leadership, etc) Support Early Career teachers with taking on subject leadership responsibilities. TO use the appraisal process to provide staff with career development opportunities. <u>Partnerships</u> The school is part of the Howden Cluster of Primary schools which used to meet regularly and work together. We have rebuilt our partnership working with some local schools

The school has strong links with the local church (All Saints). The Open the Book team lead regular collective worship within school.

Governance and Safeguarding:

We have managed to ensure that our governing body numbers have remained strong in spite of a lot of governor turnover during the pandemic.

Our Governing body brings a range of skills and knowledge from their backgrounds in safeguarding, health and safety, education, family law and the military services.

Safeguarding is effective and meets the duty for safeguarding children with all relevant procedures and policies in place and followed by all staff. The autumn 2023 LA safeguarding audit and our Ofsted inspection 2024 established that safeguarding procedures are effective and working well.

Governance was graded good by Ofsted.

Governance succession planning has been effective.

There is a strong culture of safeguarding throughout school and staff are able to articulate what is done to keep children safe and how they must fulfil their statutory duties.

There are robust systems for tracking and monitoring safeguarding concerns.

but also made use of networks such as the LA small schools network/ CUSP community to ensure we develop successful working partnerships – we continue to look for more ways to work in partnership with other schools.

The governing body will continue to broaden its skillset and is looking to increase the number of co-opted governors.

Following the safeguarding audit, we shall evaluate the impact of having implemented the recommendations made in the report.

EYFS	Context • All EYFS pupils are taught in Ash Class which is a mixed age and stage class. • Historically, children come in broadly in-line with age related expectations at Reception although the cohorts coming into school in recent years have been lower in ability on entry, particularly in the area of PSED. Our 2022 pupils achieved a GLD that was below the national and LA percentages – this cohort receives extra support through intervention group work. Whereas our 2023 cohort achieved a GLD that was above the national and LA percentages. In 2024 the number of pupils in the YR cohort that achieved GLD was below the percentage of pupils that completed the assessment at the same point previously. • We successfully implemented early reading including phonics from day 1 with the introduction of Little Wandle, a certified DfE phonics scheme, to increase reading speed, accuracy and fluency last year and will continue to follow this scheme with fidelity to ensure rapid acquisition of phonics skills for the current YR cohort. • All staff are fully trained in Little Wandle phonics delivery. • The EYFS environment and 7 prime areas of the curriculum have been designed to foster the changes of the reform, in particular early language acquisition. • Assessment procedures have recently been reviewed and a RAG rating system is used effectively for assessment. • Little Wandle, Maths No Problem and Mastering Number continue to be used this academic year are being embedded confidently by staff.		
	<table border="1"> <tr> <td data-bbox="304 813 933 2098"> What We Do Well: • Safeguarding procedures and practice are effective, staff at all levels are vigilant with regards to the children's well-being. Child protection policies and procedures are implemented and reviewed regularly. Staff have received appropriate training and induction. • Staff ensure that children and families requiring support are identified early. Partnerships with other agencies are effective. • Regular governor volunteering, provides evidence to demonstrate that children know how to keep themselves safe and who helps them to keep safe within the school setting. • Training records and minutes of meetings show that staff in the EY are reflective and are always seeking to improve their practice. Staff reflect on pupils' needs and introduce new initiatives as appropriate e.g. 'Drawing Club'. Good practice is also shared through the attendance at EY cluster meetings on a termly basis. CPD is closely linked to performance management and improving outcomes for children. • The required subjects and areas of learning are taught in a sequenced </td><td data-bbox="933 813 1559 2098"> Next Steps: • To support as many pupils as possible to achieve GLD in the current cohort knowing that the baseline assessment suggests that not all pupils in EYFS entered school working at age-related expectations • To focus on parental engagement through parent assemblies, meetings, etc. • To continue to refine the assessment of EYFS • To ensure that we get the balance right between new program delivery and ensuring pupils have time for learning in provision areas/ through play • Outdoor area and resourcing – Engage with STEM program to develop the outdoor learning space • Outdoor provision – work on Ofsted target: "Some activities in the outdoor learning environment in early years are not tightly focused on what children need to learn next. As a result, some children do not learn as much as they could. The school should ensure that learning activities outside support children to learn the intended curriculum in preparation for key stage 1." </td></tr> </table>	What We Do Well: • Safeguarding procedures and practice are effective, staff at all levels are vigilant with regards to the children's well-being. Child protection policies and procedures are implemented and reviewed regularly. Staff have received appropriate training and induction. • Staff ensure that children and families requiring support are identified early. Partnerships with other agencies are effective. • Regular governor volunteering, provides evidence to demonstrate that children know how to keep themselves safe and who helps them to keep safe within the school setting. • Training records and minutes of meetings show that staff in the EY are reflective and are always seeking to improve their practice. Staff reflect on pupils' needs and introduce new initiatives as appropriate e.g. 'Drawing Club'. Good practice is also shared through the attendance at EY cluster meetings on a termly basis. CPD is closely linked to performance management and improving outcomes for children. • The required subjects and areas of learning are taught in a sequenced	Next Steps: • To support as many pupils as possible to achieve GLD in the current cohort knowing that the baseline assessment suggests that not all pupils in EYFS entered school working at age-related expectations • To focus on parental engagement through parent assemblies, meetings, etc. • To continue to refine the assessment of EYFS • To ensure that we get the balance right between new program delivery and ensuring pupils have time for learning in provision areas/ through play • Outdoor area and resourcing – Engage with STEM program to develop the outdoor learning space • Outdoor provision – work on Ofsted target: "Some activities in the outdoor learning environment in early years are not tightly focused on what children need to learn next. As a result, some children do not learn as much as they could. The school should ensure that learning activities outside support children to learn the intended curriculum in preparation for key stage 1."
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way whilst still providing opportunities for pupils to learn through working in provision areas completing child-led learning tasks.

- The curriculum reflects the needs of the local community
- The school uses Little Wandle to deliver phonics in reception. Lessons observed, data analysis and learning walks show that the delivery of continues to improve.
- The staff within the EY have high expectations of the children and this is consistently reinforced by the school behaviour policy. The high expectations are also based on/supported by the regular and accurate assessments of the children.
- Staff have a good knowledge of where the children are and the next steps needed to make progress. Children who are vulnerable to not achieving expected progress are identified early and targeted intervention provided. This has typically focused on communication and language as pupils with speech and language needs are provided with bespoke interventions set by the speech and language service.

Pupil premium strategy statement

Bubwith Community Primary School

2025-27

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Rebecca Walker
Pupil premium lead	Rebecca Walker
Governor / Trustee lead	Alison Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,450
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£15,450

Part A: Pupil premium strategy plan

Statement of intent

Objectives for our disadvantaged pupils

- Our intention is that all pupils make good progress and achieve high attainment across all subject areas irrespective of their background.
- High-quality teaching is at the heart of our approach with a focus upon the areas where disadvantaged pupils require the most support.

Achieving those objectives

- Our approach will be responsive to common challenges and individual needs rooted in robust assessment.
- Our strategy is integrated into the school development plan and will be delivered through staff professional development.

Key principles of the strategy plan

- Ensure that PP pupils are able to access ambitious and appropriate challenging work, in line with their peers.
- Ensure timely intervention for PP not meeting age-related progress/ making good progress from their starting points.
- Ensure that the curriculum maps out non-negotiable knowledge to streamline interventions and support.
- Ensure the attendance of PP pupils is above 95% for the vast majority of PP pupils
- Provide a robust pastoral offer to ensure that mental health is not a barrier to success and wellbeing.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally are further behind their peers with

	regards to meeting age-related expectations in the core areas of reading, writing and maths.
3	Our attendance data indicates that a high proportion of our PP students for academic year 2023-24 and continuing into 2024-25 have attendance issues and are being monitored as persistent absentees 3 (attendance below 90%). Absenteeism is negatively impacting disadvantaged pupil progress.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to anxiety. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Pupil premium pupils benefit from working in small groups with teaching assistant support within lessons and as part of targeted interventions.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved phonics outcomes for disadvantaged pupils Improved development as readers for disadvantaged pupils	School has, with assistance from the Yorkshire Endeavour English Hub, purchased the Little Wandle Letters and Sounds validated phonics scheme. Following the scheme and through the use of timely targeted interventions, pupils in Key Stage 1 will make good progress in phonics. Teaching assistant provision will be in place to support pupils falling behind their peers and age-related expectations for phonics using the Little Wandle Rapid catch-up materials. Using Little Wandle matched reading books, pupils will read 3 times per week demonstrating 90% fluency. All pupils making good progress from their starting points in phonics and reading. 80% PP pupils reaching age-related expectations in phonics/ reading by July 2026.
PP pupils close the attainment gap on their peers achieving age-related expectations in the core areas of writing and maths.	Teaching assistant provision in place to support pupils falling behind their peers in maths and writing including support groups to access age- appropriate Maths work within mixed-age class context. All pupils making good progress from their starting points in maths and writing.

	PP pupils reaching age-related expectations in maths and writing by July 2026 in line with peers.
Improve the attendance percentage for all PP pupils in order that their progress is not inadvertently affected by absenteeism	All PP pupils achieve above 95% attendance figure by the end of the school year. Attendance for all pupils is above 96% for the school year.
PP pupils benefit from small group work catered to their learning needs	Intervention work is well-targeted to the needs of pupils and staff are available to lead intervention groups and improve progress in core skills for PP pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Trained Youth Mental Health First Aider in place in school. ELSA interventions target pupils in need of emotional support. Emotion coaching strategies are used by all staff to support children. Reduction in playground incidents.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,769

£300 Little Wandle continued subscription, £345 Little Wandle supporting reading materials, £324 White Rose Maths continued subscription, £300 CUSP curriculum delivery materials, £2,500 subject leader release time to support high-quality teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued membership of Little Wandle of DFE Validated phonics Synthetic Phonics programme to secure stronger phonics teaching for pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension) particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	1, 5
Purchase of additional Reading Materials (digital and physical) in KS1 which match pupil ability from the validated phonics programme to ensure continuity and consistency of teaching of reading. We will use these to embed dialogic activities across the school.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/	1, 2, 5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance including	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:	2

continued purchase of the White Rose Maths scheme	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf	
Enhancement of our writing teaching and curriculum planning in line with the new DfE Writing framework We will fund subject leader release time to embed key elements of guidance in school and to access Maths Hub resources and English CPD.	The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £7,327.50

TA support 5 x afternoons per week - £7327.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups:	1, 2, 5

	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	
Additional Speech and Language support sessions for disadvantaged pupils needing specific speech and language programmes.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	2, 5
Fund additional teaching assistant time to deliver small group and 1:1 interventions with specific pupils in the key areas of Reading Writing and Mathematics	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	1, 2, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,353.50

£3,000 Attendance officer work, £1,353.50 Support staff training and release for supervision

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3

implement new procedures and appointing attendance/support officers to improve attendance.		
Support staff release for training and ongoing supervision for Mental Health First aider qualification and ELSA programme delivery. Resources needed to effectively deliver MHFA and ELSA support in school. Protected, timetabled time to deliver pastoral program and plan for sessions where needed.	Mental Health First Aider research: https://mhfaengland.org/mhfa-centre/research-and-evaluation/ ELSA programme research: https://www.elsanetwork.org/elsa-network/other-research/	4

Total budgeted cost: £ £15,450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Internal assessments and classroom observations show that pupil premium children continue to perform below non-pupil premium peers. School are introducing a new assessment system so more robust data will be available when this has been embedded.

Externally reported Assessments:

0 pupils were assessed at the end of EYFS.

1 PP pupil took the Phonics screening check and passed.

0 pupils took the Year 4 MTC.

2 pupils took the KS2 SATs. One achieved age related in all areas and the other achieved age related expectations in Writing but not in Reading or Maths.

Attendance:

Our attendance analysis for our PPG students shows that 50% of pupils had an attendance percentage above 90% (an increase from 44% the previous year) and 25% of PPG pupils had the target attendance of above 95% (an increase from 11% the previous year). There has been a marginal increase but attendance remains a concern and well below non-pupil premium children, which is why attendance remains a focus for our current plan. We intend to build in wellbeing support for pupils and targeted interventions in this current plan using some of the contingency funding mentioned above as several pupils in receipt of PP grant have SEMH needs.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Revised Letters and Sounds	Little Wandle
White Rose Maths Scheme	White Rose Maths Hub
CUSP Spelling, Science, History, Geography, Art, DT, Music, French	CUSP Curriculum with Unity Schools Partnership

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate

Reporting PE and sport premium grant expenditure - your funding allocation

17a

Submission Id : tMi-DLCgfG

Submission Status : NOT SUBMITTED

2025-07-24, 12:30 PM

 You must submit your online form before closing your browser window.

UKPRN10073379

1. Funding grant

Is the total amount for PE and sport premium grant for academic year 2024 to 2025 correct?

Yes

Did your school have any unspent grant funding from the allocation for academic year 2024 to 2025?

No

Did your school carry forward any grant funding from previous years for use in academic year 2024 to 2025?

No

Declaration 1

I have the authority to submit this return on behalf of my school

Declaration 2

the data is true and accurate to the best of my knowledge

INSPECTION COPY

Reporting PE and sport premium grant expenditure - categories of grant spending

17b

Submission Id : F23N7DVvQ6

Submission Status : NOT SUBMITTED

2025-07-24, 12:41 PM

 You must submit your online form before closing your browser window.

UKPRN

10073379

2. Categories of grant spending

Has your school spent any of its PE and sport premium grant on CPD?

Yes

How much has your school spent on CPD external training courses?

445

How much has your school spent on CPD upskilling staff to deliver swimming lessons?

0

How much has your school spent on CPD internal learning and development?

0

How much has your school
spent on CPD inter-school
development sessions?

0

How much has your school
spent on CPD online training /
resource development?

0

How much has your school
spent on CPD external coaches
supporting confidence and
competence?

0

External training courses

445

Total school spending on CPD	445
------------------------------	-----

Has your school spent any of its PE and sport premium grant on internal activities?	Yes
---	-----

How much has your school spent on internal school based extra-curricular opportunities?	0
---	---

How much has your school spent on internal sports competitions? 0

How much has your school spent on internal top-swimming lessons or broadening aquatic opportunities for pupils? 0

How much has your school spent on internal active travel? 0

How much has your school spent on internal equipment and resources? 0

How much has your school spent on internal membership fees? 0

How much has your school
spent on internal use of
educational platforms and
resources?

0

INSPECTION COPY

**Has your school spent any of its
PE and sport premium grant on
external activities?**

Yes

**How much has your school
spent on external activities
organised by School Games
organiser network?**

2185

**How much has your school
spent on external - other inter-
school sports competitions?**

0

**How much has your school
spent on external coaching
staff?**

14440

Activities organised by School Games organiser network	2185
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External Coaching staff	14440
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Total school spending on external activities	16625
--	-------

Total CPD category spend	445
--------------------------	-----

Total external category spend	16625
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Total spent of PE and sports premium	17070
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Declaration 1	I have the authority to submit this return on behalf of my school
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INSPECTION COPY

Reporting PE and sport premium grant expenditure - opportunities, impacts and sustainability details

17c

Submission Id : x7on_58onw

2025-07-24, 12:45 PM

Submission Status : **NOT SUBMITTED**

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UKPRN

10073379

3. Opportunities in sport

Has your school targeted any spending on providing or improving opportunities in PE, sport and physical activities for pupils with SEND or long-term medical conditions?

No

Has your school targeted any spending on increasing or improving girls' access to PE lessons or access to extra-curricular sport and physical activities?

No

Has your school targeted any spending on providing or improving opportunities in sport and physical activities for disadvantaged pupils?

No

4. Perceived impacts and improvements

What impact has this funding had within your school on increasing all staff's confidence, knowledge and skills in teaching PE and sport?

Positive impact

What impact has this funding had within your school on increasing engagement of all pupils in regular physical activity and sport?

Positive impact

What impact has this funding had within your school on raising the profile of PE and sport across the school to support whole school improvement?

Positive impact

What impact has this funding had within your school on offering a broader and more equal experience of a range of sports and physical activities to all pupils?

Positive impact

What impact has this funding had within your school on increasing participation in competitive sport?

Positive impact

Has your school's PE and sport premium spending achieved any of the following?

An increase in pupils' physical activity levels, An increase in the number of pupils participating in school sport , An increase in staff completing training and CPD, An increase in number of staff participating in extra-curricular activities and school sports competitions

What impact has your school's spending of this funding had on PE attainment?

Positive impact

What impact has your school's spending of this funding had on increasing teachers' confidence and competence in teaching PE and school sport?

Positive impact

What impact has your school's spending of this funding had on increasing teachers' confidence and competence in teaching PE and school sport?

No impact

What impact has your school's spending of this funding had on increasing pupil participation in extra-curricular activities?

Positive impact

5. Sustainability

What impact has your school's spending of this funding had on ensuring that the improvements made are sustainable?

Positive impact

6. Swimming and water safety

Does your school have year 6 pupils?

Yes

What percentage of pupils in your current year 6 cohort can swim competently, confidently, and proficiently over a distance of 25 metres?

84

What percentage of pupils in your current year 6 cohort can use a range of strokes effectively (e.g. front crawl, backstroke, and breaststroke)?

74

What percentage of pupils in your current year 6 cohort can perform safe self-rescue in different water-based situations?

78

What impact has your school's spending of this funding had on swimming and water safety attainment?

Positive impact

7, Declarations

Declaration 1

I have the authority to submit this return on behalf of my school

Declaration 2

The data is true and accurate to the best of my knowledge

Reporting PE and sport premium grant expenditure - your school's specifics

17d

Submission Id : qCFuvl1oDc

Submission Status : NOT SUBMITTED

2025-07-24, 12:46 PM

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UKPRN10073379

9. School specifics

Enter the total amount of grant funding your school received for academic year 2024 to 2025

17070

Full school name

Bubwith Community Primary School

Declaration 1

I have the authority to submit this return on behalf of my school

Declaration 2

the data is true and accurate to the best of my knowledge

EAST RIDING OF YORKSHIRE COUNCIL**Report to: Governing Bodies of All Schools****Date: Autumn Term 2025****Title: Cycle to work Scheme**

Report of the Executive Director of Corporate Resources

1. Background

- 1.1 The Council offers a Cycle to Work Scheme to its employees as part of its staff benefits package, supporting overall employee wellbeing.
- 1.2 The Scheme enables eligible employees to hire cycles and cycling equipment on a tax-free basis through salary sacrifice.
- 1.3 The cycles and equipment must be used to commute to work based on qualifying journey criteria set out in the scheme document. The equipment may also be used for personal use, provided at least fifty percent of the use is for journeys to and from work.
- 1.4 For employees wishing to access the scheme, they must meet the eligibility criteria set out in the scheme. This includes being over sixteen years of age, earning above the national minimum wage, after the cost of the benefit has been deducted, for the entirety of the initial hire agreement and being in a contract of employment that is equal to or longer than the hire agreement.
- 1.5 Employees are encouraged to consider affordability of any loan repayments before applying for the scheme and school employees are informed that Headteachers must approve their application.

2. Scheme Amendments

- 2.1 As part of a wider procurement exercise, the Council has recently changed the provider of the Cycle to Work scheme from Cycle Solutions to Vivup. As each provider has different terms and conditions, there has been some amendments to the scheme which include:
 - Update to include that up to two bikes can be hired in one agreement assuming they are used for qualifying journeys, details of which are stated in the scheme document.
 - Only one cycle to work agreement can be taken at any one time, in either the initial or extended hire agreement period.
 - Upon leaving the organisation, in either the initial or extended hire agreement, the Council will now be required to report the value of the cycle or equipment as a Benefit in Kind (BIK) on a P11D form for the relevant tax year. This may result in additional tax being payable. This would also apply to employees who join the scheme, and their school then transfers to Academy status during the agreement period. Applications to the Scheme require Headteacher authorisation. Headteachers and Directors should consider that where there is a default, and the balance cannot be recovered, the balance will be written off to the employing department or school.

3 Conclusion

- 3.1 Following a recent procurement process, the Council has changed its provider of the Cycle to Work scheme from Cycle Solutions to Vivup. This has resulted in some amendments to the terms and conditions of the scheme, which have been detailed above.

A. Council Priorities

Growing the Economy
Valuing the Environment
Empowering and Supporting Communities
Protecting the Vulnerable
Helping Children and Young People Achieve

B. Portfolio

Deputy Leader

C. Recommendation

- (a) Consider the amendments to the Cycle to Work Scheme
- (b) Formally approve the adoption of the Cycle to Work Scheme
- (c) When adopted, notify all staff that the scheme has undergone some changes that they should familiarise themselves with if they are considering making an application.

Darren Stevens
Executive Director of Corporate Resources

Contact Officer
Samantha Clarke
Policy and Reward Officer
01482 391132

EAST RIDING OF YORKSHIRE COUNCIL**Report to: Governing Bodies of All Schools****Date: Summer Term 2025****Title: Review of Family Friendly Rights Policies and Procedures**

Report of the Executive Director of Corporate Resources

1. Background

- 1.1. The existing group of family friendly rights policies and procedures listed below have been amended to align with the legislative changes that came into effect on the 6 April 2025 as a result of the introduction of statutory neonatal care leave and pay.

Family friendly rights policies and procedures reviewed include:

- Maternity Pay and Leave
 - Maternity Pay and Leave – Schools Based and Centrally Employed Teaching Staff
 - Adoption Pay and Leave
 - Adoption Pay and Leave - Schools Based and Centrally Employed Teaching Staff
 - Paternity/Maternity Support Leave
 - Ordinary Parental Leave
 - Shared Parental Leave
- 1.2. The policies above have been reviewed, and amendments have been made throughout the format, changing wording to be in the first person, making the policies more user friendly and the responsibilities of managers and employees made clearer.
- 1.3. A number of the Council's corporate and school policies have been combined due to there being little difference in them and to reduce the number of policies within People Services making it simpler for employees to navigate the list of policies and procedures on the Councils intranet.
- 1.4. The purpose of statutory neonatal care leave and pay is to provide a new entitlement of additional leave and pay to eligible employees who have responsibility for children born on or after the 6 April 2025 who are receiving neonatal care. During and after neonatal care leave all terms and conditions, except for salary, remain the same.
- 1.5. The legislation defines neonatal care as the following:
- Medical care received in a hospital.
 - Medical care received in any other place providing that:
 - The child was an inpatient in hospital and needs continuing care after leaving the hospital; and
 - The care is under the direction of a consultant; and

- The care involves ongoing monitoring and visits from healthcare professionals arranged by the hospital where the child was an inpatient.
- Palliative or end of life care.

1.6. Key aspects of statutory neonatal care leave:

- a) Statutory neonatal care leave will be a day one right.
- b) Evidence that the child is receiving neonatal care will not be required however the parent requesting neonatal care pay and/or leave will be required to sign a declaration when completing the request.
- c) The child must be born on or after 6 April 2025.
- d) Neonatal care must have started within 28 days of birth, counted from the day after the child was born.
- e) The care must last seven days or more, counted from the day after the neonatal care started.
- f) The leave must be taken to care for the child, except when the child has passed away.
- g) The employee must comply with the correct notice requirements, or a manager and employee may mutually agree to waive the notice requirements.
- h) The employee must have a qualifying relationship i.e., be the child's parent/adopter, intended parent/prospective adopter or partner of the child's birth/primary adoptive parent at the date of the birth or placement. The partner must not be a relative to the child.
- i) Entitlement to leave is a minimum of one week for every uninterrupted week the child receives neonatal care up to a maximum of 12 weeks.
- j) The employee will only be eligible for leave after the child has received seven days of uninterrupted neonatal care, counted from the day after the care started.
- k) Leave must be taken within 68 weeks of the child's birth.
- l) There are two periods in which neonatal leave can be taken:
 - a. Tier 1 – this period occurs whilst the child is receiving neonatal care and ends seven days after the child's last day of treatment. Leave taken during this period can be taken in non-continuous blocks of a single week.
 - b. Tier 2 – this period starts from the eighth day after the child's care stopped and ends 68 weeks from the date the child was born. Leave taken during this period must be taken in one continuous block.
- m) The entitlement to leave remains the same in cases where there is more than one child receiving neonatal care as a result of the same pregnancy or placement. Leave can be accrued in respect of more than one child receiving care at different times, but leave will only be accrued in respect of one child where they are receiving care at the same time.
- n) Neonatal care leave ends if it is interrupted by other statutory leave and any unused leave can be resumed provided that it can still be taken within the tier 1 or tier 2 period.

1.7. Key aspects of statutory neonatal care pay:

- a) Must be entitled to receive statutory neonatal care leave.
- b) Requires employee to have 26 weeks continuous service from either the 15th week before the expected week of childbirth or the week in which they have been notified of being matched with a child for adoption.
- c) Requires employee to have average weekly earnings in an eight-week period prior to the end of the qualifying week (15th week before expected week of childbirth or the week of being notified of being matched with a child for adoption) which are not less than the lower earnings limit for the payment of National Insurance contributions.
- d) Pay matches other statutory family related entitlements e.g., maternity, adoption, paternity, pay amounts set by the government annually. This is currently £187.18 or 90 per cent of average weekly earnings where average weekly earnings are less than £187.18.

e) Maximum number of weeks' pay is 12 to match neonatal care leave entitlements.

1.8. The provisions for neonatal care leave and pay set out in the family friendly policies and procedures matches that of the statutory entitlements.

1.9. Incorporating statutory neonatal care leave and pay into the family friendly rights policies and procedures ensures that the Council is compliant with the provisions of employment legislation.

1.10. The family friendly rights policies and procedures and introduction of the provision of statutory neonatal care leave and pay applies to all employees of the Council including school-based employees.

3. Trade Union Consultation

3.1 The Trade Unions were consulted on the amended family friendly rights policies on 18 March 2025 and 1 April 2025. They were happy with the policy amendments overall but had the following comments:

- a) Requested removing 'worker' from policy scopes. Actioned as the term worker includes casual workers who may be entitled to some statutory family related pay under these policies.
- b) Requested that it be made clearer within the policies that other statutory leave cannot be paused to take neonatal leave but can be resumed after if within tier 1 or 2 actioned. References to this changed to bold and included on the neonatal care leave and pay application form.
- c) Requested a single policy to cover school-based teachers and support staff. It was explained that this would be difficult due to each staff group being managed by separate terms and conditions.
- d) Requested statutory neonatal care leave and pay to be a day one right. It was explained that our policies are based on legislative entitlements and so this would not be actioned.
- e) Requested a statement to be included on the Council's policies and procedures to advise that they had been equality impact assessed. Not actioned as this is not standard practice.
- f) Requested that reference to Managers/Headteachers completing risk assessments in relation to these policies emphasises that Managers are to do this in collaboration with the employee actioned.
- g) Requested a list of reasonable adjustments to be included in the policies and procedures. It was explained that an exhaustive list of reasonable adjustments in the policies would not be practicable due to the number of adjustments that may be appropriate. Assured that Managers and Headteachers are encouraged to seek advice from People Services, Safety Services and Occupational Health as required.
- h) Requested clarity in the teaching policies between continuous local government service and continuous teaching service. Actioned.
- i) Requested a standard of 12 weeks full pay and neonatal care leave. It was explained that our policies are based on legislative entitlements and so this would not be actioned. Cost implications must also be considered with the current budget available to the Council.
- j) Requested removing the following wording in relation to breastfeeding/chestfeeding due to sensitivities to those or cannot or choose not to breastfeed/chestfeed. 'Recognising the benefits to your health, that of your child and society as a whole, we are dedicated to supporting breastfeeding/chestfeeding in the workplace.' Actioned and reworded to 'We are dedicated to supporting breastfeeding/chestfeeding in the workplace should you wish to do so.'
- k) Advised that teachers cannot take time off in lieu (TOIL). It was explained that TOIL can be taken at the end of maternity leave and before returning to work.

- l) Requested that the timescales for a manager to respond to a flexible working request are shortened. It was explained that the policy complies with statutory requirements and that this would not be changed.
- m) Requested facilities for pregnant employees to rest. Advised that this may not be possible in every setting but may be considered as part of a risk assessment, if appropriate, where it is possible to facilitate this.
- n) Requested that reference be made to the support offered for victims of domestic violence as this is known to be more prevalent during pregnancy. Actioned, the Domestic Violence and Abuse Policy and Guidelines and East Riding Domestic Violence & Abuse Partnership is now signposted within the policies.
- o) Requested clarity is provided on how teachers' pay is managed for those on maternity leave. Advised that this can be signposted actioned. The Model Policy School Teachers Pay and Centrally Employed Teachers Policy is signposted to within the teacher's maternity and adoption policies.

4. Conclusion

- 4.1. The group of family friendly rights policies and procedures named within this report have been amended to align with the legislative changes and introduction of statutory neonatal care leave and pay which came into effect on 6 April 2025. The policies and procedures have also been reviewed, and amendments have been made throughout the format strengthening the responsibilities of managers and employees, making them more user friendly.

A. Council Priorities

Growing the Economy
Valuing the Environment
Empowering and Supporting Communities
Protecting the Vulnerable
Helping Children and Young People Achieve

B. Portfolio

Deputy Leader

C. Recommendation

- (a) Consider the updated family friendly policies which are available on the Governors Support Service Resources Page of the Here for Schools Website.
- (b) Formally approve the adoption of the updated family friendly policies.
- (c) When adopted, notify all staff of the revised updated family friendly policies that are available for employees within the school.

Darren Stevens
Executive Director of Corporate Resources

Contact Officer
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Policy and Reward Officer
Kim.mcanespie@eastriding.gov.uk

EAST RIDING OF YORKSHIRE COUNCIL**Report to: Governing Bodies of All Schools****Date: Autumn Term 2025****Title: Injury Allowance Scheme**

Report of the Executive Director of Corporate Resources

1. Background

- 1.1 The Injury Allowance Scheme was approved by Full Council on 25 June 2025. The Scheme if adopted applies to all staff in maintained schools, except teachers.
- 1.2 The scheme provides a framework to consider the payment of a discretionary allowance for employees who sustain an injury or contract a disease as a result of carrying out their work, that leads to a reduction in their remuneration. The scheme, previously mandatory under Part V of the Local Government (Discretionary Payments) Regulations 1996, became discretionary under the Government (Discretionary Payments) (Injury Allowances) Regulations 2011.
- 1.3 The previous scheme provided allowances for:
 - Loss of employment through permanent incapacity.
 - Reduction in remuneration while still in employment, whether permanent or temporary.
 - Retirement with immediate pension payments where the requirements are met.
 - Death, leaving a surviving spouse, civil partner, or nominated cohabiting partner and/or dependents.
- 1.4 As the scheme is discretionary it was appropriate that consideration should be given as to whether the scheme should remain or whether the Council wished to make any changes.
- 1.5 According to feedback, moving away from offering this discretionary allowance, aligns to what other councils are doing, with some removing the scheme in its entirety. This was discussed with Trade Unions before the scheme was amended, who requested that the Council keep the element of the scheme utilised by employees.
- 1.6 Within the last two years, only two claims have been made through the scheme, both for extending pay while the employees were absent from work.

2. Amendments to the Scheme

- 2.1 The Council has moved to only offering an allowance if an employee experiences a reduction in remuneration while still in employment, whether permanent or temporary.
- 2.2 All other elements of the scheme, which have rarely been utilised have been removed. This poses no financial detriment to employees, as they are able to claim via other Council insurances, including Employers' Liability and Personal Accident at Work.

- 2.3 The scheme wording has been revised to clarify what employees may be eligible to claim and the procedure for claiming.

3. Trade Union Consultation

- 3.1 The revised is scheme was submitted to the Trade Unions on 12 December 2023 for discussion.

- a) There was concern raised about Safety Representatives stating that they should be consulted and informed of any accident so they can conduct a full independent investigation. After consultation with the Safety Services Manager, it has been confirmed that it is the employee's responsibility to inform their Trade Union representative if they wish for an accident to be investigated by their union.
- b) A point was also raised about whether Managers/ Headteachers would have the knowledge to conclude investigations. It was clarified that support could be requested from Safety Services if and when required.

- 3.2 Overall, no concerns were raised about the scheme revisions.

4. Conclusion

- 4.1 The scheme has been streamlined based on data about its usage and insights into why certain elements are not being utilised. The revised scheme aims to provide clearer guidance to support employees applying for an allowance if their remuneration is reduced due to injury or contracting a disease whilst performing their work duties.

A. Council Priorities

Growing the Economy
Valuing the Environment
Empowering and Supporting Communities
Protecting the Vulnerable
Helping Children and Young People Achieve

B. Portfolio

Deputy Leader

C. Recommendation

- (a) Consider the updated Injury Allowance Scheme which is available on the Governors Support Service Resources Page of the Here for Schools Website.
- (b) Formally approve the adoption of the Injury Allowance Scheme
- (c) When adopted, notify all staff of the revised Injury Allowance Scheme that is available for employees within the school.

Darren Stevens
Executive Director of Corporate Resources

Contact Officer
Alicia Kitteridge
Policy and Reward Officer
alicia.kitteridge@eastriding.gov.uk

INSPECTION COPY

EAST RIDING OF YORKSHIRE COUNCIL**Report to: Governing Bodies of All Schools****Date: Autumn Term 2025****Title: Probationary Policy - Schools**

Report of the Executive Director of Corporate Resources

1. Background

- 1.1 The Probationary Policy - Schools was approved by the Cabinet on 17 June 2025. The policy, if adopted, applies to all school-based employees, except teachers.
- 1.2 The policy outlines the procedure Managers are expected to follow to monitor and assess a new employee's performance during their probationary period and record progress. It also outlines action a manager must take if an employee's performance or conduct is not at the required standard during the first 26 weeks of employment.
- 1.3 Amendments have been made to improve communication between Managers and employees during the probationary period. Managers are encouraged to take a more structured approach to communicate required improvements. Employees are given more opportunity to ask for any reasonable support required to successfully carry out their role.

2. Amendments to the Scheme

- 2.1 The following amendments have been made:
 - The introduction of a Performance Improvement Plan template (PIP) to assist Managers in recording areas of concern, outline improvements required and record any support agreed and timescales introduced.
 - A clearer appeals process and timeline should employees wish to appeal a decision.
 - The introduction of weekly check-ins within the first month of the probationary period ensuring additional support and open lines of communication between Manager and employee.
 - Employees are advised that probationary period records will only be kept for as long as is necessary and will be processed in accordance with the data protection policy.
 - Inclusion of a Trade Union paragraph to advise that Trade Unions have been consulted on the policy.
 - The language has been updated into a more user-friendly format

3. Trade Union Consultation

- 3.1 Trade Unions were consulted about the proposed changes to the policy on 17 December 2024 and confirmed they were content with the updated documents and amendments overall but had the following comments:

- Within the formal meeting invitation, the order of the wording for support be changed to Trade Union Representative or workplace colleague. The order of this wording has now been amended.
- Within the form for month one, the addition of a comments box to collate comments. This has now been added

4. Conclusion

- 4.1 The Probationary Policy – Schools is now written in a more user-friendly format and outlines a clear procedure for Managers to follow to monitor and support new employees in the Council. The amendments aim to ensure new employees feel part of the organisation, understand the importance of their role within the Council, and are given structured support by their managers.

A. Council Priorities

Growing the Economy
Valuing the Environment
Empowering and Supporting Communities
Protecting the Vulnerable
Helping Children and Young People Achieve

B. Portfolio

Deputy Leader

C. Recommendation

- (a) Consider the updated Probationary Policy – Schools, which is available on the Governors Support Service Resources Page of the Here for Schools Website.
- (b) Formally approve the adoption of the Probationary Policy - schools
- (c) When adopted, notify all staff of the revised Probationary Policy – Schools.

Darren Stevens
Executive Director of Corporate Resources

Contact Officer
Alicia Kitteridge
Policy and Reward Officer
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EAST RIDING OF YORKSHIRE COUNCIL**Report to: Governing Bodies of All Schools****Date: Autumn Term 2025****Title: Total Pay and Reward Update – Sustained Exceptional Performance**

Report of the Executive Director of Corporate Resources

1. Background

- 1.1 The Sustained Exceptional Performance Policy has been created to reflect the outcome of Total Pay and Reward and the principles agreed via a signed collective agreement following Trade union Consultation.
- 1.2 The policy impacts all NJC employees within schools and excludes teachers and is effective from 1 April 2024.
- 1.3 This report summarises the policy for your information only. The policy does not require adoption to be effective.

2. Summary of Policy

- 2.1 The policy applies to all NJC employees within schools who have discretionary performance increments included within their grade. These discretionary performance increments will only be awarded in circumstances where sustained exceptional performance has been demonstrated, evidenced and agreed.
- 2.2 The Council recognises that there are some exceptional employees working for us, whose work continuously goes far beyond the completion of their role and any objectives that have been set. The policy details the eligibility criteria required and the procedure for Managers to submit an application for approval of a performance pay increment for their member of staff who has shown sustained exceptional performance over a twelve-month period.
- 2.3 All performance pay increments must be considered in line with service budgets to ensure that an increase in cost can be accommodated, before an application can be progressed.
- 2.4 Following consultation with relevant parties any increase will be authorised by application form sign off for school staff.

3. Conclusion

- 3.1 The Sustained Exceptional Performance Policy reflects the principles agreed via a signed collective as part of TPRS and is effective from 1 April 2024 for all NJC employees within schools.

A. Council Priorities

Growing the Economy
Valuing the Environment
Empowering and Supporting Communities
Protecting the Vulnerable
Helping Children and Young People Achieve

B. Portfolio

Deputy Leader

C. Recommendation

- (a) Be aware of the new Sustained Exceptional Performance Policy which is available on the Governors Support Service Resources Page of the Here for Schools Website.
- (b) Notify all staff of the Sustained Exceptional Performance Policy that is to be operated within the school.

Darren Stevens
Executive Director of Corporate Resources

Contact Officer
Deborah Wescott
Policy and Reward Officer
01482 391142

EAST RIDING OF YORKSHIRE COUNCIL**Report to: Governing Bodies of All Schools****Date: Autumn Term 2025****Title: Time off for Public Duties Policy**

Report of the Executive Director of Corporate Resources

1. Background

- 1.1 The Time off for Public Duties Policy applies to all employees of the Council, including school – based employees (teachers and support staff) where the policy has been adopted by the School Governing body.
- 1.2 The Council recognises the importance of supporting our employees to undertake public duties outside of work, and the Time off for Public Duties policy details time off that employees are entitled to and provides guidance on whether time will be paid or unpaid. The policy sets out the procedure for employees to request time off and includes guidance for managers.

2. Policy Amendments

- 2.1 Amendments have been made to the policy to include:
 - The language has been updated into a more user-friendly format.
 - Employee responsibilities have been clarified
 - Manager responsibilities have been clarified.
 - Three tables have been included which clearly set out time off that can be requested, and whether time will be paid, unpaid or a requirement to work time back.
 - Forms to request the leave have been put into a clearer format for ease of use for employees and Managers.

3. Trade Union Consultation

- 3.1 Trade Unions were consulted about the proposed changes to the policy on 17 December 2024 and confirmed they had no further comments or actions.

4. Conclusion

- 4.1 The Time off for Public Duties Policy has been reviewed and updated to include a streamlined format and clearer guidelines for employees requesting time off to carry out public duties.

A. Council Priorities

Growing the Economy
 Valuing the Environment
 Empowering and Supporting Communities

Protecting the Vulnerable
Helping Children and Young People Achieve

B. Portfolio

Deputy Leader

C. Recommendation

- (a) Consider the amendments to the Time off for Public Duties Policy
- (b) Formally approve the adoption of the Time off for Public Duties Policy
- (c) When adopted, notify all staff that the scheme has undergone some changes that they should familiarise themselves with if they are considering making an application.

Darren Stevens
Executive Director of Corporate Resources

Contact Officer
Samantha Clarke
Policy and Reward Officer
01482 391132

25a

Bubwith Community Primary School



Equality Policy (including Accessibility Plan)



Effective Date	September 2023
Date Reviewed	September 2025
Date Due for Review	September 2026
Contact	Rebecca Walker (Head Teacher)
Contact Number	01757 288261
Approved By	Ms Fran Ward (Chair of Governors)

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Our Vision

Believe, Challenge, Persevere, Succeed

Values and Ethos

We believe that education is a process through which we encourage the personal development of each child so that he/she will become a thinking adult who is able to appreciate and act upon the personal and social opportunities and responsibilities to be found in a changing society.

The Equality Act 2010

The **Equality Act 2010** replaced all existing equality legislation and consolidated many acts such as the Race Relations Act, Disability Act and the Sex Discrimination Act. It legally protects people from discrimination in the workplace and wider society and sets out the nine characteristics which are protected:

Protected Characteristics

- Age
- Disability
- Gender reassignment
- Pregnancy and Maternity
- Marriage and Civil Partnership
- Race
- Religion or belief (including lack of belief)
- Sex (gender)
- Sexual orientation

It is therefore, unlawful for Bubwith Primary to discriminate against a person, pupil, parent (this includes adoptive, step, foster or anyone who has parental responsibility) or, staff member (teaching and non-teaching) because they have one or more of the characteristics mentioned above. This includes discriminating against pupils in relation to admissions, the way education is provided to pupils, the way pupils are able to access any benefit, facility or service, excluding a pupil, or subjecting them to any other detriment.

Age is a protected characteristic in relation to employment and the provision of goods and services, however, this does not apply to pupils. We are able to admit and organise children in age groups and treat pupils in ways appropriate to their age and stage of development.

Definitions

Bubwith Primary recognises the different types of **discrimination, harassment and victimisation** as set out in the Equality Act 2010 and are therefore responsible for eliminating the following:

Direct discrimination – Treating someone less favourably because they have a protected characteristic

Discrimination by perception – Treating someone less favourably because it is believed that they have a protected characteristic, when in fact, they do not

Discrimination by association – Treating someone less favourably because they are associated with someone with a protected characteristic

Indirect discrimination – When a practice, policy or rule, which is applied to everyone in the same way, has a worse effect on some people than others i.e. it puts particular people at a disadvantage

Harassment – Unwanted behaviour which a person finds offensive, or which makes them feel intimidated or humiliated is unlawful under the Act if it is connected to any of the protected characteristics

Victimisation – Someone is treated badly because they have complained about discrimination or helped someone who has been the victim of discrimination

Disability is defined as a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Reasonable Adjustments

Bubwith Primary is aware of the need to make **reasonable adjustments** in order to remove barriers faced by people with disabilities. This may involve treating disabled pupils or staff more favourably and taking steps to avoid the substantial disadvantage to a disabled person caused by a provision, criterion or practice applied by or on behalf of the school, or by the absence of an auxiliary aid or service.

In the Equality Act 2010, there are three elements to the reasonable adjustments duty that relate to: Provisions, Criteria and Practices, Auxiliary Aids and Services, and also, Physical Features. The physical features element does not apply to schools in relation to disabled pupils; instead we have a duty to plan better access for disabled pupils generally in relation to the physical environment of the school.

Bubwith Primary will take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

There are various factors to be taken into account when considering reasonable adjustments and these include such things as the resources of the school, the financial cost of making the adjustment, assessing the extent to which the adjustment would be effective in overcoming the disadvantage, the practicability of the adjustment, health and safety requirements, the need to maintain academic, musical, sporting and other standards, the effect of the disability on the individual and, the extent to which special educational provision will be provided to the disabled pupil under Part 3 of the Children and Families Act 2014.

There is a significant overlap between those pupils who are disabled and those who have Special Educational Needs (SEN). Many disabled pupils may receive support in school through the SEN framework and in some cases, the substantial disadvantage that they experience may be overcome by support received under the SEN framework and therefore, there will be no obligation for the school or local authority to make reasonable adjustments. However, in other cases, a disabled pupil may need reasonable adjustments to be made in addition to the special educational provision that they are receiving.

Accessibility Plan

Bubwith Primary aims to increase the accessibility of provision for all pupils, staff and visitors to the school and therefore, an **Accessibility Plan** has been developed to ensure that:

- The extent to which disabled pupils can participate in the curriculum is increased
- The physical environment of the school is improved to enable disabled pupils to take better advantage of education, benefits, facilities and the services provided
- The availability of accessible information to disabled pupils is improved.

The plan is also structured to support the school's Equality Objectives and has taken into consideration findings from an Accessibility Audit, which was carried out June 2023, by a member of staff. This Accessibility Audit will be undertaken on an annual basis and the Accessibility Plan will be reviewed at least every three years. OFSTED inspections may look at the Accessibility Plan and its implementation as part of their review.

The Accessibility Plan can be found in **Appendix 1**.

The Public Sector Equality Duty

Following the introduction of the Equality Act 2010, the Public Sector Equality Duty (PSED), came into force in April 2011. The PSED sets out the requirements for all public bodies when carrying out their day to day work and has two main parts:

The 'general' equality duty

The general duty requires Bubwith Primary to have 'due regard', or think about the need to:

- **Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act**
- **Advance equality of opportunity between people who share a protected characteristic and people who do not share it**
- **Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it**

All staff are responsible for having due regard for the three general equality aims.

The Act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.

- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Details of how Bubwith Primary is working with due regard to the general equality duty aims are outlined in **Appendix 2**.

The 'specific duties'

The 'specific duties' require Bubwith Primary to do the following:

- Publish information annually to show compliance with the general equality duty.
- Prepare and publish one or more specific and measurable equality objectives at least once every four years and publish an update on progress towards these objectives annually.

Equality Objectives 2023-2027

As stated above, Bubwith Primary is required to set specific and measurable equality objectives. The development of these objectives has taken into account pupil data, attainment levels, evidence of any equality issues across all of our functions, issues that may be affecting people with protected characteristics and also acknowledged the three aims of the 'general' equality duty. These objectives have been agreed with the Governing Body, of whom Ms Fran Ward is the Chair. Our objectives are set out below:

1	Increase understanding of and actively celebrate the diversity of culture and belief
2	Equip staff and pupils to discuss race and racial discrimination and to be able to challenge inappropriate statements and actions
3	To support and encourage SEND students to ensure they are as fully able as possible to participate in the school's activities

Progress against these objectives will be reported on annually (please refer to **Appendix 2**).

Publishing Equality Information

The specific duties aim to promote transparency in schools and to increase accountability to parents, carers and regulators. The publication of non-confidential equality-related data and information about Bubwith Primary and its pupils will help parents to understand what we are doing to eliminate any potential discrimination, advance equality of opportunity and foster good relations. Published information will also be a resource for decision-makers within the school. Details of equality related information that we have published and the location of this data is outlined in the table below:

Document/Data	Published or N/A	Where is it published?
Equality Objectives	✓	Equality Policy
Annual update towards the equality duty and equality objectives	✓	Equality Policy – Appendix 2
Accessibility Plan (including annual progress update)	✓	Equality Policy – Appendix 1
Non-confidential equality data regarding pupil population at the school (gender, race, disabilities, Free School Meals, Children Looked After, language, SEN)	N/A	
School performance data e.g. attainment, absence/attendance	✓	Website
Governing body minutes	✓	Website
Anti-bullying policy	✓	Website
School development plan	No	Available in the office
Equality training materials	No	Available through LA eLearning
Parent and pupil surveys	No	Available in the office
Non-confidential equality data regarding staff (if employ more than 150 people)	N/A	

School Responsibilities

The Head Teacher/Head of Centres is responsible for:

- Providing accurate and appropriate information to the Governing Body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- Making sure that steps are taken to address the school's stated Equality Objectives
- Ensuring that equality and accessibility plans are readily available and that the Governors, staff, pupils, parents and guardians know about them
- Providing regular information for staff and Governors about progress against the stated Equality Objectives and accessibility plan
- Making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out
- Ensuring that all policies and strategies when being developed, implemented and reviewed do not create inequality and have a positive impact by reducing and removing inequalities and barriers that may already exist
- Taking appropriate action in cases of discrimination, harassment and victimisation

All staff are responsible for promoting equality in the workplace, adhering to the regulations of the Equality Act 2010 and following the Bubwith Primary Equality Policy.

References

Department of Education, Equality Act 2010, Advice for School Leaders, School Staff, Governing Bodies and Local Authorities, September 2012

Equality & Human Rights Commission, Public Sector Equality Duty Guidance for Schools in England, 2014

Equality & Human Rights Commission, Reasonable Adjustments for Disabled Pupils Guidance for Schools in England, 2015

GEO, Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to know? A Quick Start Guide for Public Sector Organisations, 2011, p6

Appendix 1: Bubwith Primary Accessibility Plan 2023-2026

An Accessibility Plan has been drawn up in line with current legislation and requirements as specified in Schedule 10 (relating to Disability) of the Equality Act 2010. The Accessibility Plan has been developed to cover the three year period until September 2026 and is based on the findings of the recently completed Accessibility Audit.

The Accessibility Audit will be completed by the school every year in order to inform the development or revision of the Accessibility Plan and School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan on an annual basis.

It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

The plan shows the ways in which Bubwith Primary intends, over time, to achieve the following three aims:

- *Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.*
- *Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are other pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.*
- *Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.*

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. It should be read in conjunction with the following school policies, strategies and documents: Behaviour Management Policy, Curriculum Policies, Emergency Plan, Health & Safety Policy, School Improvement Plan, Special Educational Needs Policy and the Teaching and Learning Policy.

Accessibility Plan 2023-2026

Aim 1 - Increase the extent to which disabled pupils can participate in the curriculum

Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Changes to teaching and learning arrangements	Adapt Learning resources. Visually impaired IT resources.	3 months	Class Teacher/SENDCO	£275.00	Nessy program now in place for dyslexic pupils. SAPTS team support has ensured IT resources bought for visually impaired pupils.

Aim 2 - Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Carpark access	Resurface carpark, lower kerb and line mark disabled parking bay.	6 months	SBM/ERYC	£16,296	Work has been completed and the car park is now more accessible.
Accessible toilet and intimate care changing facility access	Convert existing toilet into a disabled toilet and changing room to ensure that children with additional needs are able to access a sterile area when needed.	1 year	SBM/ERYC		School have met with ERYC buildings and discussed the need for the project – awaiting confirmation of inclusion funding.
Classroom adaptation for visually impaired pupil	Adapt flooring to include textured/coloured surfaces. Update Play equipment.	6 months	SBM/Classroom teacher/SENDCO		Adjustment made following advice from SAPTS.

Improve Building access (visitors)	Entrance porch/reception to be extended for disabled access.	2 years	SBM/ERYC		This is still an aim but may take longer to realise as other priorities/toilet block refurbishments have to be prioritised.
Independent movement around school (pupils)	Manual doors to be replaced with automatic doors for wheelchair users. Ramp to be created onto playground.	3 years	SBM/ERYC		Remains a long term aim.
Aim 3 - Improve the availability of accessible information to disabled pupils					
Outcome	Action	Timescale	Responsible person	Resource implication costs/source of funding	Progress/evaluation
Website accessibility	Accessibility auditor to be sourced.	6 months	SBM/HT	Audit fee	Remains an aim.
Learning resources	I.T equipment to be purchased according to needs (visual impairment).	6 months	HT/Class Teacher/SENDCO		Teaching and learning arrangements adapted to needs.
Translation services	Produce translated documents where needed.	12 months	HT/SBM/Class teacher	Cost per action (SLA)	Service will be used/contacted as and when necessary.

Appendix 2: Bubwith Primary's Annual Update on Progress towards the Equality Duty and the Equality Objectives (2024-25)

Compliance with the Equality Duty

As set out within the Public Sector Equality Duty (PSED), all public sector bodies are subject to the three aims of the 'general' equality duty, when exercising their functions, and must have due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not

Further to the general duties of the PSED, as above, public bodies are subject to 'specific duties'. One of which, is to publish information to show compliance with the Equality Duty and how the three aims of the general equality duty have been considered as part of the decision-making process.

Please see the table below which shows how Bubwith Primary has paid due regard to the three aims:

General Equality Duty Aims	Examples/Evidence for 2022-23	Examples/Evidence for 2023-24	Examples/Evidence for 2024-25
Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act	• Managed pupil behaviour positively no exclusions. • Discriminatory languages and behaviours are responded to appropriately. • Anti-bullying assemblies. • Neuro-diversity awareness and celebration assembly. • PSHCE curriculum with specific lessons celebrating different types of families.	• Pupil behaviour managed positively including inclusion of pupils with PEP. • Discriminatory languages and behaviours are responded to appropriately – behaviour monitoring shows 0 returns for this academic year. • Anti-bullying week including assemblies. • Wheelchair day. • PSHCE curriculum continues to celebrate different types of families.	• Very few instances of discriminatory language and where this occurs, it is addressed immediately and children are educated on differences and supported to change their behaviour. • New PSHE curriculum highlights differences and promotes tolerance and acceptance of others. • Anti-bullying week activities. • Celebrating differences through drop down religious/cultural celebration days.

Advance equality of opportunity between people who share a protected characteristic and people who do not share it	• Refugee awareness work undertaken with children and staff and positive assimilation of refugee pupils and their families into the school community (temporary language tuition for families). • Celebrating Inspirational individuals in assemblies who share protected characteristics.	• Wheelchair day. • Continue to celebrate inspirational individuals in assemblies who share protected characteristics.	• New sports coaches and PE schemes that support staff to make PE lessons as accessible as possible by adapting suggested activities based on differences. • Assemblies celebrate individuals with differences and reflect and extend the diversity of our school community.
Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it	• Disability awareness assemblies using Cerebral Palsy materials (charity provided). • Famous people: e.g. Ellie Symonds.	• Continuation of awareness assemblies (CP, dyslexia, Autism). • Famous people focus assemblies e.g. Johnny Peacock. • Use of Sports Day to promote inclusivity.	• New sports coaches and PE schemes that support staff to make PE lessons as accessible as possible by adapting suggested activities based on differences. • Assemblies celebrate individuals with differences and reflect and extend the diversity of our school community.

Bubwith Primary collect information relating to pupils, or any other people who are affected by the schools policies and practices, who share a protected characteristic. This is used as a resource for decision-makers within the school.

Non-confidential equality-related data and information about Bubwith Primary and our pupils, is published in order to help parents understand what we are doing towards the three aims (*please refer to the 'Publishing Equality Information' section of the policy for details of the information the school has and where it is published*).

Progress against the Equality Objectives

The other 'specific' duty is to develop and publish measurable equality objectives that are needed to further the three aims of the 'general' equality duty and to publish an update on progress towards these on an annual basis. The table below provides an update on Bubwith Primary's equality objectives for 2024-25.

Equality Objective	Progress in the last school year 2022-23	Progress in the last school year 2023-24	Progress in the last school year 2024-25
Increase understanding of and actively celebrate the diversity of culture and belief	New objective.	East Riding RE scheme implemented in last two years and has increased pupil understanding of diversity of culture and belief. This was acknowledged by Ofsted. "Pupils have a mature understanding and tolerance of faith."	East Riding RE scheme implemented in last two years and has increased pupil understanding of diversity of culture and belief. This was acknowledged by Ofsted. "Pupils have a mature understanding and tolerance of faith."
Equip staff and pupils to discuss race and racial discrimination and to be able to challenge inappropriate statements and actions	New objective.	Behaviour monitoring shows few instances of racial discrimination but that staff are pro-active in challenging it if it occurs.	Behaviour monitoring shows few instances of racial discrimination but that staff are pro-active in challenging it if it occurs.
To support and encourage SEND students to ensure they are as fully able as possible to participate in the school's activities	New objective.	The school can demonstrate this in action on many occasions including: sports days/assemblies/school nativities/trips and visits and special celebration days (e.g. Harvest Festival) Ofsted remarked "Leaders ensure that school, and its activities, are inclusive."	The school can demonstrate this in action on many occasions including: sports days/assemblies/school nativities/trips and visits and special celebration days (e.g. Harvest Festival) Ofsted remarked "Leaders ensure that school, and its activities, are inclusive."

Health & Safety Policy and Arrangements 2025 – 2026



Bubwith Community Primary School

Date of This Review	September 2025
Reviewed By	Rebecca Walker
Date Approved by Governing Body	
Date of Next Review	

We recognise the benefits that effective management of health and safety brings to our school and adopt a risk aware, not risk averse, approach. To support this, we will ensure that sufficient time and resource is in place to effectively identify and manage significant hazards associated with our activities.

It is our commitment that to safeguard the health, safety and wellbeing of our staff, pupils, and members of the public and provide a safe and effective learning and working environment we will:

- Adopt the ERYC Corporate H&S Policy
- Manage our activities to ensure legal compliance with the Health and Safety at Work Act and other associated legislation including the Management of Health and Safety at Work.
- Ensure clear roles and responsibilities for effective management of health, safety and wellbeing are assigned
- Promote a positive culture in relation to health, safety and wellbeing ensuring it is embedded within our values, ethos and service delivery
- Pursue continual improvements to reducing injuries and ill health, protecting the environment and preventing unnecessary losses and liabilities
- Put in place adequate arrangements and reasonable adjustments to provide suitable facilities to meet individual needs in relation to health, safety and wellbeing
- Communicate and consult with staff and, where appropriate, their recognised representatives.

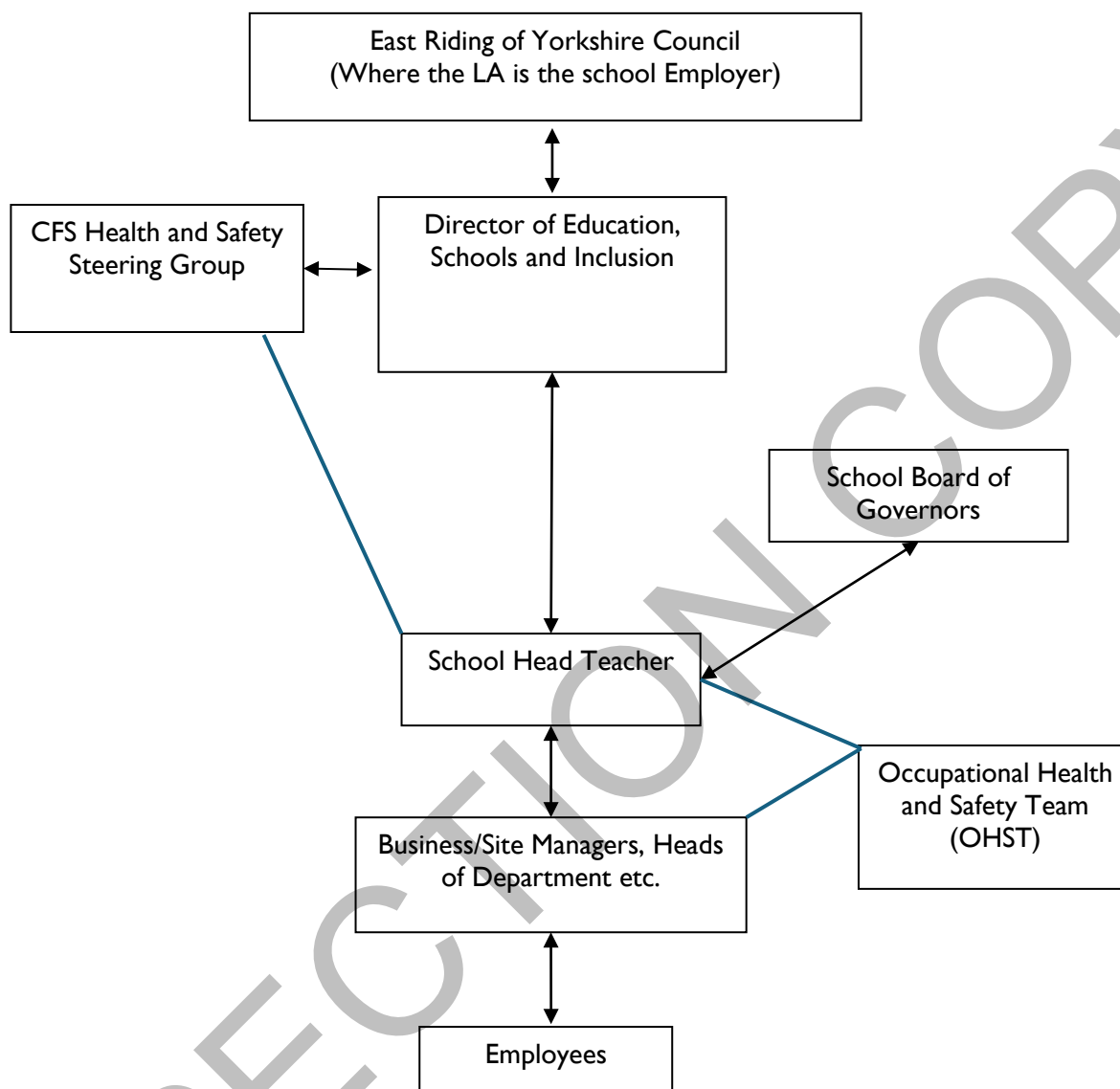
The success of our health and safety management system and positive culture relies on the full involvement and cooperation of all.

With our governing body we will review these arrangements regularly, not less than every two years, and we will bring them to the attention of all staff.

Headteacher: Rebecca Walker	[Signature]	[Date]
Chair of Governors: Emma Postlethwaite Luke Howard	[Signature]	[Date]

Organisation for Safety

Lines of Responsibility.



Lines of authority/accountability



Available lines of guidance & support

Roles and Responsibilities

School Governors

School Governing Bodies are strategically responsible for ensuring schools have in place effective management arrangements in place for health, safety, and wellbeing, and provide strategic support with ensuring that a culture of health and safety is embedded into school operations in line with statutory employer policies and procedures

In Foundation and Voluntary Aided (VA) schools the governing body as the employer has overall responsibility for health and safety matters. In Community and Voluntary Controlled schools, the local authority has overall responsibility.

In all cases the governing body will ensure: -

- The school have in place health and safety management arrangements specific to their individual school through clear identification of roles and responsibilities and documented arrangements
- That hazards and risks are assessed, and that significant hazards and risks are recorded in a risk assessment.
- Work in close collaborative, partnership with staff within the school who are responsible for operational health and safety responsibilities to support a sensible and proportionate approach to health and safety and make use of competent advice where required
- The wellbeing of the Headteacher and all members of staff remains a high priority
- That an annual assurance audit of the school's health and safety management system is completed by the governing body, and that outcomes are shared at the appropriate governance meeting

Headteachers

Headteachers are responsible, and accountable to the governing body for achieving implementation of the Corporate Health and Safety Policy. To achieve this, Headteachers must ensure that:

- Ensure that all health and safety matters within the school are effectively managed;
- Produce, monitor, review and report progress on significant health and safety issues to the board of governors.
- Arrange for appropriate consultation with employees in the workplace to ensure that suitable methods are adopted for promoting health and safety at work and provide arrangements for the participation of employees in the development of such measures.
- Ensure all new employees, volunteers, work experience placements or regular visitors to the school receive a suitable and sufficient safety induction and that training needs are identified and fulfilled
- Ensure the health and wellbeing of all staff remains a high priority and consider individual physical and mental health or accessibility needs which may require reasonable adjustments to undertake work activities.
- Ensure that suitable and sufficient risk assessments are in place, reviewed and implemented and that safe systems of work and procedures are communicated to all relevant individuals.
- Ensure appropriate equipment, tools and protective equipment is provided, maintained and inspected to enable work to be done safely, and that it is maintained in a safe condition, through regular monitoring and inspection, including the recording of any periodic servicing and testing of systems and equipment.
- Ensure regular, programmed health and safety inspections take place within their school and systems are established to document and manage reported health and safety defects or hazards, with remedial action taken where necessary
- Ensure all accidents, incidents and dangerous occurrences are investigated and recorded promptly in accordance with the ERYC accident reporting procedure.
- Ensure that arrangements are in place to manage health and safety on educational visits, including competent staff and suitable risk assessments being completed in line with the schools own Educational Visits Policy.

- Ensure that statutory inspection and maintenance programmes are in place, such as fire systems, water systems or asbestos management.
- Ensure that health and safety is a standard agenda item on appropriate staff meetings.

These duties may be delegated to other responsible managers, but oversight and responsibility remain with the Headteacher.

Bubwith Community Primary School has reviewed its arrangements and have delegated duties to a number of individuals.

These individuals are responsible, and will be held accountable, for achieving compliance with their delegated duties as stated within this document.

School Business Manager/Admin Officer

- Monitor and rectify any issues of concern raised by other stakeholders.
- Organise relevant repair or isolation of immediate risk.
- Implement first aid policies and procedures and manage record keeping.
- Identify training requirements for Health & Safety, arrange and monitor training programme.
- Complete H&S termly audit and report to Headteacher/Governors.
- Oversee Caretaker procedures.
- Coordinating completion of the DSE
- Coordinating repairs and other remedial works required and monitoring progress
- Coordinate accident reporting procedures
- Co-ordinate annual Governor's audit

Caretaker

- Oversee contractors on site.
- Ensure the buildings and grounds are safe and secure on a daily basis.
- Complete visual checks of school each morning of buildings and grounds.
- Record and report any Health & Safety issues identified to the SBM.
- Adhere to the COSHH regulations and refer to procedures.
- Work in accordance with risk assessments and safe methods of work.
- Securing the site
- Completing and recording asbestos condition monitoring plans
- Completing and recording of site management actions in respect of water hygiene
- Completing and recording statutory fire and emergency lighting inspections
- Supporting in the completion of risk assessments applicable to their work activities

Teachers

- Manage methods of work in own classroom environment and report any Health & Safety issues to the SBM.
- Maintain general tidiness within own classroom thus reducing risk.
- Ensure safety of self and pupils whilst in direct supervision.
- Assist with first aid matters according to training given.
- Ensuring that curriculum specific risk assessments are completed and shared with relevant staff

All Employees

Staff are expected to co-operate in achieving a positive culture ensuring health and safety and wellbeing is embedded within our core functions and service delivery.

Staff are reminded that they are responsible for playing their part in looking after their own health and safety and that of others who may be affected by their individual actions.

Staff are expected to:

- Carry out assigned tasks and duties in accordance with the information, instruction and training given
- Comply with all appropriate risk assessments and safe systems of work.
- Not to interfere with, or intentionally or recklessly misuse anything provided in the interests of health, safety, or wellbeing, or do anything likely to endanger themselves or others.
- Use work equipment provided for its intended use only, ensuring that damaged faulty equipment is not used and is reported.
- Co-operate with Managers on all matters of health and safety including identifying any training needs.
- Report all accidents and incidents including any unsafe practices or conditions.

Employee Safety Representatives

We work closely with our Trade Unions and their Safety Representatives.

Trade Union Safety Representatives have a right to conduct inspections of work areas provided they have not previously inspected the work area within the last three months.

Reasonable notice must be given to the headteacher in writing prior to the inspection taking place.

In addition, schedules of health and safety inspections will be shared with the Trade Unions, so they have the opportunity to accompany relevant school staff.

Arrangements for the Management of Health & Safety

Policy and Guidance

The following statutory policy and functions are applicable to all East Riding maintained schools through the Occupational Health and Safety Team:

- Provision of statutory health and safety policy documents
- Access to an incident reporting form and a central accident and incident reporting system
- Support with RIDDOR reportable accident and incident investigations (including RIDDOR reporting where necessary)
- Access to a Radiation Protection Officer and link to a Radiation Protection Advisor
- Provision of advice during and after emergency 'critical' incidents

The Local Authority provides statutory Health and Safety Policies, including Corporate Health and Safety Policy, Managing Asbestos Policy and Fire Safety (Corporate Buildings) Policy to maintained schools that are coherent and legally compliant to minimise risk for the school. Schools are recommended to adopt these through their governing boards to ensure compliance with statutory duties.

School policies and guidance are produced and regularly reviewed. These will be brought to the attention of all relevant employees at induction on first appointment and thereafter, following any significant change or routine review.

The schools own Health and Safety Policy and Arrangements should be shared and read in conjunction with the Corporate ERYC Health and Safety Policy.

Health & Safety Advice

The Management of Health and Safety at Work Regulations require a competent person to be employed to support organisations with the statutory requirements of health and safety legislation.

The Occupational Health and Safety Team at ERYC fulfil the competent person requirements through a team of dedicated and professional Health and Safety Officers who deliver high-quality advice in line with competent and professional standards through a dedicated H&S Service Level Agreement.

This includes access to documents and resources via the [HERE](#) for Schools Health & Safety Resource page, in addition to advice and support.

Consultation on Health, Safety and Wellbeing

The school will:

- Consult with employees about matters affecting their health, safety, and wellbeing,
- Ensure that health and safety is a standing item on all team and management meetings,
- Where requested under the Safety Representatives and Safety Committees or the Health & Safety (Consultation with Employees) Regulations, form a school Health and Safety Committee.

Training

All employees, including temporary and agency employees will receive,

- Induction training – on commencement of employment or immediately after any significant change to their duties, responsibilities or place of work. It will include:
 - Emergency procedures
 - First aid arrangements
 - Accident reporting
 - Hazard/safety issue reporting
 - Location of policy, guidelines and other relevant documents
 - Relevant risk assessments and safe systems of work
 - Smoking restrictions
 - A tour of the premises/site
 - Other relevant information
- Competency based training – relevant to the individual's role and development needs will be identified by managers and headteachers and delivered by the most efficient means, e.g. specialist courses or informal delivery of information and instruction

Records of competencies, skills and training will be kept for management and monitoring purposes, including the record of induction.

Employees are expected to attend training courses and refresher training as requested.

Audits

The school governors and headteacher are expected to ensure that the school's health and safety management systems and records are audited once per year to provide compliance assurance and identify any areas for improvement. An action plan will then be prepared by the headteacher in consultation with relevant staff to address the areas highlighted, and progress against the action plan will be reported to the governing body.

Inspections

To ensure the school premises, equipment, and systems remain safe and compliant, a structured programme of inspections and maintenance will be implemented. This includes statutory inspections, routine checks, and responsive monitoring based on risk assessments and operational needs.

All inspection outcomes must be recorded, and any defects or hazards must be addressed promptly with remedial action tracked and monitored.

Staff are expected to report hazards or defects immediately to support timely resolution and trend analysis.

The table below gives an overview of inspection requirements and frequencies.

A school specific site management plan is in place and monitored by the School Business Manager

Inspection Type	Frequency	Details
Daily site and workspace visual safety check	Daily	Completed as part of opening up procedures by the school caretaker/site management team. Classrooms and other workspaces should be visually checked by relevant staff who occupy or use the space eg teaching staff inspect their classrooms
Daily work/teaching space safety check	Daily	Completed as part of opening up procedures
Classroom Checklist	Half-termly	Teaching and/or classroom support staff are encouraged to complete a focused and documented classroom inspection on a monthly basis
General site health and safety inspection	Termly	Recorded and monitored for trends, shared with governing body
Fire Safety Checks (statutory)	Weekly/Monthly	In accordance with ERYC Fire Safety Policy
Asbestos Condition Monitoring (statutory)	At least annually	In accordance with the schools Asbestos Management Plan
Water Hygiene (Legionella) Checks	Weekly/Monthly	In line with the schools water hygiene risk assessment
Equipment – specific statutory and industry standards	In accordance with legislative requirements	For example lifting equipment, PE equipment, outdoor play equipment
Curriculum Department Inspections	As per industry guidance, minimum termly	Science, D&T, PE are considered high risk
Annual Health and Safety Governors Assurance Audit	Annual	Action plan developed and monitored through relevant Governing Body committee

Risk Assessments

All school activities will be subject to a risk assessment and, where there are any significant risks identified, they will be recorded.

The process of recording a risk assessment will include identifying the relevant control measures and devising a safe system of work that the person carrying out the task follows to ensure the health and safety of themselves and others who may be affected.

Specific individual assessments will be completed as required, including assessments for pregnant workers and new parents as soon as the school have received notification, and Display Screen and Workstation Assessments for identified individuals.

It is the responsibility of employees to ensure that their manager is informed of any pre-existing, new or emerging health conditions which could be affected by work activities.

In accordance with the Control of Hazardous Substances Hazardous to Health (COSHH) Regulations the school will endeavour to use non-hazardous substances as part of its work activities wherever possible. However, the school will ensure that an inventory of all substances is maintained and that appropriate safe systems of work are documented and shared with all relevant staff where necessary. All substances will be stored securely and only used by authorised persons.

Risk assessments will be reviewed annually or earlier in the event of an accident, incident or near miss; due to a change in work activity, environment or equipment; or following staff feedback.

Staff are expected to support in the completion of risk assessments relevant to their work activities and sign to confirm receipt and understanding.

Educational Visits

The school will ensure that a robust procedure is in place for the management of outdoor learning and educational visits.

The school will have in place specific arrangements to ensure safety is paramount when facilitating such learning experiences, including:

- Appointment of an Educational Visits Coordinator.
- Ensuring that all staff who organise and lead visits are familiar with the LA Visits Guidance, and that they are suitably trained and competent.
- Ensuring that the school has its own, up to date Educational Visits Policy and that this is brought to the attention of all relevant staff.

Health Surveillance

Where required by specific legislation and/or a risk assessment such as noise and hand arm vibration, health surveillance will be carried out to monitor and ensure that the individual suffers no work-related adverse effects from their employment at our school.

Fire and Other Emergency Procedures

The school will ensure that a fire risk assessment is completed at least every 5 years, thereby ensuring that sufficient management arrangements are in place that the risk of fire is managed so far as is reasonably practicable. An annual review will be undertaken by the school to ensure that it remains valid.

The school will ensure that there are written procedures in place that are to be followed in the event of an emergency that may affect the occupiers of the school premises or site including those temporarily off site

on educational visits. Details of emergency procedures will be shared by third-parties, such as external nursery/out of school club providers on site, or external lettings.

The procedures will extend beyond fires and bomb threats and will also consider any other significant threat in accordance with the Department for Education guidance relating to Protective Security and Preparedness

Where necessary, training will be delivered to anyone with specific roles to play within the procedures and this may extend to practice drills.

Other arrangements to ensure that safety systems are maintained and tested will be put in place.

Where necessary, Personal Emergency Evacuation Plans (PEEPS) are developed for staff, pupils or visitors if they have need of assistance to escape in an emergency. These will be shared with relevant staff and reviewed at regular intervals and following significant change.

Accidents, Injuries, Diseases and Dangerous Occurrences

The Reporting of Injuries, Diseases and Dangerous Occurrences regulations (RIDDOR) stipulate that certain events must be reported to the Health and Safety Executive (HSE). This is completed by the ERYC Occupational Health and Safety Team on behalf of our school when required.

It is essential that the guidance from the Occupational Health and Safety Team is followed in a timely manner so that accidents, particularly those which resulted in (or had the potential to result in) a serious injury or lost time, are recorded, investigated and reported to the HSE where necessary.

All staff are encouraged to report all accidents, incidents of verbal or physical abuse, and near misses promptly so that the school can identify and implements measures to prevent reoccurrence.

Within our school accidents are reported using the following process:

- Complete Accident Book – located in the school office and medical room
- Ensure that the Headteacher/Admin Officer is made aware of the accident as soon as possible to determine whether or not the council's accident reporting form (AIF) is required
- The accident should be investigated and the findings of any short-term action must be recorded.

The school will ensure that accident trends are monitored on a regular basis.

Administration of Medication

The school will have in place suitable arrangements to support children who have medical conditions in school. Arrangements will be in line with the statutory Department for Education Guidance 'Supporting Pupils with Medical Conditions at School' for both prescribed and non-prescribed medication.

The school have in place an Administration of Medications Policy, which outlines the expectations of parents and the school's arrangements both within the school environment and educational visits.

Where necessary the school will consult with the appropriate services to prepare individual health care plans.

Specific training needs will be identified and fulfilled by nominated staff.

Sun cream, unless specifically prescribed, is not considered a 'medication' and therefore the school will consider and manage the risk associated with exposure to the sun as part of their overall risk assessment process.

First Aid

The school will undertake a comprehensive assessment of first aid needs. This assessment will consider the size and layout of the school, the nature of activities undertaken, specific risks identified through risk assessments, and the needs of pupils, staff, and visitors.

To meet these requirements, the school will ensure:

- Adequate provision of trained first aid personnel, including staff trained in paediatric first aid where required under the Early Years Foundation Stage (EYFS) statutory framework.
- Appropriate levels of training are maintained, including refresher training, and records of certification are monitored by the School Business Manager
- Sufficient and accessible first aid equipment and supplies are available throughout the school site, including mobile kits for off-site activities and educational visits.
- A defibrillator (AED) is available on site, and designated staff are trained in its use. The location of the AED will be clearly signposted and known to all staff.
- Emergency first aid arrangements are in place and communicated to all staff, including procedures for summoning assistance and contacting emergency services.
- First aid treatment records are maintained in line with data protection requirements and monitored for trends to inform future risk management.
- The school will ensure that first aid provision is reviewed regularly, including after any significant incident or change in staffing, site layout, or pupil needs.

A First Aid Coordinator will be appointed to oversee the implementation and monitoring of these arrangements, ensuring compliance and continuous improvement.

Employment of Young or Vulnerable People

Risk assessments are completed, and specific arrangements are put in place where we employ young people under the age of 18 or vulnerable people where additional needs have been identified as requiring reasonable adjustment to take account of their inexperience and ensure they are not subject to any additional risk of harm or injury. The parent or carer must be provided with comprehensive and relevant information before the young person begins work.

Contractors and Self-Help Maintenance or Construction

Visiting contractors must be managed whilst on the school site.

Information about the risks, hazards and control measures (e.g. emergency procedures, asbestos, segregated area of work, welfare facilities etc.) that each party will be exposed to for the duration of an activity must be exchanged. A Managing Contractors on Site (Repair and Maintenance) template is available on the H&S Resource Hub on [HERE for Schools](#), and is recommended to be used.

Contractors must be provided with a site induction, particularly when working during school hours, to include safety and safeguarding requirements and arrangements.

School staff must raise any concerns, however minor, about contractor safe working practices immediately. Seek further guidance if necessary.

Any proposal to engage contractors to carry out construction activities must follow all relevant permissions being granted (internal, planning, building control, etc.) before the activity commences.

Such projects must comply with the Construction, Design and Management Regulations which places duties on clients (the school), designers, contractors etc.

The 'Schools Construction Management Self-Help' Form must be submitted to the Occupational Health and Safety Team if the school has opted to arrange works independently of the councils Infrastructure and Facilities SLA.

Safeguarding and Security

In line with Keeping Children Safe in Education (KCSIE) the school will have in place measures to safeguard young people, vulnerable individuals, and visitors including

- A safeguarding policy.
- Security measures documented as part of a site security risk assessment
- Appropriate supervision arrangements documented as part of risk assessments
- Appropriate recruitment, disclose and barring checks.
- Visitor signing in and identification arrangements.

Strategic Child Protection and Safeguarding Policy

2025 – 2026



Bubwith Community Primary School

Date of This Review	September 2025
Reviewed By	Rebecca Walker
Date Approved by Governing Body	
Date of Next Review	September 2026

Key Contacts List – September 2025

Role / Agency	Name and Role	Contact Details
School Designated Safeguarding Lead (DSL)	Rebecca Walker, Headteacher	Bubwith.primary@eastriding.gov.uk FAO DSL 01757 288261
School Deputy DSL (DDSL)	H.Littlefield, Class Teacher	Bubwith.primary@eastriding.gov.uk FAO DSL 01757 288261
Key Pastoral Staff – if applicable	J.Bell, Teaching Assistant	Bubwith.primary@eastriding.gov.uk 01757 288261
SENDSCO	Rebecca Cutler, Class Teacher	Bubwith.sendco@eastriding.gov.uk 01757 288261
Designated Safeguarding Governor	Fran Ward	Bubwith.primary@eastriding.gov.uk FAO Fran Ward 01757 288261
Chair of Governors	Emma Postlethwaite and Luke Howard	Bubwith.primary@eastriding.gov.uk FAO Chairs of Governors 01757 288261
Lead Governor – Filtering and Monitoring	Fran Ward	Bubwith.primary@eastriding.gov.uk FAO Fran Ward 01757 288261
Lead Governor – AP	Fran Ward	Bubwith.primary@eastriding.gov.uk FAO Fran Ward 01757 288261
CLA Designated Teacher	Rebecca Walker, Headteacher	Bubwith.primary@eastriding.gov.uk FAO DSL 01757 288261
E-Safety Coordinator	Rebecca Walker, Headteacher	Bubwith.primary@eastriding.gov.uk FAO DSL 01757 288261
Safeguarding and Partnership Hub	Child Protection Request for Service (RFS) Immediate Concerns Line T/c Contact with ASW	Mon – Thurs 8.30am – 5.30pm Friday – 8.30a, - 4.30pm 01482 395500 RFS should be sent to safeguardingchildrenshub@eastriding.gov.uk
Children's Emergency Duty Team	Urgent CP concerns outside of office hours when a child is at risk of or suffering significant harm	01482 393939
Early Help Hub	Early Help RFS	01482 391700 All RFS to be sent to ehphub@eastriding.gov.uk <i>*Please note that this arrangement may change in line with the re-organisation of what was previously Early Help</i>
Family Help School and Community Team Managers	North East West West	Debbie Sturdy – deborah.sturdy@eastriding.gov.uk Carol Vine – carol.vine@eastriding.gov.uk Poppy Dean – poppy.dean@eastriding.gov.uk Emma Stow – emma.stow@eastriding.gov.uk
Local ER Safeguarding Children Team	Goole Safeguarding Team	Council Offices, Church Street, Goole, DN14 5BG 01482 396842
Local ER Safeguarding	Caroline Sykes Suzanne Futter	caroline.x.sykes@eastriding.gov.uk Suzanne.futter@eastriding.gov.uk

Children Team Manager		
Safeguarding in Education Team Manager	Chris Hamling General strategic and operational safeguarding advice	chris.hamling@eastriding.gov.uk Please always use the SiET Inbox to initiate contact SiET safeguardingineducation@eastriding.gov.uk
ERYC LADO	Jayne Hammill Lisa Breene Referral of allegations against staff and volunteers	Please always use the LADO email to initiate contact with LADO LADO@eastriding.gov.uk
NSPCC Whistleblowing	NSPCC advice line is available here for staff who do not feel able to raise concerns regarding child protection failures internally	0800 028 0285 from 8am to 8pm, Monday to Friday or via email help@nspcc.org.uk
School critical incident, bomb threats etc & Educational Visit Emergencies (not Child Protection)	24 hour guidance and support	01482 392999
Humberside Police	Protecting Vulnerable People Unit	01482 220809
Humberside Police	Non-Emergency / Hate Crime Incident Reporting / Information Sharing	Telephone – 101 https://www.humberside.police.uk/ro/report/hate-crime/triage/v1/report-hate-crime/ https://www.humberside.police.uk/ro/report/ocr/af/how-to-report-a-crime/ https://www.humberside.police.uk/partners/partner-services/community-partner-intelligence/v2/share-community-partnership-intelligence/share-community-partnership-intelligence/
ERSCP	General strategic and operational Safeguarding and CP advice and multi-agency training	https://www.erscp.co.uk/ ERSCP.enquiries@eastriding.gov.uk ERSCP.training@eastriding.gov.uk
Hull N Yorks N Lincs NE Lincs	Out of County - Children's Social Care	01482 448879 EDT 01482 300304 0300 131 2 131 EDT 01609 780780 01724 296500 EDT 01724 296555 01472 326292 EDT 01472 326292
ERYC Child Exploitation	Making a Change Team	makingachangeteam@eastriding.gov.uk
Prevent	Humberside Police ERYC	101 / 0800 011 3764 (National Police Prevent Advice) https://www.humberside.police.uk/advice/advice-and-information/t/prevent/prevent/beta/prevent-team-referral/ prevent@eastriding.gov.uk

1. Purpose and Aims

Purpose

The primary purpose of our school safeguarding policy is to document our whole school approach protecting children from harm and promote their well-being. It outlines procedures in place at Bubwith CPS for identifying preventing and responding to various forms of abuse, neglect, exploitation and other risks that could negatively impact on a child's safety and development.

We are committed to maintaining a safe environment where children can thrive without fear of neglect, physical, emotional or sexual harm or exploitation. We know that children who feel safe and secure at school are more likely to achieve their full potential.

We will be alert to the signs of all types of abuse, neglect and exploitation and follow our procedures to ensure that children receive effective support and protection as soon as concerns are identified – providing the right level of support at the right time.

Aims

Our aims are based around the guidance from KCSiE 2025, which defines safeguarding and promoting the welfare of children as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Working Together to Safeguard Children (2023) further extends this definition to include:

- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- Taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework

Children's welfare is of paramount importance at Bubwith CPS. As a result, we will establish and maintain support structures and an ethos where children feel secure and are encouraged to talk openly, have trusted adults available and are listened to and feel reassured. Children at Bubwith CPS will be able to talk freely to any member of staff if they have worries or concerns.

We also recognise the importance of working positively with parents and carers and offering support and guidance to families during difficult times in their lives.

Everyone who works with and supports our children and their families has a role to play in safeguarding children. We recognise that staff at our school (including third party agency staff, governors and volunteers), play a particularly important role as they can identify concerns early and provide help for children to prevent concerns from escalating. All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members will always act in the best interests of the child.

All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to concerns shared by a child and how to record and report this information. Staff are unable to provide a commitment of confidentiality when information and concerns are shared and will explain how information will be shared, with who, the reason for this and what will happen next.

Staff are aware that there are a broad range of specific, and at times interlinked safeguarding / child protection issues, which require vigilance and may need potential action for example, early help support (as outlined in KCSiE 2025, Para. 18) These concerns can occur 'direct / in person' and / or online and straddle within the family and outside of the family settings. (or both). Similarly concerns can arise in or outside of school. The nature, extent and significance of the specific concerns will determine the decision making by the DSL / DDSL and subsequent action taken.

At Bubwith CPS, we recognise the need to give special consideration to those children with Special Educational Needs and/or disabilities, those who are looked after or previously looked after by the local authority, and those who have a social worker, recognising that additional barriers can exist for this group of children. Additionally, we are aware of the, often interlinked, vulnerabilities, that some of our pupils face and will work to identify and support / minimise these.

Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills.

At all times we will work in partnership and endeavour to establish effective working relationships with colleagues from other agencies, parents, carers and in line with Working Together to Safeguard Children (2023) and ERSCP local procedures.

3. Roles and Responsibilities

3.1 DSL and DDSL

A full outline of the role and responsibilities of the DSL can be found in KCSiE 2025, Annex C. In accordance with this, the DSL is a member of the SLT and holds overarching responsibility for ongoing oversight of safeguarding and child protection policy and procedures (including online safety and IT filtering and monitoring). This covers record keeping, coordinating staff training and briefings and ongoing staff awareness and a whole school approach to maintaining a culture of vigilance.

During term time, the DSL or DDSL (or another appropriately trained senior staff member) will be available on site when the school is open to coordinate support, advise staff, or respond to safeguarding concerns and child protection issues. Bubwith CPS will ensure that there is adequate and appropriate cover arrangements for any out of hours / out of term activities. The DSL will lead on multi-agency working and have oversight and coordinate any referrals made by the school.

While the activities of the DSL may be shared and delegated (e.g. to the DDSL and within the pastoral structures), the ultimate lead responsibility for safeguarding and child protection remains with the DSL and will not be delegated.

The DSL will ensure that individual staff members are informed of actions taken in response to concerns they have reported to the DSL. If a staff member feels that the actions are inappropriate, ineffective, or that the concern persists, they should raise these concerns with the DSL or a senior staff member and request reconsideration or discussion. If the staff member still has concerns or considers the situation urgent, they may seek guidance from SiET, SaPH or the LADO.

The DSL will work with the DSG to ensure that the Governing Body are informed and able to retain appropriate strategic oversight of school safeguarding.

To develop the necessary knowledge and skills for their role, the DSL will undertake appropriate and specific training; the same applies to the DDSL. Training to develop and maintain skills and knowledge will be regularly updated, in accordance with local ERSCP protocols, SiET recommendations and as required by statutory and non-statutory guidance. Training will be completed and refreshed through various methods, at regular intervals and at least annually.

3.2 Governance and Leadership

The Governing Body fully recognises its responsibilities regarding safeguarding and child protection and promoting the welfare of children as outlined in KCSiE, 2025, especially Part Two. The Governing Body has the strategic responsibility to monitor and ensure that all child protection arrangements, procedures, policies, and training are in place and effective. Safeguarding will be an agenda item on every full Governing Body meeting, and any relevant reports on the operation of safeguarding / child protection across the school are provided and considered.

The Governing Body will allocate specific Governors to have oversight of and support Safeguarding (DSG), Filtering and Monitoring and where appropriate the commissioning and use of AP.

Management and leadership by the Headteacher and Governors ensure that the time, resources, and training are adequate to ensure that the DSL responsibilities, as outlined in KCSiE 2025, are carried out and that all strategic child protection and safeguarding arrangements are in place and effective.

The Governing Body will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so that all systems, processes, and policies operate with the best interests of the child at their heart and will facilitate and maintain a whole school approach to safeguarding.

3.3 All Staff

It is recognised that staff play a key role in safeguarding as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. All staff in school understand that they have a professional, moral, and legal responsibility to safeguard and promote the welfare of children. Staff are aware of their responsibilities in relation to Whistleblowing, the school Code of Conduct and Low-level concerns and will support a culture of ongoing vigilance.

This includes a responsibility to be alert to the various child protection / safeguarding issues outlined in KCSiE, 2025 (Part One and / or Annex A and Appendix 4 of this Policy) and associated indicators of, for example, abuse, neglect, exploitation, violent extremist radicalisation, sexual violence, and sexual harassment, and to record and report concerns immediately to staff identified with child protection responsibilities within the school. Staff will be briefed and undertake training as appropriate to ensure that safeguarding duties are understood and can be fulfilled.

Staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to a DSL if they have any concerns about a child.

In line with existing and relevant policies, for example, Staff Code of Conduct and student Behaviour Policy, staff will determine how best to build trusted relationships with children, young people and parents/carers which facilitate appropriate professional communication.

3.4 Children and Young People

Through the maintenance and communication across school of a robust and effective safeguarding culture and procedures, every effort will be made to ensure that every child will:

- feel safe, be listened to, and have their wishes and feelings considered
- confidently report concerns and abuse, knowing their concerns will be treated seriously and knowing they can safely express their views and give feedback
- contribute to the development of safeguarding policies and practice
- receive help from a trusted adult
- learn how to keep themselves safe, including online and out of school

3.5 Parents and Carers

At Bubwith CPS we believe that our safeguarding work will be more effective if it is carried out in partnership with parents and carers and that preventative and supportive strategies are most effective. To this end we will offer support and where appropriate help facilitate access to universal support services and in school pastoral support structures. This will be underpinned by open and honest communication and transparency in terms of purpose, always working in the best interests of the child. Where appropriate we will, in agreement with parents / carers, seek support from Family Help School and Community Team to progress preventative / early help assistance (See Section 8).

However, we ensure that parents are aware that there may be certain circumstances and rare occasions when we need to progress concerns in relation to child protection and seek advice, without parental / carer consent or knowledge. This will be undertaken in line with local procedures outlined ERSCP guidance.

4. Training

The DSL, supported by the DSG and Headteacher, will oversee the staff safeguarding induction and training program to ensure that all staff working in school have completed the level of training appropriate to their role and that this is refreshed at required intervals (for example every 2 years for Prevent). The DSL will make reference to the SiET training guide and ERSCP requirements to guide the oversight of training. All training will be recorded centrally and regularly reviewed to ensure that any 'refresher' training requirements are met. The staff safeguarding training induction program will run across the whole school year and holidays and all is applicable to all appointments during this period. Records of staff induction will be maintained to evidence the process.

4.1 All Staff

All staff working in school will complete training in line with their designated role in school and a record of this will be maintained as evidence. All staff members will undertake safeguarding and child protection training at induction, including on Whistleblowing / Low-level Concerns procedures and Online Safety. This will ensure staff understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse, neglect and exploitation.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring
- Have regard to the 'Teachers' Standards' to meet the expectation of all teachers in terms of responsibilities and professional conduct
- Cover the government's anti-radicalisation strategy, Prevent, to enable staff to identify children at risk of becoming involved with or supporting terrorism, and to challenge extremist ideas
- Staff will also receive regular safeguarding and child protection updates throughout the year (for example, through emails, e-bulletins and staff briefings) and at least annually through staff inset training

4.2 The DSL and DDSL

The DSL and DDSL will undertake specific DSL child protection and safeguarding training at least every 3 years (every 2 years in EYFS settings).

In addition, they will update their knowledge and skills at regular intervals (for example, through SiET newsletters, meeting other DSLs, or taking time to read and digest safeguarding developments) and at least annually through the SiET Annual DSL Briefing. Training will be undertaken in line with the SiET training guide and recommendations of the ERSCP. This will ensure that more specialist knowledge is developed to fulfil the broad safeguarding remit of the role(s).

They, or any other designated Prevent lead, will also undertake more in-depth Prevent awareness training, including on extremist and terrorist ideologies.

4.3 Governors

All Governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities and provide strategic challenge and oversight
- It can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding
- As the Chair of Governors may be required to act as the 'case manager' if an allegation of abuse is made against the Headteacher, members of the Governing Body will have access to support and training in managing allegations for this purpose

4.4 Volunteers

Safeguarding training for school volunteers is crucial for ensuring the safety and well-being of children in school. It equips volunteers with the knowledge and skills to recognize potential risks, understand reporting

procedures, and create a safer environment. Volunteers will understand and be able to identify different types of abuse, understand safeguarding responsibilities and school procedure, and how to respond to concerns. The DSL will ensure that all volunteers receive appropriate training, prior to undertaking any work in school.

5. Opportunities to Teach Safeguarding

Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that children have a range of age-appropriate contacts and strategies to ensure their own protection and that of others. We recognise that Bubwith CPS play an essential role in helping children to understand and identify what is appropriate child and adult behaviour, including what is 'safe' for themselves and others and how to seek advice and support when they are concerned.

As part of our curriculum Bubwith CPS teaches about safeguarding, including online safety and healthy relationships – '*Relationships Education, Relationships and Sex Education (RSE) and Health Education*' - for teaching up to 31.08.26. [RSE RSHE Guidance](#)

and recognises that effective education is tailored to the specific needs and vulnerabilities of individual children including children who are victims of abuse and children with special education needs or disabilities. We recognise that Bubwith CPS plays a crucial role in preventative education, in the context of a whole-school approach that prepares children for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. We have a clear set of values and standard which are upheld and demonstrated throughout all aspects of school life. They are underpinned by Bubwith CPS behaviour expectations and policy and pastoral support system, as well as by a planned programme of effective PSHE delivered weekly by class teachers, following the Kapow scheme of learning and reinforced throughout the whole curriculum. Our programme is fully inclusive and developed to be age and stage of development appropriate (particularly when considering the needs of children with SEND and other vulnerabilities).

Where we invite external organisations and/or visitors to enrich our safeguarding curriculum, we ensure that we review the educational content to ensure it is age appropriate and has educational value.

Our programme tackles safeguarding issues (at an age-appropriate stage) in line with KCSIE 2025 (Para. 128-133) and the expectations outlined in DfE guidance.

6. Specific Safeguarding Concerns

Part One and Annex B of KCSIE 2025, provide further information on the types of abuse and a range of specific safeguarding issues.

All staff are made aware of the possible indicators of abuse, exploitation and neglect and how to respond to concerns and allegations and any information shared by children, following school safeguarding procedures. Staff are aware that some children will have an increased risk of abuse, both online and in person and in/out of school, as listed below.

6.1 Physical, Emotional, Sexual Abuse and Neglect

Please see Appendix 4 – Categories of Abuse, Neglect and Exploitation, for further information. When assessing Neglect, consideration will be given to using the ERSCP Neglect and Environment Screening Tool document to structure analysis of concerns - [NEST](#). When there are potential concerns around Exploitation, consideration will be given to using the Risk Indicator Tool - [RIT Tool](#)

6.2 Child-on-Child Abuse

All staff are aware that children can abuse other children and that this can happen inside and outside of school and online. It can be an isolated incident or part of a pattern and may involve, power imbalance, intent and repetition. A distinction will be made between child-on-child abuse and lower level peer conflict, to ensure there is an accurate portrayal of the prevalence of both within school. All staff are aware of the different types of child-on-child abuse and the indicators, which include, but are not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying

- Abuse in intimate personal relationships between children
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Emotional abuse – deliberate unpleasantness, name calling, scapegoating, humiliating etc
- Sexual violence and sexual harassment
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Staff are aware that 'up skirting' behaviour is a criminal offence and must be reported as such to senior staff as a form of sexual harassment.
- Initiation/hazing type violence and rituals

Bubwith CPS recognises that even if there are no reported cases of child-on-child abuse, such abuse is still likely to be taking place and it may be the case that it is just not being reported or identified. As such, it is important that staff are vigilant and speak to the DSL (or DDSL) about any concerns regarding child-on-child abuse – observed or reported.

All staff are aware of their responsibility to model appropriate behaviour and the need to report any concerns around staff behaviour (in or out of school) to the DSL who will act appropriately to ensure this is investigated, acted upon and any support required is delivered (see Section 13).

All staff will routinely challenge inappropriate behaviour as part of a school wide commitment to 'zero tolerance' of child-on-child abuse. In this way, any potential for such behaviours to become tolerated, normalised or dismissed will not be realised. In line with this, staff will encourage students to share any concerns, confident and safe in the knowledge that this will be taken seriously, and concerns acted upon and support provided. Please see our Behaviour policy for further information. This may involve utilising the school Behaviour Policy and sanctions where appropriate. Students are aware of how to share concerns in confidence, through PSHE lessons, discussions with their class teacher, pastoral sessions or speaking to the Headteacher.

The school RSE/RSHE curriculum supports the inclusive ethos of Bubwith CPS and allows children to identify this type of abuse, reinforces that this is not acceptable in anyway and supports children to seek help should they require it. This represents a key aspect of teaching safeguarding, maintaining an effective safeguarding culture and a school wide preventative approach to safeguarding.

Concerns about children's behaviour, including child-on-child abuse taking place offsite will be responded to as part of a partnership approach with children involved and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing policies, for example anti-bullying, acceptable use of IT, behaviour and child protection policies.

Note: section 89(5) of the Education and Inspections Act 2006 gives Headteachers a statutory power to discipline children for poor behaviour outside of the school premises, for example, when children are not under the lawful control or charge of a member of school staff, to such extent as is reasonable. This legislation is for schools only and is not applicable to independent schools.

If there is a concern that the level of possible abuse may reach a threshold for Police and or Children's Social Care involvement or that either the alleged victim or perpetrator should be offered support or intervention from the Early Help Hub, appropriate contact and Request for Service documents (if needed) will be made in-line with local safeguarding procedures.

In cases of possible Hate Crime, a separate referral will be made to the Humberside Police Hate Crime reporting system Humberside Police Online Reporting Hate Crime - [Humberside Police Online Reporting Hate Crime](#) - or via 101 or online at the ERYC web site - [ERYC web site](#)

This will not prevent or delay the school in following their own internal disciplinary procedures and/or making a Request For Service - [Request for Service](#) - to SaPH if this is required.

If an incident has occurred during the school day or is occurring, that is clearly an urgent criminal matter, 999 must be called.

Where any child involved in child-on-child abuse is an open case to partner agencies, the lead professional will be updated, and school will share information with and take advice from these agencies. This will include the status of any investigation, supervision, forward planning and details of any Police involvement. School will make every effort to ensure that during such investigations all children involved are treated fairly and consistently and that appropriate supervision and support is in place. Parents will be made aware of any specific arrangements that are put in place.

Every effort will be made to minimise disruption to the education of all involved.

Whilst it is important that the school does not assume guilt without clear evidence or direction from other agencies, it is important to ensure that the victim or alleged victim is fully protected and supported throughout the process.

In circumstances where a child may present a risk to peers or staff, appropriate Risk Management plans will be developed with appropriate advice from other agencies. These plans will be discussed with staff on a need-to-know basis and the child and parents/carers.

6.3 Child-on-Child Sexual Violence and Harassment

When responding to concerns relating to child-on-child sexual violence or harassment, the guidance outlined in Part five of KCSIE 2025 will be followed, along with the SiET *'Guidance to school and education settings for managing incidents of Inappropriate Sexual Behaviour(s), Sexual Harassment and Violence'*.

It is recognised that sexual violence / abuse and sexual harassment are never acceptable and can happen anywhere, and all staff will maintain an attitude of 'it could happen here' and that sexual violence and sexual harassment can occur between two children of any age and sex.

Bubwith CPS adopts a school wide 'zero tolerance' approach to such behaviours. It is recognised that it can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face-to-face (both physically and verbally), potentially in and out of school.

A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or ever be made to feel ashamed for making a report. All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe.

Abuse that occurs online or outside of the school will not be dismissed or downplayed and will be treated equally seriously and in-line with relevant policies/procedures, for example anti-bullying, behaviour, child protection and online safety.

Regarding the law, it will be explained that the law is in place to protect children and young people rather than criminalise them. This will be done in such a way to avoid creating alarm or distress.

Staff recognise that an initial allegation or sharing of a concern to a trusted adult may only be the first incident reported and could be part of a pattern of previous and ongoing incidents rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse. All staff will be aware certain children may face additional barriers to telling someone, for example because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation and identity.

Any concerns should be shared immediately with the DSL (or DDSL) who is likely to have a complete safeguarding picture and will be the most appropriate person to advise on the initial response:

The DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator, and any other children involved/impacted, in-line with Part Five of KCSIE 2025 and relevant local/national guidance and support.

The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all students and staff and any actions that are required to protect them.

The consideration of concerns involving an online element will take place in accordance with relevant local/national guidance and advice.

Reports will initially be managed internally by the DSL and where necessary advice sought and information shared with partner agencies (SaPH, Police, Family Help etc.).

Important considerations which may influence this decision include:

- the ages of the children involved
- the developmental stages of the children involved
- if the alleged incident is a one-off or a sustained pattern of abuse - sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature
- any other related issues and wider context, including any links to child sexual exploitation (CSE) and child criminal exploitation (CCE)
- whether there are any ongoing risks to the victim, other children, or staff
- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behaviour - [Harmful Sexual Behaviour](#) - has been displayed
- any power imbalance between the children
- that sexual violence and sexual harassment can take place within intimate personal relationships between children.
- understanding intra familial harms and any necessary support for siblings following incidents.

Routinely and in most instances, the DSL will engage with both the victim's and alleged perpetrator's parents/carers when there has been a report of sexual violence and / or harassment; but this decision making will be on a case-by-case basis.

The exception to this is if there is a reason to believe informing a parent/carer will put a child at additional risk.

Any information shared with parents/carers will be in line with information sharing expectations, school confidentiality policy, and any data protection requirements, and where they are involved, will be subject to discussion with other agencies (for example Children's Social care and/or the Police) to ensure a consistent approach is taken.

If at any stage the DSL is unsure how to proceed, advice will be sought from the either / or the Safeguarding in Education Team, the Family help School and Community Team and / or SaPH.

6.4 Honour Based Abuse (HBA)

All staff are reminded of the need to be aware of such abuse as outlined in Part 1 and Annex B of KCSiE 2025, and the statutory duty and responsibility to report concerns related to FGM - [Female Genital Mutilation](#).

So-called 'Honour Based Abuse' (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, Forced Marriage, and practices such as Breast Ironing.

All forms of HBA are abuse, regardless of the motivation, and concerns will be responded to as child protection concerns and in-line with school and local safeguarding arrangements. Staff will report any concerns about HBA to the DSL (or a deputy) who will consider a contact to SaPH. If there is an immediate threat or risk of abuse, the Police will be contacted via 999.

Whilst all staff will speak to the DSL (or DDSL) regarding any concerns about Female Genital Mutilation (FGM), there is a specific legal duty on Teachers:

If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the Police and will be supported by the DSL in doing so.

6.4.1 FGM Reporting Procedure

The following reporting procedures in-line with ERSCP / Humberside Police agreed arrangements should be followed in case of possible or alleged FGM. However, if there is a suspicion that a girl is at immediate risk of such abuse, Police should be contacted via 999.

If a member of staff suspects that a girl has suffered or may be at risk of suffering FGM or subject to Forced Marriage, they must discuss these concerns with the DSL immediately. The DSL will follow ERSCP procedures and contact SaPH by phone using the Immediate Concern line.

The DSL or Teacher will follow advice from SaPH before discussing such concerns with parents or carers.

If a member of staff discovers from the victim, or peer or other source, or physical evidence (which is highly unlikely for a member of school staff) that FGM has taken place. The DSL must be informed immediately and should contact the Police and then SaPH using the 'Immediate Concerns' line..

In this case, if the member of staff is a teacher (or employed to carry out teaching duties) the referral to Police and SaPH will be made by this teacher with the guidance and support of the DSL. For other staff such a referral will be made by the DSL, but this will need to identify the member of staff and the information they have reported.

The written Request for Service should be made immediately.

If the DSL or Deputy DSL is not available within this timescale, the member of staff should contact SaPH and update the DSL.

A written 'Request for Service Form' should be forwarded to SaPH in-line with ERSCP safeguarding procedures.

6.5 Minimum Age for Marriage

Staff are aware of the law change that came into force in February 2023. This made it a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

6.6 Contextual Safeguarding

All staff will be made aware of the need to consider that wider aspects of the child's life beyond the family situation may place their safety and welfare at risk. This is particularly important in respect of potential exploitation, which remains a significant and ongoing safeguarding concern.

6.7 Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) and County Lines

Staff are made aware of the possible indicators of CSE and CCE and the need to refer these concerns to the DSL. All staff have received and been given time to read KCSiE 2025 Part One and have access to Annex B: Further information. Any concerns will be referred to SaPH in order that the LA can consider this information in-line with the '*ERSCP Effective support for children, young people and families in the East riding of Yorkshire*' - [Effective Support guidance](#)

It is recognised that both CSE and CCE are forms of abuse and exploitation that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity. Routinely, this will be in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Staff are aware that children can become trapped by such exploitation as perpetrators can threaten victims and their families with violence or entrap and coerce them into debt. Children involved in criminal exploitation often commit crimes themselves which can mean their vulnerability as victims is not always recognised (particularly older children) and they are not treated as victims; despite the harm they have experienced. The experience of girls who are criminally exploited can also be very different to that of boys and that boys and girls being criminally exploited may be at higher risk of child sexual exploitation (CSE).

Staff recognise that CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities and includes 16 and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited, for example, they may believe they are in a genuine romantic relationship.

County Lines

Staff are aware that the exploitation of children to be used to carry drugs and money from urban to suburban, rural, market and seaside towns, is a growing problem and that the East Riding is an area that is targeted. Where there are concerns in relation to any type of potential exploitation of children, school will consider completing a Risk Indicator Tool - [RIT Tool](#) – to help assist in profiling concerns and also seek support / advice From the Making a Change Team. Concerns in relation to exploitation will be considered as potential child protection issues and dealt with in line with agreed procedures.

6.8 Possible Violent Extremist Radicalisation & Hate Incidents

Bubwith CPS is aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015 and associated guidance - [2023 Prevent Duty Guidance](#) - to have “due regard to the need to prevent people from being drawn into terrorism”, also known as the Prevent Duty and the specific obligations placed upon us as an education provider, regarding risk assessments, working in partnership, staff training, and IT policies.

Staff are made aware that children are susceptible to extremist ideology and radicalisation and staff will be alerted to changes in children’s behaviour which could indicate that they may be in need of help or protection. Concerns about the possible radicalisation of, or influence on children by violent extremist political or religious groups should be referred to the DSL.

If it is felt that there are concerns about possible radicalisation to encourage violent extremism, including online, or concerns about the behaviour of parents or other family members, a referral will be made to the Police - [Police](#) - and Local Authority - [ERYC Prevent](#)

If there is an immediate concern of risk or emergency, the school will call 999.

The National Prevent referral form and instructions can be found on the ERSCP web site - [Prevent referral form](#)

This will not prevent or delay the school in following our own internal disciplinary procedures in such cases. The RSE / RSHE curriculum will ensure that issues such as tolerance, respect, democracy, and individual liberty are covered in age-appropriate ways.

The school ensures that potentially controversial issues are discussed and covered within the curriculum and that these are not avoided but dealt with appropriately within the planned and informal curriculum.

Following an assessment of the levels of risk within the school and wider community, appropriate levels of training will be given to DSL, senior staff, and other staff.

Visiting speakers and organisations will be checked to assess the suitability in respect of the above elements of RSHE / RSE activities within school.

6.9 Serious Violence

This is a complex area with potential indicators existing across personal, relational and environmental domains, normally in combination when incidents actually occur. All staff are aware of indicators or signs and symptoms that a child may be at risk or have suffered serious violence or be involved in such behaviour possibly related to gang type activities or criminal exploitation. Any concerns regarding serious violence will be reported and responded to in-line with other child protection concerns by speaking with the DSL or DDSL. Staff will take any allegations seriously and work in ways that support children and keep them safe.

6.10 Domestic Abuse

The school is involved in the Humberside Police /LA Domestic Abuse Operation Encompass alert system - [Operation Encompass](#) - and supports children appropriately when alerts are received. All staff are aware of the need to be alert to the possible indicators of Domestic Abuse including coercive control and refer concerns to the DSL.

Staff understand that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional abuse. Children can be victims of domestic abuse and may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). Domestic abuse can have a detrimental and long-term impact on children’ health, well-being, development, and ability to learn.

If staff are concerned that a child may be at risk of seeing, hearing, or experiencing domestic abuse in their home or in their own intimate relationships, immediate action should be taken by speaking to the DSL (or DDSL).

6.11 Private Fostering and Direct Payments

If the school is made aware that a child under the age of 16 (under 18 if disabled), is or may be cared for by someone who is not their parent or a 'close relative'*; in a private arrangement made between a parent and a carer for 28 days or more, or where the placement is likely to be more than 28 days, a request for service to SaPH will be made.

*Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles, or aunts - whether of full blood, half blood or marriage/affinity

If we are made aware that a direct payments worker is engaged by parents for overnight supervision of children, SaPH will be notified if the school has concerns about such arrangements.

6.12 Mental Health and Emotional Well-being

All concerns in relation to student Mental Health and Emotional Well-Being will be shared promptly with the DSL. Staff are well placed to observe children day-to-day and identify those whose presentation and behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Staff recognise that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACE), can impact on their mental health, behaviour, and education.

The school will arrange support for children with Emotional & Mental Health issues by accessing universal services. If additional support is needed, advice and support will be requested in-line with the 'LA Effective Support' model. The DSL will contribute to school planning to provide appropriate support structures in this area. All staff are trained in Emotion Coaching techniques and children can be referred for ELSA sessions to provide personalised support.

6.13 Violence Against Women (VAWG)

Violence against women and girls (VAWG) encompasses a range of harmful acts, including physical, sexual, and psychological violence, disproportionately affecting women and girls. This violence can occur in various settings, such as within the family, the community, and online. VAWG has significant and long-lasting impacts on victims, affecting their physical, mental, social, and financial well-being

It can encompass Domestic Abuse, Sexual Assault, Stalking, Female Genital Mutilation (FGM), HBA, Street Harassment and Online Harm

VAWG is often underpinned by misogynistic beliefs and attitudes involving the hatred of, contempt for, or prejudice against women or girls. It can also encompass a belief in the inferiority of women or a bias against them. In a broader sense, misogyny can refer to social systems or environments where women experience hostility and hatred simply for being women, particularly within historically patriarchal structures

Staff will be alert to potential indicators and share any concerns with the DSL and the RSHE curriculum will be used to champion tolerance, inclusivity and anti-discriminatory attitudes and beliefs alongside a school wide approach of zero tolerance.

School will seek White Ribbon accreditation - [ERYC White Ribbon](#)

7. Vulnerable Children and Those Potentially at Risk of Harm

7.1 Children with a Social Worker

School will work closely with Vulnerable Children Education Team (VCET) Strategic Lead for the Education of Children with a Social Worker and the Virtual School Headteacher and pay due regard to meeting the requirements of relevant statutory and non statutory guidance.

The DSL will maintain records and details of children who have a Social Worker and also any child in Kinship Care and where information is available, where there has been previous involvement of a Social Worker. The DSL will liaise with school staff to ensure relevant information is shared and that there is consistency of approach and support and reasonable adjustments where appropriate.

In turn this will inform decision making and support to promote positive outcomes spanning attainment, progress and well-being, as well as pastoral support and managing any safeguarding concerns (for example responding to any attendance and behaviour issues)

The DSL will ensure that the allocated Social Worker is kept informed and updated and that information is shared promptly to facilitate multi-agency working.

7.2 Children who are Lesbian, Gay, Bisexual or Gender Questioning

The Cass Review (2024) identified that caution is needed for any child questioning their gender as there remain many unknowns about the impact of social transition. School is mindful of this and as part of the school wide commitment to inclusion there will be a zero tolerance approach to any form of child-on-child abuse and prejudicial / discriminatory behaviours.

Every effort will be made to provide a safe, supportive and inclusive environment for any child who is lesbian, gay, bisexual or gender questioning. It is acknowledged that this is a potentially complex and challenging area that remains under review, pending the publication of revised government guidance. However in line with the current guidance incorporated in KCSiE 2025, (Para. 204 – 208) school will adopt a cautious approach to supporting a gender questioning child by:

- Considering the broad range of the individual needs
- Working in partnership with parents (except in the rare circumstances where involving parents would bring significant risk to the child)
- Taking account of any clinical advice available and encouraging parents to seek such help and advice
- Considering how to address wider vulnerability issues such as the risk of bullying, complex psychosocial / mental health / emotional well-being issues and in some cases any SEND factors.

This approach will not detract from support available but will be used to inform and structure decision making.

It is recognised that risk can be compounded when children lack trusted adults with whom they can be open and every effort will be made to reduce the additional barriers faced and create a culture where children can speak out or share their concerns with members of staff. This is supported by the curriculum which prepares children for life in modern Britain and supports school value and ethos around inclusivity and tolerance..

7.3 Children Looked After (CLA) and Previously Looked After (PLAC) and in Kinship Care

Bubwith CPS recognises the common reason for children becoming 'looked after' is a result of abuse and / or neglect and that a PLAC and child in Kinship Care can potentially remain vulnerable as a result of past adversity and trauma.

The Designated Teacher who supports and promotes the educational achievement of both CLA and PLAC, working closely with VCET to promote educational achievement and positive outcomes, will liaise with the DSL and staff colleagues to ensure that support is provided and ensure that the needs identified in the child's Personal Education Plan (PEP) are met.

Records of professionals involved will be maintained by the DSL and information shared as required in a timely manner and when requested by VCET.

The DSL and Designated Teacher will work together to ensure staff have the information required to support this cohort and also that staff are aware of and meet the requirement for information to be made available for statutory review meetings.

7.4 Elective Home Education (EHE)

Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, local procedure will be followed and the LA informed about the decision. Where the child involved has an EHCP, we will assist the LA as required to complete the necessary review of the plan and work closely with parents/carers.

We will work together with, and support parents/carers and other key professionals and any organisations / agencies involved to ensure decisions are made in the best interest of the child and that the decision is fully informed.

7.5 Attendance - Children with unexplainable and/or persistent absences from education and commissioning and oversight of Alternative Provision

Bubwith CPS is committed to promoting the highest possible level of pupil attendance and continually tracks, monitors and reviews attendance at an individual pupil level and across identified cohorts within school. KCSiE 2025 (Para. 168-171 and 331) and relevant statutory guidance is followed, adopting a multi-agency approach where necessary. Working Together to Improve School Attendance

This is a recognition of the safeguarding risks associated with poor attendance (for example neglect and child sexual and criminal exploitation). The robust approach to attendance monitoring will support the identification of such abuse and may help prevent the risk of concerns escalating and children going missing in the future. It is also an acknowledgement of the negative impact upon well-being and personal development, engagement with learning and progress that poor attendance leads to.

Accurate and up to date contact details of a minimum of two contacts will be maintained and this information used to facilitate communication in the event of concerns. Please refer to our attendance policy, that clearly documents procedures and expectations in relation to attendance and communicating absences and the graduated school response to concerns. In the case of pupils with unexplainable and/or persistent absences from education or for prolonged periods, school will make all reasonable efforts to locate the child/ren

If a child is absent from school for any reason, parents should call 01757 288261 first thing in the morning to report the absence. Evidence for absences may be requested and forms for planned absences can be collected from the school office and should be returned before the start of the absence.

A pupil will only be removed from the register if the statutory grounds for doing so are met and the LA will be informed of the intention to do so. School will seek support from and work with EWS as concerns emerge and inform EWS if any pupil fails to attend without permission for a continuous period of 10 days or more (or prior to this if there are increased safeguarding concerns and / or clear evidence from school/college efforts that a child has relocated and whereabouts unknown). Pupils attendance falling below an agreed level will be discussed with EWS.

If a pupil is an open case to partner agencies, any concerns around attendance will be communicate promptly by the DSL to the allocated professional. For example, a pupil who is the subject of a Child Protection Plan. Similarly, in the event of any pupil identified as vulnerable generating attendance concerns the DSL will consider the safeguarding implications of this and what is the appropriate course of action. This may involve taking advice from partner agencies such as the Family Help School and Community Team, SiET, EWS and potentially SaPH or the Police in certain circumstances.

If a child absconds from the site, the school will make an initial search and contact the parent / carer or other emergency contact (and Social Worker if open to CSC). If after that search, the child is not located, the school will contact the Police within 20 minutes of the alert or sooner in extreme circumstances.

Commissioning and oversight of Alternative Provision

Any use of AP will be commissioned and overseen in line with the requirements of KCSiE 2025 (Para. 168-171 and 331) DfE statutory guidance '*Arranging Alternative Provision A Guide for Local Authorities and Schools, Feb. 2025*' - [AP Guidance Feb 2025](#)

Guidance from the LA / SiET will also be used to structure the approach.

As a school we will communicate to the LA the details of any commissioning of AP for our pupils.

The process of commissioning, structured and robust ongoing monitoring and review of all aspects of an AP that is commissioned will ensure that the setting is good quality, safe, delivered by high quality staff with suitable training and experience and meets the needs of the pupil.

School will retain overall responsibility for safeguarding, attendance, progress, well-being and outcomes of any pupil placed at an Alternative Provision. This will include written confirmation of safer recruitment practices

7.6 Children with SEND

Staff are reminded that children with SEN, disabilities, communication, or behaviour problems are at greater risk of abuse, neglect and bullying than other children. They may not be identified as being at risk of harm as

indicators of possible abuse such as behaviour, mood, and injury may be assumed to be related to disability or SEN rather than possible abuse, neglect or bullying and communication of abuse may be difficult. Staff specifically supporting such children and other staff will be alert to these factors.

As such, all members of staff are encouraged to appropriately explore potential indicators of abuse and exploitation such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability. Staff will be mindful that children with SEND, or certain medical conditions may be disproportionately impacted by behaviour's such as bullying, without outwardly showing any signs.

To address these additional challenges, ongoing consideration will be given on a case-by-case basis, as to whether additional pastoral support for children with SEND is needed. Where necessary, this may involve a review of an Education and Health Care Plan.

The DSL will work closely with the SENDCo to plan support as required.

Bubwith CPS has robust intimate/personal care policies which ensure that the health, safety, independence, and welfare of children is promoted, and their dignity and privacy are respected. Arrangements for intimate and personal care are open and transparent and accompanied by robust recording systems.

Further information can be found in our policies on our website:

https://www.bubwithprimary.co.uk/school_information/policies/policies.html

8. Family Help (providing Early Help)

Please note: this subject is under review and may be updated.

Family Help means providing support as soon as a problem emerges at any point in a child's life, for children of all ages. Providing Family Help is more effective in preventing escalation of concerns and promoting the welfare of children than reacting later. It can improve a family's resilience and outcomes or reduces the chance of a problem getting worse. Staff will be alert to the potential need for Family Help and share any concerns that may indicate this would be of benefit to a child / family and seek consent to do so. School staff are aware of the range of issues identified in KCSiE 2025 (Para. 18) that if identified should prompt consideration of the potential need for a preventative / early help approach / Family Help.

Local ERSCP procedures in relation to the Family Help process will be followed, if it is felt that a child or family may require additional support that cannot be provided by the universal services available in or to the school (e.g. ELSA / Mentoring / School Nurse). In such cases consent from parent / carers will be sought for a contact to be made to the look at the introduction of Family Help services

School will work closely with the Family Help School and Community Team and the practitioner from this team allocated to school. The Team Around the School (TAS) approach will be used where appropriate to facilitate joint working and support.

If after discussion with parents/carers and with their consent and the School and Community Team practitioner it is thought that additional support may be appropriate, school will submit a Request for Service to the Early Help and Prevention Hub.

In line with local protocols, school will hear back from the Early Help and Prevention Hub (within 48 hours - Monday to Friday) as to their decision.

If a service is to be provided, the school will become a vital member of the support provided and meetings will be held to progress Family Help. Professionals will work together with the family to complete an 'Early Help Assessment'. The school will follow the local guidance in relation to completing current Family Help Assessment - [EHA](#) - and any subsequent replacement that is introduced.

If the DSL believes that the child may be a 'Child in Need' or a child in need of protection, then the DSL will consider if a conversation with SaPH is required to discuss the concerns.

9. Child Protection Procedures

9.1 Identifying Concerns

School staff are particularly well placed to observe and be alert to indicators of abuse and neglect and the various forms of exploitation and risk, any changes in behaviour or poor or unexplained and/or persistent

absences from education. Risk, abuse, and exploitation can occur in and out of the education setting, in person and online.

Working Together to Safeguard Children 2023 and Keeping Children Safe in Education 2025, outline the definitions and indicators of abuse, exploitation and neglect and all staff are made aware of this. The DSL and DSG ensure that all staff have received and been given the time to read, Part One or Annex A of Keeping Children Safe in Education 2025 and have access to the full guidance and 'Further Information' contained in Annex B.

Further advice and guidance outlining local protocols is contained in the ERSCP document – *'Effective support for children, young people and families in the East Riding of Yorkshire.'*

When concerned about the welfare of a child, staff will always act in the best interests of the pupil and staff will maintain an attitude of 'it could happen here' where safeguarding is concerned.

A child centred approach will guide support and a child-specific issues will always be considered as it is recognised that some children have additional or complex needs and may require access to intensive or specialist services to support them. The DSL will liaise with appropriate colleagues (e.g., SENDCo, Designated Teacher).

Safeguarding incidents and/or concerns can be associated with factors, exploitation and risks outside the family, home, and education setting. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Indicators of child abuse, exploitation and neglect can vary from child to child and concerns may arise in many different contexts, from a variety of sources and can vary significantly in terms of nature and seriousness. Children develop and mature at different rates, as such it is necessary to locate concerns and behaviour's on a developmental continuum – i.e., what appears to be worrying behaviour for a younger child might be normal for an older child.

Technology can be a significant component in many safeguarding and wellbeing issues; children are at risk of abuse online from people they know (including other children) and from people they do not know; in many cases, abuse will take place concurrently via online channels and in daily life.

9.2 Responding to Concerns

Information regarding safeguarding is stored securely on CPOMs, an online monitoring software.

All staff understand that they have a responsibility to respond to information and concerns shared by pupils or other concerns and pass these concerns on to the DSL immediately.

Staff do not need 'proof' of abuse, exploitation or neglect and should not 'investigate' concerns.

This information must be recorded on CPOMs.

Concerns relating to marks or injuries must also be recorded on a 'Body Map'. If using a body map, injuries or marks must be described, in addition to locating on the body map. The body map is located insert school specific documents / procedures

Photographs must not be taken of any marks or injuries, unless specific advice from SaPH is given to this effect.

Staff are briefed on procedures and regularly reminded to maintain an 'It could happen here' attitude and not to dismiss concerns or allegations as insignificant. The approach of staff will be informed by consideration of the following:

- information and concerns may provide a vital link to other information
- concerns must be shared with the DSL immediately or as soon as possible – this is prioritised
- investigation or seeking proof should not take place as this is the role of the DSL / DDSL
- not promising secrecy to children or adults making allegations or sharing concerns but reassure them that information will be shared appropriately and confidentially
- to avoid closed questions that lead a child into a particular answer but if they need to clarify aspects of an allegation or concerns shared by or about a child use only 'TED' type questions (i.e., Tell me – Explain - Describe) – also See Appendix 5

The DSL will lead on the consideration and decision making in terms of the response required. They will include consideration of the most appropriate response, depending upon the level of concern:

- Contacting parent / carer to gain consent and more information – if feasible and safe
- Considering if school / universal service can support the situation
- Contacting the allocated worker from the Family Help School and Community Team
- Contacting SIET
- Using the SaPH 'Immediate Concerns' line
- Submitting a Request for Service to SaPH or Early Help (with consent)
- Contacting SaPH and asking to speak directly to an Advanced Social Worker

Staff are made aware that it is unacceptable legally, professionally and morally for any member of staff to keep such concerns to themselves, including concerns about the conduct of another member of staff and that any such failures will be regarded as potential disciplinary matters.

Each case will be considered by the DSL who will decide what information to share with which staff and how to progress communication and information sharing with parent / carer and partner agencies.

The DSL will acknowledge receipt of any concerns and provide an update on progress.

9.3 Children Suffering or at Risk of Suffering Significant Harm – Immediate Concerns

Immediate consideration will be given to contacting the Police using 999 if it is believed it is an emergency situation and a child is at immediate risk of or experiencing significant harm.

Prior to contacting SaPH, efforts will be made to contact parent / carers to share that school will need to discuss the matter with the SaPH. Every effort will be made to communicate openly and honestly with parents and gain consent to share information.

However, this may not be the case if it is thought that:

- Informing parents/ carers might place the child at continued or increased risk.

and/or

- There is a possibility that a crime may have been committed.

and/or

In cases of suspected fabricated illness, radicalisation, FGM or Forced marriage.

and /or

- Informing parents/ carers might place staff at risk.

When a delay in obtaining consent may put a child at risk, contact to SaPH will be made before discussing the matter with parents or carers and advice sought. This will be done by using the SaPH 'Immediate Concerns' line.

In any case this will be done as soon as possible after the information or concern emerges to ensure that the SaPH and in some cases the Police are able to respond within the school day.

The DSL will oversee the completion of a Request for Service Form. This will ideally be immediately following identification of concerns and at the latest within 24 hours to support informed decision making.

If the child is already 'open' to CSC an initial contact will be made with the Social Worker or if unavailable the 'Duty' team member and if necessary, the CSC Team Manager.

In all cases, records of discussions with the SaPH and other professionals will be recorded in the child's file, alongside decision making.

9.4 Children's Emergency Duty Team – out of hours concerns

The principal responsibility of the CEDT is to respond to out-of-hours contacts about child/ren where intervention from ERYC is required to safeguard a vulnerable child/ren and where it would not be safe, appropriate, or lawful to delay that intervention to the next working day.

If a child or children are deemed to have or be at risk of significant harm and it is outside office hours, the school will contact CEDT to discuss their concerns.

On contacting CEDT, the school are aware that the call will be taken by a Lifeline operator and not a social worker. Lifeline will then pass the information to an on-call CEDT social worker.

The school will ensure they are available and contactable to receive a call back from the CEDT social worker who may need to gather further information or confirm the outcome of the contact.

All the above will be fully recorded on the child's file and information shared on an 'as required' basis.

School will follow up a contact with CEDT by submitting a Request for Service as soon as possible / the next working day.

9.5 TAF / TAS, Case Conferences, Core Group, & Strategy Meetings

Bubwith CPS recognises the pivotal role we have to play in multi-agency safeguarding arrangements and is committed to its responsibility to work within the local ERSCP multi-agency safeguarding arrangements as identified within Working Together to Safeguard Children, 2023.

The SLT, Governing Body and DSL will work to establish strong and collaborative local relationships with professionals in other agencies and will work positively with partner agencies to promote the safety and well-being of pupils. The DSL & Headteacher will ensure that the appropriate member(s) of staff attend support and attend all relevant meetings, including Initial & Review Child Protection Case Conferences and subsequent Core Groups and that written reports are prepared for each Case Conference.

Reports will be compiled using the 'Signs of Safety' report template after discussion with the relevant staff involved with the child.

Reports will be discussed, if possible, with parents before forwarding to the Case Conference Chair 3 days before an Initial and 5 days before a Review Conference.

Where meetings occur outside of school term times, we will attempt to ensure representation at these meetings and, where possible and practical, host such meetings.

Feedback following conferences & meetings will be given to school staff under the 'need to know' principle on a case-by-case basis.

9.6 Concerns shared by Children

Bubwith CPS recognises that a child-centred approach is vital for safeguarding, emphasising listening to children and young people to protect them from abuse, exploitation, and neglect. We aim to build resilience and ensure children know they can seek help, access support, and that their concerns will be taken seriously. All staff understand the challenges children face in sharing concerns and how to respond appropriately. They will also work to build trusted relationships that facilitate communication.

Staff will stay vigilant, speak to the DSL if concerns arise, and recognise risks both inside and outside the home, including online.

Children will be informed about opportunities to seek advice and support through the curriculum, including Relationship & Health Education (Primary) and Relationship, Sex, and Health Education (Secondary).

Children and young people are made aware that the school's approach to any incident of child-on-child abuse (including sexual violence and sexual harassment) is confidential, and they understand that their concerns will be treated seriously.

9.7 Feedback and Escalating Concerns about Individual Cases

When a Request for Service is submitted, SaPH or EHPH will notify the school of the outcome and any decisions regarding the child. If the school does not receive feedback within 24 hours (SaPH) or 48 hours (EHPH), or sooner in urgent cases, they will contact the relevant Hub for guidance.

If the DSL disagrees with the advice or action made by SaPH, EHPH or the allocated Social Worker and/or the concerns are escalating or that there are delays for the child, the DSL will discuss this with the appropriate Manager and if the concerns persist follow the ERSCP escalation policy - [ERSCP Escalation Procedures](#)

Procedures

Records of all such discussions and responses will be retained in the pupil's records.

The DSL will ensure that a record of all information is collected, and any subsequent decisions and actions taken, including details of other persons involved in the decision-making. This will include recording reasons not to refer the concerns to other agencies or not to seek advice if that was the course of action.

The DSL will update the school colleagues involved as soon as possible on a 'need to know' and 'case by case' basis.

If the member of staff feels that the actions taken are inappropriate, ineffective or that the concern is continuing, they should raise concerns with the DSL or a Senior Member of staff and press for reconsideration or discussion.

If there is still a concern by the member of staff or they feel the situation is urgent, they can refer to SaPH, the allocated Social Worker or the LADO themselves.

9.8 Confidentiality

It is recognised that all matters relating to child protection are highly confidential and the DSL / DDSL will share that information on a 'need to know, what and when basis.' In line with this, records will be stored securely with restricted access to only relevant staff. The DSL retains control of CPOMs permissions and ensures that information is shared securely when needed but that it remains confidential.

Staff are made aware that these concerns or other matters relating to pupils should never be discussed elsewhere, inside or outside the school, unless in confidential meetings organised for that purpose. This includes the passing of written information or verbal discussion in any media, including Social Networking sites.

Staff are also made aware that such breaches of confidentiality and data protection may result in disciplinary action, as such breaches place vulnerable children at risk. In addition, such breaches would bring the school into disrepute and, under GDPR legislation, potential heavy fines.

Staff are aware that whilst they have duties to keep information confidential, they also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies as appropriate

All staff are aware that they cannot promise a child that they will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child.

9.9 Information Sharing

DfE guidance '*Information sharing advice for safeguarding practitioners*' updated May 2024 - [Information sharing guidance](#) - outlines the importance of sharing information about children, young people, and their families in order to safeguard children. It provides clarity on when and how information can be shared legally and professionally to achieve improved outcomes. It also includes the "Seven Golden Rules for Sharing Information," which provide a framework to support information sharing where practitioners have reason to believe failure to share information may result in the child being at risk of harm. It is non-statutory and has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.

Bubwith CPS has an appropriately trained Data Protection Officer (DPO) as required by the UK General Data Protection Regulations (UK GDPR) to ensure compliance with all matters relating to confidentiality and information sharing requirements.

9.10 Record keeping and Transferring / Retaining Records

The DSL is responsible for maintaining records and for deciding at what point these records should be shared with, or transferred to, other agencies or schools, in consultation with the Headteacher or appropriate Senior Manager.

Child protection records will be kept confidential and stored securely, will be kept for individual children, and will be maintained separately from all other school records relating to the child.

Separate child or if appropriate, family CP files are stored in CPOMs. Access to safeguarding / child protection files is restricted to class teachers and DSLs.

The information in these files may be shared with other agencies as appropriate and in some cases used as evidence by other agencies in line with current information sharing guidance and GDPR (2018).

Factual, verified information is recorded as such and a distinction clearly documented when judgement and opinion is included. Information 'reported' by outside individuals is indicated as such.

The DSL will decide what information needs to be shared within the school with whom and when on a case-by-case basis. Confidentiality is essential, but staff working with children can only provide effective support

and monitor concerns if they are made aware that there are concerns or at least that individual children are being monitored.

Child Protection records are reviewed on a minimum of each term to check whether any action, advice or updating is needed.

All child protection records will be transferred in accordance with data protection legislation to the child's subsequent School, under confidential and separate cover as soon as possible; within 5 days for an in-year transfer or within the first 5 days of the start of a new term.

Files will be sent securely on CPOMs once a new school has been verified.

Child protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained.

Records are sent or handed to the receiving school separately from other records, marked 'Private & Confidential for the attention of the DSL'. If by post, records will be sealed in an envelope with the above mark and sealed in an addressed envelope before recorded delivery. Electronic transfer via a commercial system will be overseen by the DSL to ensure proper protocols are observed. Outside such a system, documents should be password protected, sent separately, and preferably via secure email.

Where the School receives child protection files from another setting, the DSL will ensure key staff, such as the SENCO with oversight for SEND, will be made aware of relevant information as required.

Where a pupil joins the school and no child protection files are received, the DSL will proactively seek to confirm from the previous setting whether any child protection exists for the pupil and if so, if the files have been sent. School will proactively support any transition of pupils into the setting by contacting the previous school as appropriate. The current early years, education or skills setting is regarded as the 'Custodian of the records. Records should be retained by the setting they attended at 18 up to the 25th birthday of the pupil and then destroyed at the earliest convenience.

10. Online Safety and Filtering and Monitoring

The ongoing importance of safeguarding children from potentially harmful and inappropriate online material is recognised and understood, along with the fact that technology is a significant component in many safeguarding and pupil well-being issues.

4 Categories of Online Risk

1. Content – being exposed to illegal, inappropriate or harmful content such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism, misinformation, disinformation (including fake news) and conspiracy theories
2. Contact – being subject to harmful online interaction with others such as peer to peer pressure, commercial advertising and adult posing as children or young adults with the intention to groom or exploit the for sexual, criminal, financial or other purposes e. sextortion
3. Conduct – personal online behaviour that increases the likelihood of, or causes harm, such as making, sending or receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi nudes and / or pornography), sharing other explicit images and online bullying
4. Commerce – risks such as online gambling, inappropriate advertising, phishing or financial scams

To counter the above risks we will adopt a whole school approach involving a number of measures and strategies, informed by relevant statutory guidance and best practice, with the aim of:

- Having robust processes in place to ensure the online safety of pupils, staff, volunteers and Governors
- Protecting and educating the whole school community in the safe and responsible use of technology, including mobile and smart technology
- Setting clear guidelines for the use of mobile phones for the whole school community
- Establishing clear mechanisms to identify, intervene and escalate any incidents or concerns where appropriate

KCSiE 2025 continues to outline the need for staff and Governor training covering online safety (including Filtering and Monitoring) and also the need for consideration of the implications and risks associated with of generative AI and cyber security issues.

Our whole school approach will span training, curriculum content and teaching, communication with parents and school and when appropriate LA IT resources / devices / network support. The curriculum will include education about online safety, including:

- Safe use of social media
- Keeping personal information secure and private
- Recognising inappropriate and unacceptable behaviours online
- How to report any incidents of online abuse, cyber-bullying, ensuring pupils feel safe and understand how to report concerns, whether they are a victim or witness

The Governing Body will retain strategic oversight of this and ensure that process and procedure is established and maintained.

The Governing Body will:

- Make sure that school has appropriate filtering and monitoring systems in place and oversee the review of effectiveness of these
- Review the DfE's filtering and monitoring standards and confirm with IT staff and service providers about what needs to be done to support school to meet these responsibilities
- Make sure the DSL takes the lead responsibility for filtering and monitoring in place as part of the DSL role supported by a nominated Governor to lead on this area
- Make sure that all staff undergo safeguarding and child protection training, including online safety and that such training is regularly updated and is in line with statutory requirements and identified best practice
- Make sure staff are clear about and understand expectations of them and their roles and responsibilities in relation to online safety and filtering and monitoring

In relation to filtering and monitoring, school will adhere to the DfE filtering and monitoring standards as documented in DfE (2022) *'Meeting digital and technology standards in schools and colleges'- Digital Standards*

In so doing, school will:

- Identify and assign roles and responsibilities to manage filtering and monitoring systems
- Review filtering and monitoring provision at least annually, involving the DSL, nominated Governor and IT support staff / providers. This will be supported by an annual risk assessment that considers and reflects any identified risks facing the school community
- Consider use of the DfE (2022) *'Plan technology for your school'* to self assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them - [Plan technology for your school](#)
- Block harmful and inappropriate content without unreasonably impacting upon teaching and learning
- Have effective monitoring strategies in place that meet safeguarding needs
- Have an Acceptable User agreement / protocol in place that details expectations and consequences and underpins the operation of all school owned devices and systems along with safety and security measures in place
- Make sure that all staff, pupils and parents / carers are aware that staff have the power to search pupils phones, as set out in DfE (2022) *'Searching, screening and confiscation in schools'* - [Searching, screening and confiscation in schools](#)

At Bubwith CPS, we use Smoothwall to ensure that inappropriate searches are logged and staff can intervene. These are reported daily to the DSL.

Filtering alerts or concerns identified by staff monitoring will be recorded and reported to the DSL who will review and respond as appropriate in line with school safeguarding policy and procedures.

It may be necessary to consider proportionate sanctions for breaches of the school ICT Acceptable User agreement / policy.

All communication with pupils and parent / carers will take place using official school communication channels / devices provided by school. Any communication outside of this should be avoided and discussed with / reported to the DSL. The DSL will ensure that that staff are aware of any restrictions placed on them with regard to use of personal mobile phones and cameras, for example: personal mobile phones are kept away from sight of pupils and personal cameras are not used during school opening hours.

- Limits on any use of personal mobile phones to non-contact time, when pupils are not present
- Taking pictures or recording pupils on personal phones or cameras is prohibited

Schools will take account of any action required to ensure compliance with the Cyber Security standards for schools and colleges to help improve resilience against cyber-attacks.

in DfE (2022) *'Meeting digital and technology standards in schools and colleges'* - [Digital Standards](#)

Nude and/or semi-nude image sharing by children.

The term 'sharing nudes and semi-nudes' is used to mean the sending or posting of nude or semi-nude images, videos or live streams of/by young people under the age of eighteen. Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents complex. The *'UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people'* guidance outlines how schools and colleges should respond to all incidents of consensual and non-consensual image sharing; it should be read and understood by all DSLs working with all age groups.

Bubwith CPS recognises that consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as youth produced/involved sexual imagery or "sexting") can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).

The DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.

Parents/carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.

All decisions and action taken will be recorded in-line with our child protection procedures.

A contact will be made to SaPH and / or the Police immediately if:

- the incident involves an adult (over 18)
- there is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the child or they have special educational needs
- the image/videos involve sexual acts and a child under the age of thirteen, depict sexual acts which are unusual for the child's developmental stage, or are violent
- a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes

The DSL may choose to involve other agencies at any time if further information/concerns are shared at a later date.

If DSLs are unsure how to proceed, advice will be sought from SaPH and / or SiET.

Staff are advised when they have identified concerns involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos by children:

- to report any concerns to the DSL immediately
- never to view, copy, print, share, forward, store or save the imagery, or ask a child to share or download it – this may be illegal. If staff have already inadvertently viewed imagery, this will be immediately reported to the DSL
- not to delete the imagery or ask the child to delete it
- to avoid saying or doing anything to blame or shame any children involved.

- reassure the child(ren) involved and explain that the DSL will be informed so they can receive appropriate support and help. Do not promise confidentiality, as other agencies may need to be informed and be involved not to investigate or ask the child(ren) involved to disclose information regarding the imagery
- to not share information about the incident with other members of staff, children/young people, or parents/carers, including the families and child(ren) involved in the incident; this is the responsibility of the DSL.

Artificial intelligence (AI)

It is recognised that generative AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Any misuse of AI to access harmful content, bully pupils or behave inappropriately in terms of school behaviour expectations will be considered as a safeguarding concern and alongside other school policies.

Safety is our main priority when deciding whether to use generative AI. Any use of generative AI by staff and pupils will be carefully considered and assessed, evaluating the benefits and risks of use. The use of AI will be in line with the appropriate DfE guidance and policy for AI including

DfE (2025) '*Generative artificial intelligence (AI) in education*' - [Generative AI in education](#)

DfE (2025) '*Using AI in education settings: support materials*' - [AI education support materials](#)

DfE (2025) '*Using AI in education: support for school and college leaders*' - [AI support for leaders](#)

11. Reasonable Force

The term Reasonable Force covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain pupils. This is always an act of last resort and after appropriate de-escalation strategies have been used, or in the event of serious situations where this is not possible. The school policy on physical intervention will be followed and the SLT will ensure that relevant staff receive appropriate training, which is recorded.

The decision to use reasonable force will be based on professional judgement and depend on individual circumstances and dynamic risk assessment. Intervention can range from guiding a pupil to safety by the arm, to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury to self, other pupils or staff. 'Reasonable' in these circumstances means using 'no more force than is needed'.

All incidents requiring such action will be logged with the Headteacher or appropriate senior manager. In all cases, in line with updated statutory guidance parents /carer will be informed on the same day as will any relevant professional involved with the pupil.

Incident reports by all staff involved or witnessing the incident will be completed as soon as possible after the incident and on the same day, unless in exceptional circumstances. Each incident will be reviewed using a 'lessons learned' approach. Data relating to the use of reasonable force will be reviewed by SLT and Governing Body to ensure appropriate monitoring and oversight.

If required, a Positive Behaviour plan for individual pupils will be put in place and agreed with parents.

Restorative methods will be considered after each such incident and the pupil/student views on the incident sought. Support will be offered to staff involved and incidents will be reviewed by senior staff not involved directly and any aspect that could be improved or avoided in future will inform the planning process.

School will adhere to guidance set out in KCSiE, 2025 (Para. 163-165) and also current statutory guidance DfE (2013) '*Use of reasonable force in schools*' - [Reasonable Force 2013](#) and any changes planned to this from September 2025 in DfE (2025) '*Use of reasonable*

force and other restrictive interventions in schools. Guidance for schools in England' - [Reasonable Force 2025](#)

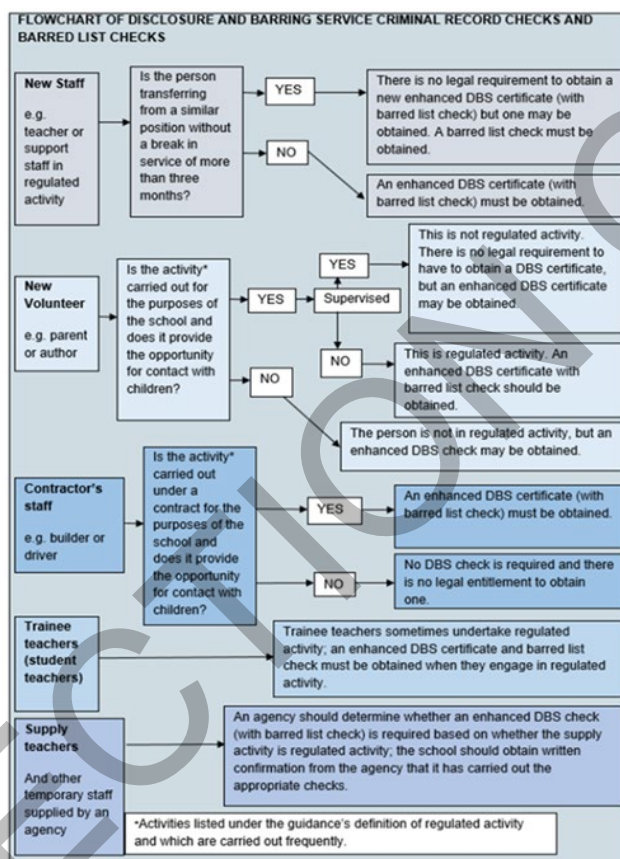
12. Safer Recruitment and Staff Vetting

The school complies fully with Statutory Guidance KCSIE 2025, Part Three and the ERYC Safer Recruitment supporting guidance.

This covers the recruitment process and includes adverts, application form, shortlisting and related reference seeking and standardised online checks on candidate at the shortlisted stage, employment history, selection and pre-appointment vetting checks relevant to the role and recording information.

The school ensures that DBS checks on all staff, Governors and volunteers who are engaged in Regulated Activity are carried out as outlined and required in KCSIE 2025. This includes a check with the children's Barred List and would alert the school to any Secretary of State section 128 Direction. All other required pre-employment vetting as outlined in KCSIE 2025 will be completed.

The school also ensures that for all other staff (e.g. contractors) who may have regular contact with children, but are not engaging in regulated activity, have an enhanced DBS certificate, which does not include a barred list check.



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An accurate Single Central Record (SCR) is maintained in line with statutory guidance. The Headteacher and at least one Governor complete appropriate Safer Recruitment training, which it is recommended should be updated every 3 years. All appointment panels will have at least one member who has completed this training in the last 3 years.

All staff that are covered by the 'Disqualification under the Childcare Act 2006 statutory guidance for local authorities, maintained schools, academies and free schools' (DfE Aug 2018) are aware of their responsibilities to disclose any possible matters (e.g. convictions, cautions, court orders, reprimands and warnings) that need to be considered under this Act. If such disclosures are made, the Headteacher will seek advice from ERYC HR service (or other HR provider) and will liaise with the LADO as required.

If other companies provide services or activities on our site, on our behalf, including Agency Supply staff, we will obtain written assurances that these companies have appropriate safeguarding, safer recruitment, and vetting procedures in place.

13. Allegations against staff, including supply teachers, volunteers and contractors and Whistleblowing

13.1 Concerns that meet the 'Harm Threshold.'

KCSiE 2025, Part Four, outlines the 'Harm Threshold' and supporting procedures that school will follow. Staff are aware that an allegation may be made in respect of behaviour that meets the 'Harm Threshold'. This covers staff behaviour that may have harmed a child, involve a crime, is inappropriate behaviour towards a child either in their professional or private life or behaviour in their private life or the community not involving a child, but that may suggest that they could present a risk to children.

All staff have access to:

- KCSiE 2025 – Part Four: Safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors.
- Staff Code of Conduct 2025-2026
- Whistleblowing Guidance 2025-2026
- Contact details for the CoG and LADO

All staff are made aware of their responsibilities and procedures to follow. However, it must be appreciated that in the case of a whistleblowing situation, an investigation process may reveal the source of the information and a statement by the referrer might be required.

All staff are made aware that if they receive an allegation of inappropriate or abusive behaviour about a colleague, or feel required to make such an allegation, they should pass the information, without delay, to the Headteacher.

If the allegation concerns the Headteacher, the referrer should contact the CoG, a senior member of staff or the LADO immediately (in the event of concerns/allegations about the Headteacher, where the Headteacher is also the sole proprietor of an independent school, this should be reported directly to the LADO).

It is unacceptable for any member of staff not to refer such concerns.

The Headteacher (CoG, a senior Member of staff) will, on the same day, contact the LADO and follow the statutory guidance KCSiE 2025, Part Four.

Following information sharing and a referral to the LADO, discussion will determine if the allegation / potential concern meets the Harm Threshold. Those involved will agree further action to be taken in respect of the child and staff member.

All involved will attempt to ensure that any allegation is dealt with fairly, quickly, proportionately and consistently, in a way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

If the member of staff feels that the actions taken are inappropriate, ineffective or that the situation of concern is continuing and they feel the situation is urgent, they should raise concerns and press for reconsideration or discussion.

13.2 Low-level Concerns

Bubwith CPS adopts a proactive approach to low-level concerns, to foster a safer environment for children, uphold professional boundaries for staff, and ultimately reduce the risk of harm. Low-level concerns refers to worries or doubts about the behaviour of a member of staff (or other adult on the premises) that while not meeting the 'harm threshold' for LADO involvement and investigation, are nevertheless inconsistent with the school's code of conduct and expectations.

Low-level Concerns may arise in several ways and from a number of sources. For example, suspicion, complaints, or allegations made by a child, parent or other adult within or outside of the organisation, from vetting checks or from staff self-reporting. Low-level Concerns can encompass a broad range of behaviours', including those that are:

- Inadvertent or thoughtless: Actions that might be misinterpreted or appear compromising, even if unintentional.
- Contextually inappropriate: Behaviour that might be acceptable in some situations but is not in a school environment.

- Indicative of potential risk: Behaviour that, even if seemingly minor, could be a precursor to abuse.

KCSiE, Part Four, provides examples of behaviour that would constitute a Low-level Concern, including but not limited to:

- Being overly friendly with children or having favourites.
- Taking photographs of children on a mobile phone against school policy.
- Engaging with a child one-on-one in a secluded area or behind a closed door.
- Using inappropriate language towards pupils, even if not explicitly sexualized.
- Humiliating children.

Staff are aware that it is crucial that all Low-level Concerns are shared responsibly, recorded and dealt with appropriately to protect staff from becoming the subject of potential false low-level concerns or misunderstandings.

Addressing low-level concerns is crucial for several reasons:

- Minimizing the risk of abuse: Early identification of concerning behaviour can prevent it from escalating into more serious incidents or even abuse.
- Promoting a culture of safety: Consistently responding to concerns, no matter how small, sends a clear message that child safety is paramount and inappropriate behaviour will not be tolerated.
- Protecting adults: A transparent system for reporting and addressing concerns can also protect staff from false allegations or misunderstandings.
- Identifying training needs: Low-level concerns can highlight areas where staff may need further training or improved induction.
- Reporting and responding to low-level concerns

Bubwith CPS has a clear policy and procedures for reporting and responding to low-level concerns. This incorporates information for staff on reporting and the school approach to recording, reviewing and responding. These are reported to the Headteacher and documented on a secure system.

The Headteacher will take the lead on investigating any reported Low-level Concerns and will oversee the other aspects of the school procedure for managing Low-level Concerns. Concerns in relation to the Headteacher are directed to the Chair of Governors. Low-level Concerns shared about supply staff and contractors will be shared with their employers so any potential patterns of inappropriate behaviour can be identified.

13.3 Safeguarding Culture and Whistleblowing

Whistleblowing plays a crucial role in safeguarding children within school settings. It provides a mechanism for staff members to raise concerns about potential wrongdoing, malpractice, or risks that could impact a child's safety and well-being

At Bubwith CPS we strive to create a culture of openness, trust and transparency to encourage all staff to confidentially share any concerns that they have

The school Whistleblowing Policy is available to all staff which outlines the approach to supporting any need for Whistleblowing and related expectations, as outlined on our school website. This Policy is an indispensable part of our overall safeguarding strategy. It empowers staff to prioritise the safety and well-being of children by providing a secure and effective means to report concerns and ensure appropriate action is taken

Some examples where Whistleblowing may apply:

- pupil's or staff member's health and safety are being put in danger
- failure to comply with a legal obligation or statutory requirement
- attempts to cover up the above, or any other wrongdoing that is in the public/school interest

Staff are aware of the need to report concerns promptly and that concerns will be taken seriously and investigated, and confidentiality respected as far as possible.

Concerns should be reported to the Headteacher/other member of staff on the SLT, and if concerns are about the Headteacher, report to the Chair of the Governors.

The NSPCC whistleblowing advice line is available here for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 from 8am to 8pm, Monday to Friday or via email help@nspcc.org.uk

14. Complaints

At Bubwith CPS we are committed to open and honest, transparent communication with all members of our school community. We attempt to resolve any concerns as soon as possible and through informal discussion and agreement. In the event of this not being possible, the school Complaints Policy is available and documents the graduated process to dealing with formal complaints made to the school and avenues for escalation of complaints if not resolved. The SLT will take all concerns seriously and respond in line with the appropriate process and encourage concerns to be reported directly to school.

The school Complaint Policy can be found on the website:

https://www.bubwithprimary.co.uk/school_information/policies/policies.html

15. Use of Premises by Other Organisation

Where services or activities are provided separately by another body using the School/College facilities/premises, the Headteacher and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place regarding safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers. If this assurance is not achieved, an application to use premises will be refused.

Bubwith CPS will refer to the guidance (DfE, Updated May 2025) '*Out-of-school settings: safeguarding guidance for providers*' - [Out-of-school settings: safeguarding guidance for providers](#) to inform the safeguarding arrangements that these providers are expected to have in place and will monitor and oversee arrangements, practice and communication in light of this.

Safeguarding requirements will be included in any transfer of control agreement (such as a lease or hire agreement), as a condition of use and occupation of the premises. Failure to comply with this will lead to termination of the agreement.

This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the college.

There is a clear expectation that external providers will liaise with school on safeguarding matters where appropriate. In the event of any safeguarding allegations being received when an individual or organization is using school premises, local safeguarding policies and procedures will be followed, including the involvement of the LADO.

16. Site Security and The Terrorism (Protection of Premises) Act 2025 (Martyn's Law)

The following procedures are in place:

- There is a School Specific H & S policy in place.
- Daily visual site inspections are carried out before school.
- Termly H & S inspections are carried out.
- Annual Governors H & S and environmental audits & inspections are carried out.

All staff are aware of their responsibilities for procedures for reporting Health & Safety concerns and there is a clear system for staff and pupils to report and log Health & Safety concerns.

Local Authority generic Health & Safety Risk Assessments 'On-Site Security' and 'Managing Violence & Aggression' are adapted & used as appropriate.

The DSL will be made aware immediately of any issues that could result in a safeguarding matter for children and young people following the daily visual site inspections and will remedy as soon as possible.

Fire practices are held regularly at varying times of the day and week and any deficiencies corrected.

School is aware of the requirements of The Terrorism (Protection of Premises) Act 2025, also known as Martyn's Law. Communication systems are in place and understood by all staff and volunteers to ensure appropriate and safe responses in the event of critical incidents.

This includes:

- the need to evacuate in the event of a bomb scare or fire.

or

- the need to initiate a complete or partial 'lock down.'

As part of the UK Counter Terrorism Strategy (CONTEST), public places are asked to consider the risk of a terrorist attack and what preparations could be made to mitigate that risk.

Working with relevant colleagues the DSL will assess site security and ensure there are emergency and simple response plans in line with the DfE (2024) non-statutory guidance *Protective security and preparedness for education settings* - [Protective security and preparedness for education settings](#)

It is recognised that Incidents in schools are rare, but we will have in place simple procedures to ensure site security awareness and preparedness (lockdown, invacuation, evacuation and bomb threat procedures). The aim is to deter terrorists and other security threats and help keep pupils, staff and visitors safe in the event of an incident.

Schools is aware of Martyn's Law Factsheet – [Martyn's Law Factsheet](#)

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into School/College. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on site.

Any individual who is not known or identifiable on site should be challenged for clarification and reassurance. Children are taught about the different lanyards worn by staff and know to report adults without a lanyard or with a red lanyard (where not accompanied by a staff member) to a school adult.

Bubwith CPS will not accept the behaviour of any individual (parent or other) that threatens security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the site.

17. Volunteers

All volunteers will receive an induction prior to any activity on site which will include information covering expectations in relation to, for example, safeguarding, conduct and Health and Safety. The induction will be documented and records maintained. Relevant school policies will be made available and relevant Safer Recruitment checks will be completed and guide the recruitment process, for example taking up references, interview panel membership, exploring motivation to work with children and standard application form. School will undertake a risk assessment, guided by professional judgement, that will determine whether an enhanced DBS check is needed for volunteers not engaged in regulated activity, as per KCSiE 2025, Part 3. This considers the possibility of unplanned or unsupervised contact with children. If a DBS check is deemed unnecessary for specific events or volunteers, both the volunteers and supervising staff will be clearly informed of their roles, responsibilities, and boundaries, ensuring no unsupervised contact with children occurs.

18. Contractors, Visitors, Supply and Agency Staff and ITT Trainees

Bubwith CPS will ensure that any of the above when working on site will be subject to the appropriate level of DBS check and have the related level supervision, as set out in KCSiE 2025 (Part Three: iii).

Any of the above engaging in Regulated Activity will be subject to an Enhanced DBS check (including children's Barred List information). This will be obtained, either directly by Bubwith CPS as required, or will be confirmed as such through checks and written assurance from the supplier organization (which will also confirm that appropriate safeguarding, safer recruitment and DBS / vetting procedures are in place).

If not engaged in regulated activity the school will ensure that appropriate supervision is in place and consider whether a DBS check is required, in line with the nature of the activity and any contact with children.

Visitors to the school, including contractors and volunteers, are asked to sign in and are given an identity badge to confirm that they have permission to be on site. The identity of contractors will be checked upon arrival.

The Single Central Record is maintained to ensure that all appropriate staff, volunteers, Governors, agency and contracted staff in Regulated Activity are entered on it.

19. Extended School and Offsite Provision and Educational / Residential Visits

Where extended school activities are provided and managed by the school, this Child Protection and Safeguarding Policy and procedures will apply.

When pupils attend off-site activities and provision including day, residential, work-related learning placements and other alternative provision we will ensure that we obtain the written assurances covering safeguarding requirements . The DSL will discuss any arrangements and concerns (on an individual or collective level) with the Educational Visits Coordinator(s) and visit leaders at the visit planning stage.

The school will follow the appropriate ERYC (or equivalent) planning and risk assessment procedures for all educational visits and activities.

Appendix 1 - Definitions and Acronyms

AP	Alternative Provision
CAS	Child Assessment Service
CCE	Child Criminal Exploitation
CEDT	Children's Emergency Duty Team
Child	Any pupil under the age of 18 is legally a child
Child Protection	Refers to the multi-agency arrangements to identify and protect children who are, or may be, at risk of Significant Harm
CLA	Child Looked After
CoG	Chair of Governors
CSC	Children's Social Care
CSE	Child Sexual Exploitation
DBS	Disclosure & Barring Service
DDSL	Deputy DSL
DfE	Department for Education
DSG	Designated Safeguarding Governor
DSL	Designated Safeguarding Lead
EHCP	Education, Health and Care Plan
EHPH	Early Help and Partnership Hub
ERSCP	East Riding Safeguarding Children Partnership
EWO/S	Education Welfare Officer/Service
FH	Family Help (Previously Early Help)
GDPR	General Data Protection Regulation
KCSiE 2025	Keeping Children Safe in Education 2025
LADO	Local Authority Designated Officer
MAC	Making a Change Team
NEST	Neglect and Environmental Screening tool
PLAC	Previously Looked After Children
Pupils 18 or over	If there is a concern about the welfare of a pupil aged 18+ DSLs are advised to seek advice in the same way as for children
RIT	Risk Indicator Tool
RSE	Relationship and Sex Education (Primary)
RSHE	Relationship, Sex and Health Education (Secondary)
Safeguarding	Refers to the protection, safety, and promotion of the welfare of all pupils including when in offsite provision or activities and using IT. This includes the building of resilience and awareness of risk through the formal and informal curriculum.

SaPH	Safeguarding and Partnership Hub
Sexual Harassment	Sexual comments, sexual “jokes” or taunting, physical behaviour, online sexual harassment, consensual and non-consensual sharing of nudes and semi-nude’s images and videos, sharing of unwanted explicit content, up-skirting, sexualised online bullying, unwanted sexual comments, and messages (including on social media), sexual exploitation (coercion and threats)
Sexual Violence	Rape, assault by penetration, sexual assault or causing someone to engage in sexual activity without consent
SiET	Safeguarding in Education Team
SLT	Senior Leadership Team
SVSH	Sexual Violence and Sexual Harassment between children in schools and colleges
TAF	Team Around the Family
TAS	Team Around the School
VCET	Vulnerable Children Education Team

Appendix 2 - Related Legislation and Guidance

This policy is implemented in accordance with our compliance with DfE statutory guidance KCSiE 2025, which requires that individual schools and colleges have an effective Child Protection Policy. The principles established in the Children Acts 1989 and 2004 and related guidance, underpin the development of this Policy. This includes but is not limited to:

- Keeping Children Safe in Education (DfE, 2025) -
- Working Together to Safeguard Children (December 2023) HM Government
- ERSCP - Effective support for children, young people, and families in the East Riding of Yorkshire (August 2020)
- Guidance for safer worker practice for those working with children and young people in education setting (February 2022) – Safer Recruitment Consortium
- Use of reasonable force in schools (DfE, February 2025)
- Searching, screening & confiscation (DfE, July 2022)
- School Staff & Volunteer Code of Conduct (ERSCP, September 2025)
- Information sharing Advice for practitioners providing safeguarding services to children, young people, parents, and carers (DfE, May 2024)
- Guide to General Data Protection Regulation (ICO 2018)
- Data Protection in Schools (DfE, June 2025)
- School Whistle Blowing (Child Protection / Safeguarding) Guidance (ERSCP Sept 2025).
- Statutory guidance, Prevent duty guidance: for England and Wales (March 2024) GOV. UK
- Prevent statutory duty (May 2021) - GOV.UK
- Multi-agency statutory guidance on female genital mutilation (2020) HM Government
- What to do if you are worried a child is being abused (2015) HM Government
- Working Together to Improve School Attendance (DfE, Aug. 2024)
- Support for pupils where a mental health issue is affecting attendance Effective practice example (DfE, Feb. 2023)
- Summary table of responsibilities for school attendance Guidance for maintained schools, academies, independent schools, and local authorities (DfE, August 2024)
- Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England (DfE, August 2024)
- Behaviour in Schools: Advice for headteachers and school staff (DfE, Feb. 2024)
- LA Education Visit Guidance and Procedures or equivalent
- The designated teacher for looked-after and previously Looked After Children (DfE, Feb. 2018)
- Promoting the education of children with a social worker and children in kinship care arrangements: virtual school head role extension (DfE, July 2025 / update)
- Disqualification under the Childcare Act 2006 Statutory guidance for Local Authorities, maintained schools, academies, and free schools (DfE, Aug. 2018)
- After-school clubs, community activities, and tuition Safeguarding guidance for providers (DfE, September 2023)
- Meeting digital and technology standards in schools and colleges (DfE, March 2023)
- Guidance for maintained schools and academies in England on provision for transgender pupils (Nov. 2022)
- Gender Questioning Children Non-statutory guidance for schools and colleges in England Draft for consultation (DfE, Dec. 2023)

- Sharing nudes and semi-nudes: advice for education settings working with children and young people Responding to incidents and safeguarding children and young people (UKCIS, March 2024)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (DfSIT, March 2024)
- Teaching online safety in schools (DfE, Jan. 2023)
- Relationships and Sex Education (RSE) and Health (DfE, July 2025)
- ER Use of Unregulated Alternative Provision Guidance August 2025
- Plan technology for your school (DfE, Sept 2024)
- Generative AI: product safety expectations (DfE, Jan. 2025)
- Cyber Security - Meeting digital and technology standards in schools and colleges
- Arranging Alternative Provision - A Guide for Local Authorities and Schools (DfE, Feb, 2025)

Appendix 3 - Other Safeguarding Related School Policies

KCSiE 2025 outlines the explicit requirement for a whole school or college approach to safeguarding. The school / college has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other policies or the equivalent according to the setting, for example:

- Behaviour Policy
- Anti-Bullying Policy
- Attendance Policy
- Safe Handling / Restraint Policy
- Searching, Screening and Confiscation Policy
- Complaints Policy
- Special Educational Needs Policy
- Educational Visits Policy
- Health and Safety Policy
- RSHE / RSE Policy
- Online Safety Policy / Filtering and Monitoring
- Whistle Blowing Guidance
- Staff Code of Conduct Guidance
- Safer Recruitment
- Site Security Policy
- Data Protection

Appendix 4 – Categories of Abuse, Neglect and Exploitation

All staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women, and children.

Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate.
- Self-harm, self-mutilation or attempts at suicide.
- Alluding to secrets which they cannot reveal.
- Tendency to cling or need constant reassurance.
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby.
- Distrust of familiar adults, for example, anxiety of being left with relatives, a childminder or lodger.
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

Physical Abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Signs that MAY INDICATE Physical Abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso.
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns.
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent, or excessively plausible explanations or a delay in seeking treatment should signal concern.

Emotional Abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not

giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs that MAY INDICATE Emotional Abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted.
- Unwillingness or inability to play.
- Excessive need for approval, attention, and affection

Neglect: 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. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that MAY INDICATE Neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers Low Self Esteem
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking.
- Running away
- Loss of weight or being constantly underweight
- Low Self Esteem

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

Different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts, or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money, or new possessions.
- associate with other children involved in exploitation.
- suffer from changes in emotional well-being.
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late, and
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help keep them in education.

Child Sexual Exploitation (CSE)

Can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: Child sexual exploitation: guide for practitioners

[CSE Docs and Link](#)

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store, and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes, and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CCE and CSE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing (from school or home) and are subsequently found in areas away from
- their home
- have been the victim, perpetrator, or alleged perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs,
- handing over and collecting money for drugs

- are exposed to techniques such as 'plugging', where drugs are concealed.
- internally to avoid detection
- are found in accommodation that they have no connection with, often called a 'trap.
- house or cuckooing' or hotel room where there is drug activity.
- owe a 'debt bond' to their exploiters.
- have their bank accounts used to facilitate drug dealing

APPENDIX 5 – Responding to Concerns – Advice to Staff

- React calmly promise CONFIDENTIALITY not SECRECY
- Be aware of your non-verbal messages
- Keep responses short, simple, slow and gentle
- Do not stop a child or parent who is talking freely about what has happened
- Observe and listen but only ask open ended questions if you need to clarify but this may be better left to the DSL or others

The use of ‘TED’ questioning may be appropriate

- Tell me what happened
- Explain what you mean
- Describe how it made you feel

Or other open-ended type questions e.g.

- What happened?
- Where were you?
- When did this happen?
- Who was there?
- How did it make you feel?

If you have difficulty in understanding the child or parent’s communication method, reassure them that you will find someone who can help.

- Tell the child or parent they have done the right thing by telling you.
- Avoid making comments or judgements about what is shared.
- Tell the child or parent what will happen next and be honest.

Make a written note on CPOMs or written note recorder if no internet access

- What is said and Who is present
- What, if any, questions you asked and the responses
- Anything else that happens after the child discloses
- Ensure legibility, full dates & clear signature
- Maintain strict confidentiality

If you see or are shown marks or injuries pass the information to the DSL immediately

Appendix 6 – Example of Advice for Children

If someone is hurting or upsetting you or making you feel scared you, it is not your fault.

You are not alone, there are people who can help you and stop people from making you feel scared or hurt.

You may be frightened of the person hurting you or your friends, but there are things you can do to get help and make it better.

This includes someone who may be frightening you on the internet or on your mobile

You should:

- Tell someone you trust, such as your friends, teachers, parents, grandparents. Other people at school may be able to help.
- Let people help to make things better by stopping the person from hurting you or your friends.

You shouldn't:

- Feel embarrassed or alone.
- Feel that it is your fault or that you are to blame for someone hurting, frightening or touching you. Anyone who tells you that, is a liar.
- Keep it a secret.
- Feel you have no one to turn to – people are there to help.

Other help

www.nspcc.org.uk

www.childline.org.uk 0800 1111

www.barnardos.org.uk

www.saferinternet.org.uk

www.thinkuknow.co.uk

www.childline.org.uk

Appendix 7 - Example - Safeguarding Children; Information for Visitors, Supply Staff and Volunteers

This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Safeguarding and Child Protection Policy and procedures in place.

All people in the school community have a responsibility to act on any concerns that they have about a child's wellbeing.

If you are concerned about a child's welfare, please record your concerns, and any observations or conversation heard, and report this as soon as possible the same day. Ask to speak to the school DSL or any member of the Senior Leadership Team

Please ensure that you share the full details and that these are recorded including date, time, child's name, your name and a factual account of what was said or observed.

Do NOT conduct your own investigation. Keep all concerns or information confidential.

You might be concerned if:

- You see an injury.
- Another person may express concerns.
- Something else raises concerns or worries.
- A pupil tells you something.

If a pupil tells you something that needs to be passed on:

- Promise confidentiality not secrecy.
- Reassure the child that they have done the right thing.
- Listen but do not ask leading questions.
- Record and pass on your concerns.

Your help in supporting our safeguarding work is appreciated by the school and most importantly by the children and young people.

- Designated Safeguarding Lead is
- Deputy Designated Safeguarding Lead is
- Designated Safeguarding Governor is

Appendix 8 - Advice if there are concerns about the capacity of parent/carer collecting children

If the school has concerns that a parent, carer, or person authorised to collect a child appears to be:

- drunk
- under the influence of other drugs, whether prescription or not
- behaving in an irrational, aggressive or concerning way

which suggests they are not able to offer safe care to the child or not fit to drive, the school should take appropriate steps to avoid releasing the children to the carer.

Whilst the school cannot legally refuse ultimately to withhold the child, there is a safeguarding and moral responsibility to attempt to clarify the situation and take steps to protect the child as much as possible in such circumstances.

If there is clear evidence or a judgement taken in good faith by staff that if the parent takes charge of the child, it will be at immediate risk of harm:

- 1) Staff concerned will alert senior staff and keep the child separate if possible.
- 2) Staff will talk to the adult and re-assess their ability to keep the child safe.
- 3) Consider contacting other authorised carers.
- 4) If not appropriate or not available and there is a perceived risk, we will explain to the adult that CSC and the police are being contacted for advice and ask s/he to be patient and calm. The child will be supervised elsewhere in school if possible.
- 5) If it is not possible to avoid the adult taking the child and there are concerns for their safety and that of staff and others 999 will be called and the SaPH notified.

Appendix 9 - Information for Parents

At Bubwith CPS, we recognise that your child is our responsibility and concern. We want to work in partnership with you, and discuss with you, any concerns we may have or that you may have.

It is a priority to inform and involve you at every stage in your child's time at the school.

Since the first priority is your child's welfare, there may be rare occasions when our concern about your child means that we have to consult other agencies even before we contact you.

The ER Safeguarding Children Partnership (ERSCP) has laid down the procedures we follow, and the school has adopted a Child Protection Policy in-line with this for the safety of all.

If you want to know more about our procedures or the policy, please speak to the Headteacher or your child's Class Teacher, or Fran Ward, who is the Governor with responsibility for Child Protection.

Appendix 10 - Support Organisations

NSPCC 'Report Abuse in Education' Helpline

0800 136 663 or help@nspcc.org.uk

National Organisations

NSPCC: www.nspcc.org.uk

Barnardo's: www.barnardos.org.uk

Action for Children: www.actionforchildren.org.uk

Children's Society: www.childrenssociety.org.uk

Centre of Expertise on Child Sexual Abuse: www.csacentre.org.uk

Support for Staff

Education Support Partnership: www.educationsupportpartnership.org.uk

Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Harmful Sexual Behaviour Support Service: <https://swgfl.org.uk/harmful-sexual-behaviour-support-service>

Support for pupils/students

ChildLine: www.childline.org.uk

Papyrus: www.papyrus-uk.org

The Mix: www.themix.org.uk

Shout: www.giveusashout.org

Fearless: www.fearless.org

Victim Support: www.victimsupport.org.uk

Support for Adults

Family Lives: www.familylives.org.uk

Crime Stoppers: www.crimestoppers-uk.org

Victim Support: www.victimsupport.org.uk

The Samaritans: www.samaritans.org

NAPAC (National Association for People Abused in Childhood): www.napac.org.uk

MOSAC: www.mosac.org.uk

Action Fraud: www.actionfraud.police.uk

Shout: www.giveusashout.org

Advice now: www.advicenow.org.uk

Support for Learning Disabilities

Respond: www.respond.org.uk

Mencap: www.mencap.org.uk

Council for Disabled Children: <https://councilfordisabledchildren.org.uk>

Contextual Safeguarding Network

<https://contextualsafeguarding.org.uk/>

Substance Misuse

Talk to Frank: www.talktofrank.com

Domestic Abuse

Domestic abuse services: www.domesticabuseservices.org.uk

Refuge: www.refuge.org.uk

Women's Aid: www.womensaid.org.uk

Men's Advice Line: www.mensadviceline.org.uk

Mankind: www.mankindcounselling.org.uk

National Domestic Abuse Helpline: www.nationaldahelpline.org.uk

Respect Phoneline: <https://respectphoneline.org.uk>

Criminal and Sexual Exploitation

National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are

It's not okay: www.itsnotokay.co.uk

NWG Network: www.nwgnetwork.org

County Lines Toolkit for Professionals:

www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit

Honour Based Abuse

Karma Nirvana: <https://karmanirvana.org.uk>

Forced Marriage Unit: www.gov.uk/guidance/forced-marriage

FGM Factsheet:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

Mandatory reporting of female genital mutilation: procedural information:

www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

The right to choose - government guidance on forced marriage: www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage

Child-on-Child abuse, including bullying, sexual violence and harassment

Rape Crisis: <https://rapecrisis.org.uk>

Brook: www.brook.org.uk

Disrespect Nobody: www.disrespectnobody.co.uk

Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights

Lucy Faithfull Foundation: www.lucyfaithfull.org.uk

Stop it Now! www.stopitnow.org.uk

Parents Protect: www.parentsprotect.co.uk

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Diana Award: www.antibullyingpro.com/

Bullying UK: www.bullying.co.uk

Kidscape: www.kidscape.org.uk

Online Safety

NCA-CEOP: www.ceop.police.uk and www.thinkuknow.co.uk

Internet Watch Foundation (IWF): www.iwf.org.uk

Childnet: www.childnet.com

UK Safer Internet Centre: www.saferinternet.org.uk

Report Harmful Content: <https://reportharmfulcontent.com>

Marie Collins Foundation: www.mariecollinsfoundation.org.uk

Internet Matters: www.internetmatters.org

NSPCC: www.nspcc.org.uk/online-safety

Get Safe Online: www.getsafeonline.org

Parents Protect: www.parentsprotect.co.uk

Cyber Choices:

<https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>

National Cyber Security Centre (NCSC): www.ncsc.gov.uk

Mental Health

Mind: www.mind.org.uk

Moodspark: <https://moodspark.org.uk>

Young Minds: www.youngminds.org.uk

We are with you: www.wearewithyou.org.uk/services/kent-for-young-people/

Anna Freud: www.annafreud.org/schools-and-colleges/

Radicalisation and Hate Crime

Educate against Hate: www.educateagainsthate.com

Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism

True Vision: www.report-it.org.uk

Children with Family Members in Prison

National information Centre on Children of Offenders (NICCO): <https://www.nicco.org.uk/>

Appendix 11 - EYFS Framework - Summary of Changes

EYFS Safeguarding Reforms

EYFS Framework School

Last year's EYFS consultation has resulted in changes to safeguarding, which will improve children's safety and align with current best practice in early years settings.

From 1st September 2025, all registered early years providers must follow the new EYFS framework for group and school-based providers (there is an additional one for childminders). Section 3 of the framework details the Safeguarding and welfare requirements necessary in the EYFS, but the summary below details the main changes;

- Amendments to promote **safer recruitment**, including: new expectations to provide timely references (3.20), for any member of staff (including students and volunteers) before they are recruited and a requirement for safeguarding policies to include procedures to help ensure that only suitable individuals are recruited.
- New requirements for providers to follow up **if a child is absent for a prolonged period of time** and amendments to ensure providers hold additional emergency contact details. Providers should consider patterns and trends in a child's absences and their personal circumstances, as well as the child's and parent's/carer's vulnerability and their home life. Concerns must be referred to local children's social care services and/or a police welfare check requested. The setting's attendance policy must be shared with parents/carers, with expectations for how absences are reported and the actions the setting will take if the child is absent without notification or for a prolonged period of time.
- There is a new section on **Safer Eating**, which requires that a member of staff, who holds a valid paediatric 1st aid certificate, should be in the room when children are eating. There is also detailed information on pgs. 36 & 37 of the EYFS Framework on special dietary requirements and how these should be handled by settings
- Creation of a **safeguarding training criteria annex** and a requirement for safeguarding policies to include details of how safeguarding training is delivered, including how practitioners are supported to put it into place. Training must be renewed every two years and providers may consider whether any staff need to undertake annual refresher training to help maintain basic skills and keep up to date with any changes to safeguarding procedures or as a result of any safeguarding concerns that occur in the setting
- Amendments to ensure that early years students and trainees are required to have **paediatric first aid (PFA) training** in order for them to be included in ratios at the level below their level of study. Providers must not allow anyone aged under 17 to care for children unsupervised at any time
- New requirements to support **whistleblowing**, which require appropriate procedures in place for all staff (including students & volunteers) to raise concerns about poor or unsafe practice in the setting's safeguarding provision. This must include when and how to report concerns and the process that will be followed after staff have reported concerns.
- An additional point has been added to 3.86 to ensure that **children's privacy** during nappy changing and toileting is considered and balanced with safeguarding

Safeguarding in Education Team

School Staff and Volunteer Code of Conduct

2025-26

Safe Schools, Safe Children, Safe Staff



Bubwith Community Primary School

** Refers to all paid staff, volunteers, visitors, and people on placements*

Date of This Review	September 2025
Reviewed By	Rebecca Walker
Date Approved by Governing Body	
Date of Next Review	

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1. Policy Statement

1.1 The school seeks to provide a safe and supportive environment, which secures the well-being and best outcomes for pupils in their care. This document clarifies what is expected in terms of professional behaviour. In so doing, it applies to all paid staff /employees, volunteers, visitors, and people on placements

1.2 In addition to this code, anyone employed under teachers' terms and conditions of employment has a statutory obligation to adhere to the 'Teachers' Standards' document. The relevant extract, 'Part 2 – Personal and professional conduct' is contained below at Appendix 1.

1.3 Employees should be aware that failure to comply with the code of conduct could result in disciplinary action, which may potentially include dismissal.

1.4 This code does not form part of the contract of employment and can be amended at any time.

1.5 The code shall apply to all staff, including the Headteacher.

1.6 This code is supplemented by additional policies and guidance documents, which are listed in Appendix 3.

2. Core Principles

2.1 The welfare of pupils and employees is paramount.

2.2 Employees are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

2.3 Employees should work, and be seen to work, in an open and transparent way.

2.4 Employees should discuss and/or take advice promptly from their line manager or another senior member of staff over any incident which may give rise to concern.

2.5 Records should be made of any such incident and of decisions made or further actions agreed.

2.6 All employees should know the name of their designated person for child protection (the Designated Safeguarding Lead), be familiar with child protection arrangements and understand their responsibilities to safeguard children, as outlined in [Keeping Children Safe in Education, 2025, \(KCSiE, 2025\)](#), especially Part One and Annex A.

2.7 Be aware that if you are a teacher, you have a legal responsibility to report to the police, evidence, or disclosure that FGM may have been performed

2.8 Employees should be aware that breaches of criminal law and other professional guidelines could result in criminal or disciplinary action being taken against them.

2.9 In the case of a major health outbreak, employees are expected to follow the Government and Public Health advice. Failure to do so could result in disciplinary action being taken against them.

3. Procedure

3.1 The Code of Conduct outlines examples of conduct that would be deemed appropriate for any member of staff employed in a school. Failure to maintain the requirement of the code of practice may result in formal action under the school's Disciplinary and/or Capability Work Performance Policy and Procedure. Insert / amend according to setting

4. Setting an Example

4.1 All employees who work in schools set examples of behaviour and conduct which can be copied by pupils and volunteers.

4.2 Employees must always avoid using inappropriate and/or offensive language.

4.3 Employees must act as role models, demonstrating high standards of conduct, including treating others with dignity and respect, to encourage pupils and volunteers to do the same.

4.4 Employees should be aware of and adhere to the school's rules in respect of behaviour such as use of mobile phones, eating or drinking in corridors and classrooms, chewing gum, etc.

4.5 Employees must avoid putting themselves at risk of allegations of abusive or unprofessional conduct and be aware of conduct-related issues in terms of the 'Harm Threshold' and Low-level concerns (See Appendix 4).

4.6 Employees will not undermine fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

4.7 Employees will not express personal beliefs in a way that exploits pupils' vulnerability or might lead them to break the law

4.8 Employees will maintain high standards in their attendance and punctuality.

5. Appointments

5.1 All employees involved in staff appointments should ensure that these appointments are based on merit.

5.2 All employees involved in staff tendering processes, e.g., supply staff, should ensure that these selections are based on merit.

6. Gifts and Hospitality

6.1 Employees need to take care that they do not accept any gift that may be construed as a bribe by others or lead the giver to expect preferential treatment. It is acceptable to receive small tokens of appreciation from parents or pupils at the end of term, for good measure, such gifts should be declared to the Headteacher. In the case of the headteacher, to the Chair of Governors.

6.2 If a gift is deemed to be inappropriate or of a high value or the employee is concerned that it may be construed as a bribe, it should be declined with professional courtesy and reported to the Headteacher.

7. Declaration of Interests

7.1 All employees must declare on at least an annual basis, or where a potential conflict arises during the year, to the Headteacher any financial or personal interests which could conflict with the school's interests on the declaration of interest form, available from the school office. Where an employee is unsure, they should discuss the matter with the Headteacher.

7.2 Employees must not be directly involved in any staff appointment or decisions relating to discipline, pay, promotion or pay adjustments for any individual who is a relative or with whom they have a close personal relationship.

7.3 In this event, they must inform their Headteacher as soon as they become aware of the application or matter in question.

7.4 Any external work that employees undertake must not bring the school into disrepute or conflict with the school's interests.

7.5 All relationships of a business or private nature with external contractors or potential contractors should be made known to the Headteacher. In the case of the Headteacher, any financial interests or relationships of a business or private nature must be declared to the Governing Body.

8. Confidentiality of information

8.1 Information obtained in the course of employment should not be used to the detriment of the school, for personal gain or benefit, nor passed on to others who might use it in such a way.

8.2 Employees must take all reasonable steps to ensure that the loss, destruction, inaccuracy, or disclosure of information does not occur as a result of their actions, including information relating to school business, staff and pupil data.

8.3 The storing and processing of personal information is governed by the [UK General Data Protection Regulation \(UK GDPR\)](#) and the [Data Protection Act 2018](#), and the school will give clear guidance to employees about their responsibilities under this legislation. School's ICT Policy and Procedure is located on the school website.

9. Sharing of confidential information

9.1 There are circumstances where employees are expected to share information about a child, for example, when child protection issues arise. In such cases employees have a duty to pass information on without delay in line with school policy or local procedures.

9.2 If employees are in doubt about whether to share information or keep it confidential, they should seek guidance from a senior leader or person with designated child protection responsibilities.

9.3 Whilst employees who work with children and young people need to be aware of the need to listen to and support them, they must not make promises to keep secrets, nor should they request this of a child or young person under any circumstances.

9.4 Employees should not discuss work-related issues in public places, including when using a mobile phone.

10. Use of school facilities, resources and time

10.1 The school's property and facilities (e.g. stationery, computers, photocopiers, and mobile phones) may only be used for school business unless permission for their private use has been explicitly granted.

10.2 Employees must ensure that they use school funds entrusted to them responsibly and lawfully.

10.3 Only duties relating to their employment at the school should be undertaken during work time unless the express permission of the Headteacher is sought.

11. Duty of trust and care

11.1 All employees have a duty to keep children and young people safe and to protect them from neglect, sexual, physical and emotional harm and any other risk posing issues and safeguarding

concerns – as outlined in KCSiE, 2025 and the school Child Protection and Safeguarding Policy. This is exercised through the development of respectful and caring relationships between adults and children and young people and also through the behaviour of the adult, which at all times should demonstrate integrity, maturity and good judgement.

11.2 All employees will remain alert to the indicators of abuse, including sexual violence and sexual harassment, neglect, exploitation, radicalisation, and risk-taking behaviour and be aware of indicators that a pupil or family may need additional support or early help

11.3 Employees must, at all times, act in accordance with the trust that the public is entitled to place in them as an employee of the school. Employees are expected to be ready and able, at the agreed times, to carry out their job.

12. Dignity at work

12.1 All members of the local community, clients and employees have a right to be treated fairly and equally and with dignity and respect.

12.2 Employees should be aware that their behaviour may inadvertently intimidate or offend other employees, parents, pupils or members of the public and should remain conscious of this at all times.

12.3 The school is opposed to and will not tolerate all forms of discrimination, harassment, victimisation, and bullying and has procedures in place to deal with complaints of this nature

13. Whistleblowing

13.1 Employees have a duty, without fear of recrimination, to report suspicions or knowledge of any wrongdoing they become aware of, for example:

- Activities which they believe to be illegal, improper, unethical or otherwise inconsistent with the code
- Anything which involves, or they think involves, irregularities with money or other property of the school
- School employees, or other individuals, being involved in potentially fraudulent or corrupt activities, or theft

Please see Bubwith CPS Whistleblowing Guidance, which is located on the school website.

13.2 Employees must report any alleged impropriety or breach of procedure to the Headteacher so that the matter may be investigated immediately. If any suspected wrongdoing involves the Headteacher, then reports should be made to the Chair of the Governing Body.

13.3 Employees must be open and transparent supporting a culture within the school, in which all concerns about all adults working in or on behalf of the school are dealt with promptly and appropriately; this enables us to identify inappropriate, problematic or concerning behaviour early, minimise the risk of abuse and ensure that adults working in or on behalf of the school are clear about and act within appropriate professional boundaries, and in accordance with our ethos and values.

13.4 A 'low-level' concern does not mean that it is insignificant; a low-level concern is any concern that an adult working in or on behalf of the school may have acted in a way that is inconsistent with expectations and the Staff Code of Conduct, including inappropriate conduct outside of work and does not meet the 'harm threshold' or is otherwise not serious enough to consider a referral to the LADO.

14. Conduct outside of work

14.1 Employees must not engage in conduct outside of work which could damage the reputation of the school or the employee's own reputation or the reputation of other members of the school community.

14.2 Any employee facing criminal charges must notify their Headteacher as soon as possible, whether they feel the matter is relevant to their employment or not. Please refer to the Appendix 1, extract from Teachers' Standards document.

15. Communications with pupils

15.1 Employees must not give their personal contact details (including their mobile telephone number, home address and e-mail address) to pupils unless there are exceptional circumstances and the Headteacher has granted permission. They should not request any personal information from a pupil.

15.2 Communication with pupils must at all times take place within appropriate professional boundaries and must be transparent and open to scrutiny. Contact should only be made for appropriate professional purposes.

16. Use of ICT

This includes the use of mobile phones, text messaging, instant messaging, emails, digital cameras, videos, webcams, websites, online gaming and blogs, and other similar technologies.

16.1 All employees should not be communicating with pupils outside school through the use of ICT, unless the purpose is solely to conduct their professional duties and has been agreed with your line manager/ Headteacher.

16.2 In exceptional circumstances, if an employee needs to contact a pupil through the use of ICT outside school hours, communication must at all times be within appropriate professional boundaries and must be transparent and open to scrutiny.

16.3 Schools and colleges should provide a safe environment to learn and work, including when online. Filtering and monitoring are both important parts of safeguarding pupils and staff from potentially harmful and inappropriate online material. All employees should be aware of who the school's identified filtering and monitoring personnel are to report any concerns to.

16.4 Internal e-mails, via registered school email account, should only be used to communicate in line with the protocols laid out within the school's policy on internet and email usage.

17. Social Media

17.1 Employees should not post any comments on social media or the internet that could potentially be defamatory to the school or damage the school's reputation. Comments must not disclose confidential information relating to the school, its pupils, governors, employees and local community.

17.2 Bullying, harassment and victimisation of employees, pupils or other persons affiliated with the school through online means will not be tolerated and may be subject to disciplinary action.

17.3 Photos and/or personal details of pupils must not be uploaded to any employee's personal social media account.

17.4 Employees must not allow current or recent pupils access to their social media accounts, including adding them as 'friends', except in cases where permission has been given by the Headteacher (e.g. alumni groups). It is the employee's responsibility to ensure that their accounts and passwords are secure, and any potential breach should be reported to the Headteacher immediately.

17.5 It is advised that employees do not identify themselves with the school on their personal social media accounts. If they do identify themselves as an employee of the school, then they must behave appropriately and in line with the school's values.

17.6 It is advised that employees make all social media profiles 'private' so that pupils and parents do not have access to their personal details and images. Employees should be aware that they leave themselves open to a charge of professional misconduct if inappropriate images of them are made available on a public profile.

17.7 It is advised that employees exercise caution and do not accept friend requests from parents other than where close personal or familial relationships already exist.

17.8 Accessing, marketing and storing child pornography or indecent images of children is illegal and is likely to lead to a criminal conviction and the individual being barred from working with children and young people.

17.9 Under no circumstances should employees in schools use school equipment to access inappropriate images on the internet or access any other site which could call into question their suitability to work with children. The same rule applies to the use of the school's equipment by members of staff at home, e.g. laptops and tablets. Equipment containing such images or links must not be brought into the workplace.

17.10 If an employee becomes aware that they are in an online game with a pupil, they should cease the game immediately. Under no circumstances should employees seek out pupils or share identity tags or usernames with them to play online games.

18. Photography, video recordings and other creative arts

18.1 Some school activities may involve taking or recording of images. Only school devices should be used for this purpose. Any such work should take place with due regard to the law and the need to safeguard the privacy, dignity and safety of pupils. Informed written consent from parents or carers and, where possible, agreement from the pupil should always be sought before an image is taken for any purpose.

18.2 Care should be taken to ensure that all parties understand the implications of the image being taken, especially if it is to be used for any publicity purposes or published in the media or on the internet. There also needs to be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them.

18.3 It is not appropriate for employees to take photographs of children for their personal use.

19. Curriculum

19.1 The curriculum can sometimes include or lead to discussion about subject matter of a sexually explicit or sensitive nature and employees may wish to seek guidance from a senior member of staff when responding to pupils' questions.

19.2 Employees should not enter into or encourage inappropriate or offensive discussions about sexual activity.

20. Intimate care

20.1 Where applicable, a care plan should be agreed and drawn up with parents for all pupils who require intimate care on a regular basis. The views of the pupil should be actively sought, where possible, when drawing up a care plan. Depending on their age, maturity and ability, pupils should be encouraged to act as independently as possible. This plan should be reviewed regularly.

20.2 Where any changes to the agreed plan are required, consultation should take place with senior staff and parents or carers.

20.3 A record should be made of any variations from the agreed plan, and the justification for this must be shared with the pupil's parents or carers.

20.4 When assistance is required, employees should ensure that another appropriate adult is in the vicinity and is aware of the task being undertaken.

21. First aid and medication

21.1 Employees should be suitably trained before administering first aid. The school will have trained and named individuals to undertake first aid.

21.2 Employees should be suitably trained before administering any agreed medication.

21.3 Where possible, employees should ensure that another adult is aware of the action being taken. Arrangements will be in place to ensure that parental consent is obtained for the administration of first aid. Parents or carers should always be informed when first aid has been administered, and a record made.

21.4 In circumstances where pupils need medication regularly, a health care plan should be in place to ensure the safety and protection of the pupils and the adults working with them

22. Extra-curricular activities

This includes school trips, out-of-school clubs and overnight supervision.

22.1 Where activities take place off the school site or out of normal school hours, an additional appropriate adult should be present unless otherwise agreed with senior staff.

22.2 Parental consent must always be obtained for the activity.

22.3 Employees should ensure that their behaviour remains professional at all times during such activities and stays within clearly defined professional boundaries.

22.4 Where activities include overnight stays, careful consideration needs to be given to sleeping arrangements, and pupils, adults, and parents should be informed of these before the trip.

23. Transporting children

23.1 It is advisable that private vehicles are not normally used for the transport of pupils.

Where this is required, there should normally be at least one additional adult to the driver acting as an escort. If private vehicles are being used, the Headteacher should be aware, and the vehicle and the driver should have no previous driving convictions. This excludes driving offences resulting in points on the driver's license and no further action.

23.2 At all times, the driver must ensure that they have appropriate [business](#) insurance and that maximum capacities are not exceeded in vehicles.

24. One-to-one situations

24.1 Employees working in one-to-one situations with pupils are more vulnerable to allegations and therefore should plan and conduct such meetings accordingly. Every attempt should be made to ensure that the safety and security needs of both employees and pupils are met.

24.2 Meetings should be conducted in an area where there is visual access or with an open door.

24.3 A colleague should be informed about the meeting beforehand, assessing the need to have them nearby.

24.4 Employees should always report to a senior member of staff when a pupil has become distressed or angry during a one-to-one meeting.

25. Behaviour management and use of reasonable force

25.1 The use of physical intervention should be avoided wherever possible and should only ever be used in line with the guidance issued within the school's behaviour management policy.

25.2 Under no circumstances should physical force or intervention be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence.

25.3 In settings where restrictive physical interventions may need to be employed regularly, e.g. there will be a clear policy in place on the use of such interventions as part of a wider behaviour management policy. Risk assessments should be carried out and individual care plans should be in place in consultation with parents or carers and, where appropriate, pupils.

25.4 In all cases where physical intervention is employed, the incident and subsequent actions must be recorded. This includes written and signed accounts from all those involved (including the pupil). Parents or carers must be informed of the incident on the same day.

25.5 Training will be provided to employees in respect of behaviour management and the use of physical intervention. School's behaviour management policy is located on the school website.

26. Sexual conduct

26.1 Any sexual contact between an employee and a pupil is both inappropriate and illegal. This does not just refer to physical contact but also to non-contact activities such as causing children to engage in or watch sexual activity or the production of pornographic material.

26.2 Employees must not pursue sexual relationships with children and young people either in or out of school.

26.3 Employees should avoid any kind of behaviour which could be construed as 'grooming' a pupil, such as singling out pupils for special attention and buying gifts for pupils.

26.4 Employees must avoid any form of communication with a pupil which could be interpreted as sexually suggestive or provocative, i.e. verbal comments, letters, notes and physical contact. This includes making sexual remarks about or to pupils and discussing personal sexual relationships within their presence.

27. Social contact

27.1 Employees should not seek to have social contact with pupils or their parents or carers unless the reason for this contact has been firmly established with a senior leader or Headteacher.

27.2 If a pupil or parent attempts to establish social contact or if this occurs coincidentally, then the employee should exercise their professional judgement in making a response and must make their manager and the parent of the pupil aware of the situation.

27.3 Where the nature of the employee's role involves work in the community or the employee lives in the community, care should be taken to maintain appropriate personal and professional boundaries.

28. Physical contact

28.1 There will be circumstances where physical contact between employees and pupils is entirely appropriate, for example, as an integral part of some lessons such as PE, drama and music. Employees should use their professional judgement at all times about the appropriateness of physical contact with pupils and, where feasible, seek the child's permission before initiating contact.

28.2 Physical contact should only be initiated for the minimum time necessary; it should be appropriate to the age and stage of the pupil and appropriate to the employee's role and the needs of the child.

28.3 Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority.

28.4 If an employee thinks that an incident of physical contact may have been misinterpreted, they must report this immediately to the Headteacher.

29. Personal care

29.1 Pupils are entitled to respect and privacy at all times and especially when changing clothes, washing, showering or undertaking any form of personal care. Supervision may be required to safeguard young people or satisfy health and safety considerations. This should be appropriate to the needs and age of the pupils concerned.

29.2 Employees must not have any physical contact with pupils when they are in a state of undress, change in the same room as pupils or shower or bathe with them.

29.3 Employees should announce their intention to enter rooms where pupils are changing and avoid any visually intrusive behaviour whilst in the room.

30. Personal living space

30.1 No pupil should be in or invited into the home of an employee unless the reason for this has been firmly established and agreed with parents or carers and a senior leader or Headteacher.

30.2 If there are exceptional circumstances (e.g., family connections or friendships between the employee's children and the pupil), then a senior leader or Headteacher and the pupil's parent or carer must be made aware, and the employee should avoid being alone with the pupil at home.

31. Pupils in distress

31.1 There may be occasions when a distressed pupil needs comfort and reassurance.

Employees should remain self-aware at all times, ensuring that their contact is not threatening, intrusive or subject to misinterpretation.

31.2 Where a situation gives rise to concern, employees should always tell a colleague when and how they offered comfort to a distressed pupil and make a record of the incident. If an employee is unsure about how to offer comfort to a distressed pupil, then they should seek advice from a senior staff member.

32. Sharing concerns and recording incidents

32.1 All employees should be aware of the school's procedures for safeguarding children and for dealing with allegations against members of staff. Employees who are subject to allegations are advised to contact their union or professional association.

32.2 In the event of any allegation being made, information should be clearly and promptly recorded and reported to a senior leader without delay.

32.3 In cases where a pupil develops an infatuation, there is a high risk of words or actions being misinterpreted and for allegations being made against employees. Employees should report to a senior leader any concerns that a pupil may be infatuated with them.

32.4 All accidents and incidents should be reported appropriately in line with the school's health and safety policy. The health and safety policy is located on the school website.

33. Appearance and standard of dress

33.1 All staff are models for the learners in the school; therefore, they have a responsibility to model appropriate dress and appearance.

33.2 All employees' appearance must be professional at all times, both within the workplace and when representing the organisation.

33.3 The employee dress code reflects the high expectations of the school in terms of teaching and learning, behaviour and student uniform.

33.4 It is recognised that staff within the school perform a variety of different roles, and the dress code takes this into account.

33.5 The school recognises the diversity of cultures and religions of its employees and will take a sensitive approach when this affects dress and uniform requirements. However, priority will be given to health and safety, security and other similar considerations.

34. Remember

34.1 If no specific advice, policies or guidelines for a specific situation exist, or if you are unsure, consult a senior leader.

34.2 If you need to take a particular course of action in an unplanned circumstance, which may vary from policies or which does not allow time for advice to be sought, record these actions with a senior leader.

34. If at any time you are concerned that an action or comment by yourself may be misinterpreted, or that a child behaves or makes a comment in a way that causes you concern, log this immediately with the appropriate senior member of staff.

Appendix 1 – Extract from Teacher’s Standards

Part Two: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
- having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix 2 – Potential Gross Misconduct List

Examples as listed in the Disciplinary Procedure – amend as appropriate.

Examples of conduct that may be considered to constitute gross misconduct include:

- unauthorised removal of the school's property
- stealing from the school, its members, members of staff, or the public and other
- offences of dishonesty
- sexual offence
- sexual misconduct
- conduct at work likely to offend common decency
- fighting
- physical assault including the imposition of any form of corporal punishment and the use of unreasonable force to control or restrain pupils
- consuming alcohol during working time
- being on duty under the influence of drink or drugs, other than those which have been medically prescribed
- deliberate falsification of documentation
- falsification of qualifications, which are a stated requirement of employment
- malicious damage to the school's property
- serious breaches of safety regulations endangering other people, including deliberate damage to, neglect of, or misappropriation of safety equipment
- criminal conduct
- improper disclosure of information and misconduct concerning official documents
- failure to act or comply with a reasonable instruction
- serious neglect of duty
- breaches of the school's Equal Opportunities Policy, including racial and sexual discrimination/harassment
- inappropriate use of social media, as defined in the social media Policy.
- bullying/harassment
- serious failure to uphold public trust and maintain high standards of ethics and behaviour within and outside school
- serious failure to maintain proper and professional regard for the ethos, policies and practices of the school
- serious misuse of the school's email, internet and other electronic facilities
- failure to adhere to the Safer Working Practices document (in the case of safeguarding professional conduct allegations, failure to do so may lead to dismissal)

Appendix 3 – Supplementary policies, procedures and guidance

- Whistleblowing
- Low-level concerns
- Behaviour Management
- Physical Intervention
- Intimate Care
- Administration of Medicines
- Child Protection / Safeguarding Policy and Procedures
- Data Protection
- Health and Safety
- IT Usage
- Online safety

All policies can be located on the school website.

Appendix 4 – Harm Threshold and Low-level Concerns

Harm Threshold

This involves managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. It involves behaviour where it is alleged that anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

What is a Low-level Concern?

The term 'low-level' concern does not mean that it is insignificant. A Low-level Concern is any concern – no matter how small, and even if no more than causing a sense

- of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or
- college may have acted in a way that:
- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating pupils.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in a specific circumstances, through to that which is ultimately intended to enable abuse.

Safeguarding in Education Team Whistleblowing Policy



Bubwith Community Primary School

Date of This Review	September 2025
Reviewed By	Rebecca Walker
Date Approved by Governing Body	
Date of Next Review	September 2026

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1. Introduction

This policy forms part of the Bubwith CPS Staff Code of Conduct and should be read in conjunction with the school's Child Protection & Safeguarding Policy and Low-level Concern policy. This Whistleblowing policy is based upon the statutory Public Interest Disclosure Act (1998) (PIDA) which protects any whistleblowing worker who discloses their concerns in the public interest. Alongside this legislation is the guidance 'Keeping Children Safe in Education 2025 (KCSiE 2025)'.

KCSiE 2025 states what school or college staff should do if they have concerns about safeguarding practices within the school or college:

- *72. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding provision and know that such concerns will be taken seriously by the senior leadership team.*
- *73. Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school or college's senior leadership team.*
- *74. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them*
 - general advice on whistleblowing can be found at <https://www.gov.uk/whistleblowing>
 - the [NSPCC Whistleblowing Advice Line](https://www.nspcc.org.uk/whistleblowing) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – and the line is available from 08:00 to 20:00 Monday to Friday, and 09:00 to 18:00 at weekends. The email address is help@nspcc.org.uk

It is the clear responsibility of all members of staff and volunteers to act on any concerns or information that give them concern about the safety and wellbeing of a child or children arising from circumstances or events out of school. Equally it is the responsibility of all members of staff and volunteers to act on any concerns or information that give them concern about the safety and wellbeing of a child or children within the school or within the care of the school.

Such a concern in a safeguarding context may be related to:

- the conduct or behaviour of a member of staff or volunteer towards an individual child or children.
- information that suggests a member of staff or volunteer is unsuitable to work with children.
- belief that the Designated Safeguarding Lead (DSL), senior leaders or governors have failed to take appropriate action in response to safeguarding concerns raised

This policy aims to:

- encourage individuals affected to report suspected concerns and wrongdoing as soon as possible in the knowledge that their concerns will be taken seriously and investigated, and that their confidentiality will be respected
- let all staff in the school know how to raise concerns about potential wrongdoing in or by the insert name
- set clear procedures for how concerns will be responded to
- let all staff know the protection available to them if they raise a whistleblowing concern

- assure staff that they will not be victimised for raising a legitimate concern through the steps set out in the policy, even if they turn out to be mistaken (though vexatious or malicious concerns may be considered a disciplinary issue)

This policy does not form part of any employee's contract of employment and may be amended at any time. The policy applies to all employees or other workers who provide services to school in any capacity including self-employed consultants or contractors who provide services on a personal basis and agency workers etc.

2. Legal Context

Public Interest Disclosure Act (1998) (PIDA)

This policy is drafted in line with the provisions of the Public Interest Disclosure Act (1998) (PIDA). The Act protects you from detrimental treatment or victimisation by your employer if, in the public interest, you disclose a concern regarding any wrongdoing.

Examples of concerns that you may raise include, but are not limited to:

- data protection issues
- fraud or theft
- breaches of policies and procedures
- conflicts of interest
- safeguarding issues
- health and safety

Please also see Appendix 3.

3. Policy Statement

The Governing Body is committed to running the school in the best way possible, maintaining an effective safeguarding culture and associated procedures. This policy seeks to reassure people that it is safe and acceptable to speak up and to raise any concern that they may have at an early stage and in the right way. Rather than wait for proof, the Governing Body would prefer people to raise their concern as soon as they feel able to do so.

3.1. Aims of the policy

- The Whistleblowing Policy aims to:
- encourage a person to feel confident in raising concerns and to question concerns that they may have about perceived wrong doings.
- provide a clear process in which they can communicate their concerns.
- ensure that they receive a response to concerns and are aware of how they can pursue the complaint further if they are not satisfied with the school's response.
- reassure them that if their disclosure is genuine, they will be protected from harassment, reprisals, or victimisation by anyone working for or with the school

3.2. Who does the Whistleblowing Policy apply to?

All those who work in a school in a paid or unpaid capacity, including, but not limited to:

- employed (full-time or part-time)
- individual or organisation is using the school premises for the purposes of running activities for children (KCSiE 2025)
- subcontracted to deliver a service to a school
- working as a consultant
- employed through an agency
- volunteer

If you have a Whistleblowing concern, you are encouraged to notify Rebecca Walker as soon as is practicably possible.

3.3. What is the purpose of the Whistleblowing Policy?

The Whistleblowing Policy provides guidance and clarity and is primarily for concerns where there is a risk that is in the public interest. It supports instances whereby:

- a person may be worried about raising a concern and may think it best to keep it to themselves, perhaps feeling it's none of their business or that it's only a suspicion and may feel that raising the matter would be disloyal to colleagues or the senior leadership of the school.
- a person may decide to say something but find that they have spoken to the wrong person or raised the issue in the incorrect way and are not sure what to do next.

3.4. Is the person using the correct policy?

If something is troubling a person and they think that the school should know about or investigate it, please use this policy, alongside the Low-level Concerns Policy. If, however, they wish to make a complaint about their employment or how they have been treated, they are encouraged to use the contract of employment for reference and Human Resources (HR) Manager for advice. The Low-level Concerns Policy is located on the school website.

4. Involved Parties

4.1. Governing Body and Headteacher

The Governing Body and Headteacher are responsible for:

- establishing a culture whereby all individuals fully understand that it is safe and accepted to raise Whistleblowing concerns
- establishing a culture whereby all individuals fully understand that leaders actively want and expect individuals to raise Whistleblowing concerns
- ensuring that victimisation of anyone who uses the Whistleblowing procedure is not tolerated

This includes school staff (refer to 3.2 of others to be considered) and any related incidents when an individual or organisation is using the school premises for the purposes of running activities for children (KCSiE 2025).

4.2. Headteacher

The governing body has designated the Headteacher specifically to deal with matters concerning whistleblowing.

Their responsibilities are to:

- reassure and support individuals to use these procedures
- receive concerns raised by individuals
- respect an individual's request that a concern is raised in confidence
- ensure that they effectively communicate with individuals
- ensure staff record concerns on the school's reporting forms (Example of the concerns reporting form is Appendix 3 in the Low-level Concerns Policy)
- ensure that an initial assessment or preliminary investigation is carried out and if needed, an Investigating Officer appointed to lead the investigation
- acknowledge the concern to the person raising it, within ten days of it being raised and, in the acknowledgement, outline:
 - how it is proposed to deal with the matter
 - how long it will take to provide a final response
 - whether any initial enquiries have been made
 - information about individual support mechanisms

Where appropriate, inform the person against whom alleged concerns have been raised, of the nature of the concerns and how it is proposed to deal with the matter.

If the concern is about the Headteacher, then the designated person is the Chair of Governors. If the concern is about the Chair of Governors, then the designated person is the Director of Children's Services.

4.3. Whistleblower (the person raising the concern) should:

- raise the concern in 'good faith'
- report the concern to the appropriate person in the school, e.g., Headteacher or Chair of Governors and, in exceptional cases, outside the school governing body.
- Follow a clear reporting procedure for children, parents, and other people to report concerns or complaints, including abusive or poor practice – see Section 6 below.

We also acknowledge that low-level concerns can arise in several ways from various sources, e.g., suspicion, complaint, or a disclosure. Procedures are in place for confidentially sharing and handling of low-level concerns.

A 'low-level' concern does not mean that it is insignificant; a low-level concern is any concern that an adult working in or on behalf of the school/college may have acted in a way that is inconsistent with expectations and the Staff Code of Conduct, including inappropriate conduct outside of work and does not meet the 'harm threshold' or is otherwise not serious enough to consider a referral to the Local Authority Designated Officer (LADO).

4.4. Trade Unions and Professional Associations (or work colleague)

- may support the Whistleblower to lodge the concern(s)
- may support the Whistleblower to formally present their concerns to the appropriate person

A representative cannot speak on behalf of the Whistleblower.

4.5. Local Authority

Where the concern is raised directly with the Local Authority, the relevant designated professional will provide advice and guidance to the school:

- Local Authority Designated Officer (LADO)
- The Safeguarding in Education Team (SiET)
- Director of Children and Young People, Education & Schools

The Local Authority will provide support, guidance and advice on HR and Legal matters as required

5. Protection provided to Whistleblowers

5.1. Victimisation

Provided the Whistleblower is raising a genuine concern, it does not matter if they are mistaken. Of course, the school does not extend this assurance to someone who maliciously raises a matter they know is untrue.

If the Whistleblower has raised a genuine concern under this policy, they will not be at risk of losing their job or suffering any form of reprisal as a result.

The school will not tolerate the harassment or victimisation of anyone raising a genuine concern and will consider it a disciplinary matter to victimise anyone who has raised a genuine concern.

5.2. Confidentiality

With these assurances, we hope that the Whistleblower will raise their concern openly. However, the school recognises that there may be circumstances when they would prefer to speak to someone confidentially in the first instance. If this is the case, they are requested to advise the school of their concern(s) at the outset.

If they ask the school not to disclose their identity, it will not be disclosed without the Whistleblower's consent (unless required by law). The Whistleblower should understand that there may be times when the school is unable to resolve a concern without revealing their identity, for example where personal evidence is essential or in an investigation report to provide context. In such cases, the school will discuss with the Whistleblower whether and how the matter can be best progressed.

Please remember that if the Whistleblower does not identify themselves (and is therefore raising a concern anonymously) it may be difficult for the school to investigate the matter. The school will not be able to protect the position of the Whistleblower or provide feedback, as it can when a Whistleblower's identity is disclosed at the outset.

6. Whistleblowing Procedure

6.1. Steps to follow when raising a concern internally

Please see Appendix 3 for further details relating to the 'Harm Threshold' and 'Low-level' concerns. When raising a concern, the Whistleblower does not need to have firm evidence of malpractice. However, the school requests that they explain as fully as they can, the information or circumstances that have given rise to their concern.

If they wish to raise the matter confidentially, they are requested to advise the school of this at the outset, so that appropriate arrangements can be made.

6.2. Step one

If there is a concern about malpractice, the school hopes that the Whistleblower will feel able to raise it first with their line manager or Headteacher. This may be done:

- verbally
- in writing in open correspondence
- using the school's low-level concerns form (Example of the concerns reporting form is Appendix 3 in the Low-Level concerns policy)

6.3. Step two

If they feel unable to raise the matter with their line manager or Headteacher, for whatever reason, they are encouraged to use the school's low-level concerns form and send it to the Chair of Governors.

6.4. Step three

If the Whistleblower feels unable to raise the matter with the Chair of Governors, for whatever reason, they are encouraged to use the school's Confidential Reporting Form and send it to one of the LADO Officers. The contact details for the LADO are available in Appendix 2 of this policy. These people have been given special responsibility and training for dealing with Whistleblower concerns.

If the Whistleblower feels unable to raise their concerns with the LADO, they can communicate their concerns directly to the Director of Children and Young People, Education & Schools.

6.5 How the school will respond to a Whistleblower concern

The nature of the concern will be evaluated in terms of the 'Harm Threshold' and 'Low-level' concerns criteria (Appendix 3), and this will inform subsequent action and decision making and involvement of the LADO.

Where a concern has been raised under step one or two (above), it will be acknowledged within 5 working days.

The Headteacher or Chair of Governors will:

- write to the Whistleblower acknowledging their concern(s)
- undertake a preliminary investigation

If the Headteacher or Chair of Governors is satisfied that the concern raised requires a formal investigation, which may involve consultation with the LADO, an Investigating Officer will be identified. This would normally be a member of the Senior Leadership Team who is not involved in the substance of the allegation.

The Headteacher or Chair of Governors will write to the Whistleblower to confirm:

- details of the appointed Investigating Officer
- details of how the concern(s) will be investigated
- details of the support mechanisms available to the Whistleblower during the investigation

During the investigation, the Investigating Officer will maintain regular contact with the Whistleblower and, where possible, provide a timetable for the investigation.

At the conclusion of the investigation, a report will be sent to the Headteacher or Chair of Governors, outlining the findings of the investigation and providing any recommendations.

Recommendations are sometimes provided to assist the school in addressing findings that are reported during the investigation.

The Headteacher or Chair of Governors will then write to the Whistleblower with details of his/her findings.

If during the above or following completion of the process the person raising the issue still has concerns that a child or children are at risk or that appropriate procedures have not been followed, the member of staff should contact the LADO or the Safeguarding and Partnership Hub or, in situations where children are thought to be in immediate danger or risk of harm, the Police by contacting 999.

7. Additional Support for Employees

Any employee who raises a concern or is the subject of an investigation under the Whistleblowing Policy can access additional support from the school such as a referral to the school's Occupational Health provider.

8. External Disclosures and Independent Advice

It is the aim of the Whistleblowing Policy to provide the Whistleblower with the reassurance and information that they need to raise their concern internally.

If they would prefer to report the concern(s) externally, they may wish to seek advice from their Trade Union, regulatory or professional body, or from the Whistleblowing charity, 'Protect', which provides legal advice to individuals and employers. What is most important is that the concern is raised and considered.

Protect Advice can be contacted

- by telephone on 020 3117 2520
- by email on whistle@protect-advice.org.uk
- more information about what they do can be found by visiting www.protect@advice.org.uk
-

9. Department for Education

If you would like to make a Whistleblowing disclosure regarding an academy or post 16 provider you can make a disclosure directly to the Department for Education (DfE) if you are:

- an employee
- a volunteer who has knowledge of the setting – for example if you are a trustee in an academy trust

For more information on how the DfE handle whistleblowing disclosures, please visit:

(<https://www.gov.uk/government/publications/dfe-whistleblowing-policy>).

9.1 What to include in a disclosure

Give full details of the school so it can be fully investigated. Provide the settings full name, address and postcode as without these details they are unable to investigate.

9.2 Schools

To make a disclosure about an academy trust or free school, use:

- the Customer Help Portal (<https://customerhelpportal.education.gov.uk/>) if you agree to disclosing your identity.
- our complain about a school (<https://www.gov.uk/complain-about-school>) guidance if you wish to remain anonymous.
-

9.3 Colleges and independent training providers

Make a disclosure about a post-16 education or training provider by: emailing your complaints or disclosure to customer.complaints@education.gov.uk

Alternatively, sending a letter to:

- Customer Service Team
Department for Education
Cheylesmore House
Quinton Road
Coventry
CV1 2WT

9.4 What happens after making a disclosure

Once the DFE receive a disclosure they will:

- send an acknowledgement (if you shared your contact details)
- confirm that we will not contact you unless we need further information for any investigation

The DFE will not enter a conversation with reporting person once they have started a formal investigation.

10. Commitment to Equality

This policy addresses the following equality duties:

- to eliminate unlawful discrimination, harassment, and victimisation
- to advance equality of opportunity
- to foster good relations between different groups of people
-

11. Other Related Policies

- Low-level Concerns
- Complaints
- Strategic Child Protection and Safeguarding
- Staff Reference Guide Child Protection and Safeguarding

Appendix 1 - Key policies

Policy / Document	Location / Where to find the document
Whistleblowing Policy (Schools) August 2025	https://www.bubwithprimary.co.uk/school_information/policies/policies.html
Keeping Children Safe in Education DfE Sept 2025	https://assets.publishing.service.gov.uk/media/68b02d1efef950b0909c1734/Keeping_children_safe_in_education_2025_part_one_Information_for_school_college_staff.pdf
School Staff Code of Conduct August 2025	https://www.bubwithprimary.co.uk/school_information/policies/policies.html
Guidance for Safer Working Practice for Those Working with Children and Young People in Education Settings 2022	https://www.ruthgorse.leeds.sch.uk/trga-website-content/uploads/2022/03/GSWP-Feb-2022-1.pdf
School Strategic Child Protection and Safeguarding Policy 2025	https://www.bubwithprimary.co.uk/school_information/policies/policies.html
Low-level Concerns Policy 2025	https://www.bubwithprimary.co.uk/school_information/policies/policies.html

Appendix 2 - Key Contacts	
Name / Role	Contact Details
Rebecca Walker Headteacher	Bubwith.primary@eastriding.gov.uk FAO Head 01757 288261
Emma Postlethwaite and Luke Howard Chair of Governors	Bubwith.primary@eastriding.gov.uk Chairs of Governors 01757 288261
Local Authority Designated Officer (Jayne Hammill and Lisa Breene)	LADO@eastriding.gov.uk
Safeguarding and Partnership Hub (SaPH)	Mon to Thu 8:30am-5:00pm Fri 8:30am-4:30pm (01482) 395500 www.eastriding.gov.uk/living/children-and-families/childrens-social-care/support-and-protection-for-children/
Safeguarding in Education Team	safeguardingineducation@eastriding.gov.uk - Chris Hamling (Education Safeguarding Manager) - Tahnee Burgess (Education Safeguarding Officer) - Fiona O'Hara (Education Safeguarding Officer) - Tara Baker (Education Safeguarding Officer) - Kate Jordan (Education Safeguarding Officer) - Eve Atkinson (Education Safeguarding Support Assistant)
ER Emergency Duty Team – out of hours	(01482) 393939
Protect (Independent whistleblowing charity)	Helpline: (020) 3117 2520 E-mail: whistle@protect-advice.org.uk Website: www.protect-advice.org.uk
NSPCC	0800 028 0285 Email: help@nspcc.org.uk

	Website: www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/
Employee's Trade Union	Employee to contact their own Trade Union

Appendix 3 – harm threshold and low-level concerns

Harm Threshold

The term ‘allegation of harm’ means that it is alleged that a person who works with children meets the harm threshold as specified below and has:

- behaved in a way that has harmed a child or may have harmed a child; and/or
- possibly committed a criminal offence against or related to a child; and/or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

Staff should follow the procedures outlined in the supporting school / college policies, Staff Code of Conduct and Whistle-blowing Policy in the event of concerns being identified relating to the conduct of adult colleagues

What is a low-level concern?

The term ‘Low-level’ concern does not mean that it is insignificant; it means that the adult’s behaviour towards a child does not meet the harm threshold as set out in Section 3 of the Low-Level concerns policy. A Low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ – that an adult may have acted in a way that:

- is inconsistent with an organisation’s Staff Code of Conduct, including inappropriate conduct outside of work, and
- does not meet the allegation threshold or is otherwise not serious enough to consider a referral to the LADO – but may merit consulting with and seeking advice from the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating pupils.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

**Bubwith Community Primary School
Governor Visit Record Form**

Name of Governor	Emma Postlethwaite and Pip Williams
Date of Visit	24 October 2025
Time of Visit	9.15am to 10.15am
Teacher responsible	

Area/s of Focus/Reason for Visit

Attend a special assembly provided by On Your Marks Theatre Company in relation to health and wellbeing for KS2.

Observations during Visit

The performance took place in the Hall and was set up with desks and chairs like a school. The actors were dressed in green t-shirts similar to the school's uniform.

The performance lasted for 45 minutes with the actors role playing scenarios in a school setting where emotions and feelings were explored including examples of how various actions could help feelings and emotions including healthy eating, exercise, art and crafts. There were suggestions of things that the children can do to help manage their emotions or make them feel happy and healthy.

The session ended with ten minutes of the actors speaking with the children and asking what they do to make them feel happy and referring back to the performance.

The children watched and sat well throughout the performance and engaged well in the question time afterwards.

It was a really positive activity from which the children hopefully took away ideas.

Any Actions/Follow-up Required?

None other than a potential of considering the company for a future performance and potentially using their idea of a jar to put things in that help make you happy to be used in classrooms or encouraged at home.

Signed:

Date:



EAST RIDING

OF YORKSHIRE COUNCIL

County Hall Beverley East Riding of Yorkshire HU17 9BA Telephone (01482) 393939
www.eastriding.gov.uk

Tom Chamberlain Interim Director of Children and Young People, Education and Schools

Post Agenda Documentation

Bubwith Community Primary School

Tuesday 18 November at 6.30pm

Following the publication of the agenda, the following documents were either circulated prior to the meeting or tabled at the meeting:

Agenda Number	Item
14	School Development plan - draft New Version
18	SFVS 25.26 Bubwith
29	SEND governor report summer term 2025

Merlin Joseph

Executive Director of Children, Families and Schools

Bubwith Community Primary School

School Development Plan 2025-26

Inclusion	Learning & Teaching	Achievement	Attendance, Behaviour & Wellbeing	Personal Development	Leadership and Governance	Early Years
						
Develop consistent strategies to adapt the curriculum for all learners, allowing children to access the highest leverage knowledge and skills needed to progress. <i>2-year objective</i>	Adapt long and medium-term plans so the curriculum is coherently sequenced and planned in all subject areas, with clear progression of knowledge and skills over time. <i>3-year objective</i>	Develop a strategic assessment system that allows for the early identification of gaps and targeted support to close them. <i>3-year objective</i>	Build children's independence and self-regulation in school, ensuring that they are motivated and resilient in the face of difficulties. Develop Pastoral support to offer early intervention for mental health and wellbeing. <i>2-year objective</i>	Create purposeful, broad enrichment opportunities that enhance the curriculum offer and create joyful learning experiences. Develop children's knowledge and curiosity about the world, particularly when exploring diverse cultures, beliefs and practices.	Create a calm, engaging school environment that reflects the high-quality provision on offer. Develop subject leadership confidence to support the subject and pedagogical knowledge of teachers in delivering their subject. <i>3-year objective</i>	Establish an ambitious and engaging Early Years curriculum that enables children to demonstrate confidence and independence across different areas of learning.

Development area	Priority	Intended Outcomes	Planned Actions	Review
Inclusion	Develop consistent strategies to adapt the curriculum for all learners, allowing children to access the highest leverage knowledge and skills needed to progress. <i>2-year objective</i>	<u>2025-26</u> Curriculum plans for focus subjects identify core knowledge that children must acquire in each lesson or unit. Teachers adapt lessons to ensure that all children can access and demonstrate this core knowledge in a way that suits their needs. Children with gaps in their knowledge are given time to practise their targets to close gaps. <u>Long-term</u> Curriculum plans for all subjects identify core knowledge that children must acquire in each lesson or unit. Teachers adapt lessons to ensure that all children can access and demonstrate this core knowledge in a way that suits their needs. Children with gaps in their knowledge are given time to practise their targets to close gaps.	Deliver staff training on identifying SMART targets using a small step assessment tracker. Determine a personalised curriculum for all children working well below their year of study. Use symbols and simplified text to adapt curriculum lessons to ensure that children can access and demonstrate understanding of core concepts within lessons. Monitor the effectiveness of curriculum adaptations through learning walks, pupil voice and progress against personal targets. Share best practice across the school to ensure that all teachers feel confident with different ways to approach adaptations based on individual need.	
Learning & Teaching	Adapt long and medium-term plans so the curriculum is coherently sequenced and planned in all subject areas, with clear progression of knowledge and skills over time. <i>3-year objective</i>	<u>2025-26</u> A 2-year rolling cycle of long and medium term plans are written for Reading, Writing, Maths, Art and P.E, demonstrating core knowledge that pupils will learn and a simple lesson structure that can be adapted where needed. <u>Long-term</u> A 2-year rolling cycle of long and medium term plans are written for all subjects, demonstrating core knowledge that pupils will learn and a simple lesson structure that can be adapted where needed. Subject leaders develop individual subject pedagogical strategies based on research.	Create 2-year long term plans to create consistency of curriculum delivery. Deliver staff training on creating clear and concise medium term plans, that highlight the core knowledge being taught and how this progresses towards an end of unit assessment. Draft medium term plans for focus subjects, comparing within year groups to ensure that end goals mirror both the national curriculum and reflect the needs of our children based on assessment data.	

		Teachers can articulate the coherence and sequence of their curriculum, identifying where knowledge and skills are strategically revisited and developed to ensure progress over time.	Include the adaptation of medium term plans in pupil progress meetings to reflect on successes and plan to fill gaps strategically.	
Achievement	Develop a strategic assessment system that allows for the early identification of gaps and targeted support to close them. <i>3-year objective</i>	2025-26 Teachers complete teacher assessment judgements using evidence in books and standardised assessments. Termly assessments are completed to track progress over time in core subjects. Yearly assessments are completed in foundation subjects and are reported to parents in a clear manner. <u>Long-term</u> Termly assessments are moderated internally and with cluster schools where possible to ensure that judgements are robust. Pupil progress meetings are conducted termly and focus on identification of gaps. Impact of interventions is tracked and strategies are adjusted to ensure that gaps are addressed and closed effectively.	Determine three assessment points for core subjects and one assessment point for foundation subjects. Create assessment structures on Arbor and deliver staff training on how to input data. Plan for assessment weeks by selecting standardised assessments, delivering training on teacher judgements and providing opportunities to moderate. Deliver training on the use of pupil voice to support assessment judgements. Conduct pupil progress meetings focused on pupil needs, rather than numbers.	
Attendance, Behaviour & Wellbeing	Build children's independence and self-regulation in school, ensuring that they are motivated and resilient in the face of difficulties.	2025-26 School rules are reworked so that all children and adults can explain them. Rewards and consequence systems link directly to school rules and poor behaviour over time is addressed through liaison with families and support from external agencies where needed. Adults model the values we want to see from children and feel confident in "sweating the small stuff". <u>Long-term</u> Pupils approach mistakes and setbacks as opportunities for growth rather than failure. Children can articulate what to do when they find something difficult and persist until they succeed. Teachers note increased willingness among pupils to attempt new or complex tasks.	Rewrite the school values as a community and develop what these mean in practice. Share values in assemblies and in class time with children, highlighting what this looks like for them as opposed to an abstract concept. Deliver training with support staff on behaviour policy updates to ensure consistency for all. Engage parents proactively to share successes and work collaboratively where standards are not being met.	
Attendance, Behaviour & Wellbeing	Develop Pastoral support to offer early intervention for mental health and wellbeing. <i>2-year objective</i>	2025-26 There is a trained, designated Mental Health first aider in school. Teachers refer concerns about mental health and cases are triaged with support given for a set period of time and reviewed. All staff are trained in emotion coaching strategies and are given opportunities to revisit this over the year. ELSA training takes place for a designated support staff member. <u>Long-term</u> There is a clear graduated approach to SEMH concerns in school, with teachers confidently identifying and referring where they have a concern. Pastoral support is given for a set period of time and impact is visible and sustained. All staff use emotion coaching strategies to support wellbeing and model positive mental health strategies to children.	Support staff member to attend MHFA and ELSA training. Plan dedicated time for pastoral interventions. Add to school capacity by training another DDSL, focused solely on the Early Help and Pupil Voice lens to safeguarding. Deliver emotion coaching training to all staff. Plan supervision sessions to reflect on emotion coaching throughout the year. Begin to draft an SEMH graduated approach, highlighting how teachers can refer concerns and what actions are taken, for how long and how this is communicated to parents.	
Personal Development	Create purposeful, broad enrichment opportunities that enhance the curriculum offer and create joyful learning experiences.	2025-26 There is a clear enrichment offer that includes trips, visitors and opportunities to build cultural capital that children would not otherwise experience. Enrichment experiences link to children's learning and they are able to articulate what they have learned or explored. <u>Long-term</u> Enrichment enhances the curriculum and critically analyses opportunities to develop cultural capital. School takes full advantage of the local area and stakeholders, engaging with the community and widening children's lived experiences.	Design an enrichment map with staff that incorporates trips, visitors and other experiences in school. Share with parents and provide opportunities for parents to break down costs over time to make trips affordable and manageable for all. Diwali day, Chinese New Year and Eid focus for 2025/26 – plan activities and invite in external guests where possible. Capture enrichment offer in school environment, newsletter and the website, using pupil voice.	

		Enrichment is woven effectively into the school curriculum, providing opportunities for writing for real purposes and reflecting on experiences.		
Personal Development	Develop children's knowledge and curiosity about the world, particularly when exploring diverse cultures, beliefs and practices.	<u>2025-26</u> Exploration days for key festivals and events across the world are timetabled and planned to broaden children's knowledge. Children are encouraged to ask questions and explore parts of the world they know little about to expand their knowledge with respect and curiosity. <u>Long-term</u> Diversity is woven through the academic and enrichment curriculum and children can articulate knowledge about people and practices different from them, demonstrating curiosity and appreciation for differences.	Design an enrichment map with staff that incorporates trips, visitors and other experiences in school. Share with parents and provide opportunities for parents to break down costs over time to make trips affordable and manageable for all. Diwali day, Chinese New Year and Eid focus for 2025/26 – plan activities and invite in external guests where possible. Capture enrichment offer in school environment, newsletter and the website, using pupil voice. Plan assemblies that broaden horizons, exploring different cultures and contexts beyond our own. Super 6 reading spine. Topic selection reflects a diverse world.	
Leadership & Governance	Create a calm, engaging school environment that reflects the high-quality provision on offer.	<u>2025-26</u> Shared learning spaces are tidied and organised to ensure that they reflect the high standard expected in classrooms. Display boards celebrate best practice in school. <u>Long-term</u> Children demonstrate care and appreciation for the school environment, celebrating their achievements and taking responsibility for their actions as part of the school community. The school environment highlights curriculum, enrichment and pastoral work, with photos highlighting activities children have engaged in, examples of high quality work, narratives from subject leaders and high-quality subject resources out on display for children to discuss and use in their learning. All environment areas are well cared for and remain tidy and organised.	Create a clear set of expectations for shared learning spaces (e.g., library, corridors, shared resource rooms) including organisation, labelling, display expectations, and routines that match classroom standards. Develop a schedule where classes or year groups are allocated responsibility for maintaining specific shared spaces weekly, supported by staff modelling and checklists to reinforce consistency. Senior leaders and subject leaders conduct walkthroughs to monitor tidiness, organisation, and displays, offering feedback, celebrating successes, and identifying areas for support. Curate display boards that showcase exemplary pupil work and best teaching practice across subjects, ensuring displays are purposeful, well-presented, and updated on a half-termly cycle. Deliver guidance or CPD on effective displays (celebration of work, working walls, vocabulary focus, presentation expectations), offering templates and shared resources to ensure high-quality, consistent presentation across the school.	
Leadership & Governance	Develop subject leadership confidence to support the subject and pedagogical knowledge of teachers in delivering their subject. <i>3-year objective</i>	<u>2025-26</u> Subject leaders for English, Maths, Art and P.E engage in subject leadership activities of curriculum design, delivering staff training and monitoring the effectiveness of their subject with accuracy and ambition. <u>Long-term</u> Subject leaders for all subjects engage in subject leadership activities of curriculum design, delivering staff training and monitoring the effectiveness of their subject with accuracy and ambition.	Subject leaders collaborate with teachers to ensure curriculum maps and progression documents clearly outline skills and knowledge from EYFS to Year 6, highlighting key milestones. Deliver regular CPD sessions or workshops for staff focused on evidence-based classroom practice, subject-specific pedagogy, and assessment strategies to strengthen teaching quality across the school. Implement a cycle of book looks, lesson visits, pupil voice interviews, and planning scrutiny, using consistent criteria so leaders can	

			accurately evaluate strengths and areas for development across their subjects. Analyse pupil outcomes and formative assessment data to identify gaps in learning, monitor progress for key groups (SEND, disadvantaged, high prior attainers), and provide follow-up support where needed. Subject leaders participate in external networks (e.g., local authority groups, specialist hubs), keep up-to-date with curriculum research and best practice, and share key learning with staff to maintain ambition and subject expertise.	
Early Years	Establish an ambitious and engaging Early Years curriculum that enables children to demonstrate confidence and independence across different areas of learning.	<u>2025-26</u> There is a clear Early Years curriculum that maps out development in each area of learning over the course of the year. This complements the Year 1 curriculum without advancing Reception children prematurely onto Key Stage 1 content. Teachers have protected time to work with Early Years children, focusing on interactions and developing their confidence across areas of learning that they are struggling to access. Continuous assessment allows for targeted support form adults to close gaps. <u>Long-term</u> The Early Years curriculum clearly reflects ambitious learning goals across all areas of development. Children confidently engage in learning activities with increasing independence and curiosity. Learning environments are structured to promote exploration, choice, and problem-solving. Staff consistently model and encourage independence, resilience, and self-regulation skills. Ongoing assessment shows children making strong progress towards early learning goals. Families are engaged and understand how the curriculum supports children's confidence and independence.	Create a detailed curriculum map showing how knowledge, skills, and vocabulary build across the year in each area of learning, ensuring alignment with the EYFS framework and smooth transition into Year 1 without pushing KS1 content too soon. Build timetabled, uninterrupted interaction sessions for EYFS teachers and support staff to engage in high-quality play, language development, and targeted interventions based on ongoing observations. Use daily observation notes, learning snapshots, and quick assessment tools (e.g., checkpoint grids, Early Years speech & language screening) to identify emerging needs and plan responsive adult-led support. Review and adapt indoor/outdoor provision linked to curriculum goals and children's developmental needs, ensuring rich opportunities for language, social interaction, early literacy, and maths through play-based learning.	

The schools financial value standard (SFVS) helps to provide schools with assurance that they are meeting the basic standards necessary to achieve a good level of financial health and resource management.

The SFVS checklist asks a number of questions of governing bodies in six areas of resource management to provide assurance that the school is managing its resources effectively. This can be used to identify possible areas for change to ensure that resources are being used to support high-quality teaching and the best education outcomes for pupils.

The checklist was formerly part of a tool that also contained a dashboard. This is now available on the schools financial benchmarking website. It shows how a school's data compares to thresholds on a range of statistics that have been identified as indicators for good resource management and outcomes, which will help you to complete your checklist.

Introduction to the schools financial value standard (SFVS) checklist

Summary of agreed action and timetable for reporting back:

Outcome of schools financial value standard (SFVS)

Signature: (Chair of governing body / management committee)	
Full name of signatory:	Emma Postlethwaite
Date SFVS agreed by full governing body / management committee:	
Date SFVS submitted to local authority for review:	

The schools financial value standard (SFVS) helps to provide schools with assurance that they are meeting the basic standards necessary to achieve a good level of financial health and resource management.

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Schools financial value standard (SFVS) checklist

School name:	Bubwith Community Primary School
School LAEstab number:	811 2761

Answer

Comments, evidence and proposed actions

A. Governance

1	Does the governing body have adequate and up-to-date financial skills among its members to fulfil its role of challenge and support in the field of budget management and value for money? Is there a plan in place to address any gaps?	Q1 guidance	Yes	Governors have wide skills set amongst the members of the governing body including two former headteachers. The co-chairs have been involved with the budget setting and spoke with the representative through the Local Authority. If any queries or gaps do appear, it is felt that there are sufficient contacts between the
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				school, governors and local authority to check information or bridge any gaps. Annually, all governors complete a skills audit provided by the governor support service. The NGA skills audit will determine any training requirements from a whole governing perspective. All governors have access to 'HereforSchools' to book courses. Governors continue to challenge and support the school and ensuring there is effective budget management in place. The best value statement is reviewed annually.
2	Does the governing body have a finance committee, or equivalent, with clear terms of reference and a knowledgeable and experienced chair?	Q2 guidance	Yes	The governing body has a finance committee with formal meetings three times a year. Reports are then submitted for the other terms which are considered by the governing body and where necessary, additional meetings are arranged to discuss the reports particularly if there are any concerns or queries. The finance committee includes ex Headteachers with knowledge and experience of managing school budgets. Along with public/private

				sector managers. Finance Committee delegated duties include: • income and expenditure monitoring • evaluating internal financial controls • administering school voluntary funds • forecasting income streams (pupil numbers) • budget approval • reporting on minutes to FGB • ensuring financial management standards are met • preparing a draft budget with a 5-year forecast
3	Does the governing body receive clear and concise monitoring reports of the school's budget position at least 6 times a year?	Q3 guidance	Yes	The finance committee meet three times a year. The governing body also receives monitoring reports each half term included at each finance committee meeting. The co-chairs also regularly meet with the Headteacher to discuss the school's budget where necessary. Any updates from the LA/DFE are circulated to all finance governors.
4	Are business interests of governing body members and staff properly registered and taken into account so as to avoid conflicts of interest?	Q4 guidance	Yes	The governors complete a declaration each year to confirm if they any conflict of interest. In addition, at each finance committee meeting

					there is an inclusion within the minutes of any conflict or declarations of interest that any of the committee members might have.
5	Does the school have access to an adequate level of financial expertise, including when specialist finance staff are absent, for example, on sick leave?	Q5 guidance		Yes	The school business manager who deals with the finances for the school, works one day a week. If she is ill on her specified day, an alternative day would be arranged. Day to day finances such as payment of invoices can be dealt with by the admin officer or the Headteacher. If the above process fails, School Finance from the LA can be bought in.

B. School Strategy

6	Does the school have a realistic, sustainable and flexible financial strategy in place for at least 3 years, based on realistic assumptions about future funding, pupil numbers and pressures?	Q6 guidance		Yes	5 year budget plan is in place which is updated twice yearly and strategies considered to approach any forecasted deficits. All budget pressures are included i.e. funding streams, staffing vs pupil numbers, curriculum requirements, capital expenditure etc
7	Does the school take an integrated approach to curriculum and financial planning?	Q7 guidance		Yes	The curriculum and financial elements of the school are often linked and regularly considered in the

				committee meetings. For example, at the Spring term 2025 finance committee meeting, consideration was given to the current maths curriculum and external sports providers, alternative options were presented to the finance committee through the curriculum committee and the headteacher. A decision was made on each of these based on the curriculum needs of the school and the financial planning. DFE benchmarking and ERiding Key Indicators are used to compare against schools in similar areas and size.
8	Does the school have an appropriate business continuity or disaster recovery plan, including an up-to-date asset register and adequate insurance?	Q8 guidance	Yes	These are often reviewed and the insurance policy in particular is often discussed and reviewed at the finance committee meetings. • Internal asset register kept for insurance purposes. • Central IT systems back-up carried out for business continuity. • Local Authority plan in place should business continuity be jeopardised due to premises not inhabitable. • Critical Incident policy in place

					- Insurance is held through the LA - Assets over £10,000 are reportable to East Riding
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C. Setting the annual budget

9	Does the school set a well-informed and balanced 3-year budget and has this been submitted to the local authority?	Q9 guidance	Yes	- L.A. finance SLA purchased to assist with developing and monitoring the 5year budget plan. CFR completed by ERYC annually. Funding, Income and expenditure built in to set a balanced budget. Current budget pressures resulting in a forecasted deficit budget in year 2 of the plan are being closely monitored in house and by the L.A. which may result in a cost cutting exercise being necessary. - Current Budget plan set by Finance Committee Chair and approved by the finance committee. - The budget is linked to the School Development Plan based on the school priorities.
10	Does the budget setting process allow sufficient time for the governing body to scrutinise and challenge	Q10 guidance	Yes.	Chair of Gobs has input at budget plan meetings, once the plan has been completed in conjunction with the

	the information provided?				SBM and Headteacher this is reported to the full finance committee (delegated responsibility) for scrutiny and then reported to FGB. Budget planning meetings carried out during March/April and delivered to finance committee prior to setting deadlines. SBM reports predicted year end positions prior to annual Budget allocation.
11	Is the school realistic in its pupil number projections and can it move quickly to recast the budget if the projections and the reality are materially different?	Q11 guidance		Yes	This has recently been reviewed following a request from the local authority to reduce the PAN. The governors took time to consider the request and the predicted numbers including the patterns for the PAN over recent years. At that time it was considered it would not be appropriate to reduce the PAN at this time however, it is something being monitored and considered. The head has regular meetings with ERYC admissions team, they update schools with future birth rate projections. This information is discussed further at FGB meetings.
12	Is end year outturn in line with budget projections, or if not, is the governing body alerted to significant variations in a timely manner, and do they result from explicitly planned changes or from genuinely unforeseeable circumstances?	Q12 guidance		Yes	The outturn statement is in line with the projected carry forward. Each budget line is reviewed, variances are discussed within the governors. There has been a

				change within the cleaning SLA due to a significant outstanding invoice the school not being aware of. This has altered the budget projections for this year. The co-chairs were made aware of this by the Headteacher as soon as it came to her attention and the governors are being invited to a meeting to discuss this. This is an unusual circumstance and genuinely unforeseen.
13	Are balances at a reasonable level and does the school have a clear plan for using the money it plans to hold in balance at the end of each year?	Q13 guidance	Yes	Regular monitoring enables governors to question and challenge the school for surplus/deficit budgets. Budget expenditure/income will be discussed with the Head/Governors, The SDP informs the budget. Each budget line is reviewed, variances are discussed with governors. A deficit budget has been set for 26/27, this will be discussed at governors meetings to discuss a future plan to reduce.

D. Staffing

14	Does the school review its staffing structure regularly to ensure it is the best structure to meet the needs of the school whilst maintaining financial integrity?	Q14 guidance	Yes	Staffing structure is discussed at the termly personnel meetings which is now a sub-committee of the finance committee. The Headteacher also regularly reviews staffing structure and discusses this with the co-chairs. Benchmarking is also available to compare with schools of similar size and location.
15	Has the use of professional independent advice informed part of the pay decision process in relation to the head teacher and is it tightly correlated to strong educational outcomes and sound financial management?	Q15 guidance	Yes	The school utilises Brian Stillings, the school improvement office, to discuss the Headteacher's salary. Governors review HT pay award annually according to performance review. Financial management and curriculum performance considered. The school adopts the LA Pay Policy, this has been updated to include the recent changes to teachers and support staff pay increases.
16	Has the school published on its website the number of employees (if any) whose gross salary exceeded £100k?	Q16 guidance	N/A	Not Applicable
17	Does the school benchmark the size of its senior leadership team annually against that of similar	Q17 guidance	Yes	The school uses the DfE benchmarking although it is difficult

	schools?			due to the size of the school and split year groups as the arrangement is quite different from other schools, particularly locally. There is a range of levels of experience amongst the teaching staff. The more experienced staff have progressed whilst at the school (from MPS to UPS) which has provided several highly experienced members of the teaching staff.
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E. Value for money

18	Does the school benchmark its income and expenditure and investigate further where any category appears to be out of line?	Q18 guidance	Yes	DfE key indicators website is used to benchmark against comparator schools and assess good resource management (annual Finance committee agenda item). Results of comparisons are communicated at Finance Committee meetings and changes in internal strategies actioned where considered best practice
19	Has the school leadership team considered the results of the DfE benchmarking tools?	Q19 guidance	Yes	Benchmarking exercise is an agenda item for discussion at Finance Committee (FC) meetings. DfE Schools financial benchmarking website tool is used to compare and assess budget areas of

				concern i.e net catering costs per pupil, all staffing costs and various other resources. Findings are reported by Headteacher to Governors for action or discussion where necessary.
20	Does the school have procedures for purchasing goods and services that both meet legal requirements and secure value for money?	Q20 guidance	Yes	Best Value statement agreed by Gobs annually. Procurement procedures adhered to for valued items as per this policy. Scheme for financing schools and finance manual adopted annually. Scheme of delegation adopted annually. Adopted Contract procedures Dual authorisation and segregation of duties as procedure.
21	Is the governing body given the opportunity to challenge the school's plans for replacing contracts for goods and services that are due to expire shortly?	Q21 guidance	Yes	The governing body considers any goods and services that are expiring shortly within the finance committee meetings. Recently consideration was given in relation to the expiration of a contract with an external sports provider – Fit4Fun – and the approaching renewal date for Maths No Problem. Both of these were considered at several governor meetings, consideration was given to staff views and costings. Decisions were made about whether renewal should take place

				or alternative goods and services should be secured. SLA's are discussed at the finance meetings.
22	Does the school consider collaboration with others for example, on sharing staff or joint purchasing, where that would improve value for money?	Q22 guidance	Yes	The school is currently sharing a School Business Manager with another school. The School Business Manager comes into the school once a week and purely deals with the finances including projections, budgets, invoices and reports.
23	Does the school seek to use DfE approved frameworks, where applicable, to ensure procurement compliance and value for money?	Q23 guidance	Yes.	Companies are used from the approved DfE approved frameworks. ERYC procurement procure large contracts which schools can use. The governors and SBM analyse Best Value.
24	Does the school maintain its premises and other assets to an adequate standard and make best use of capital monies for this purpose?	Q24 guidance	Yes	SBM/HT demonstrate continual monitoring of premises and fixed assets, and create a list of priorities for Capital spend. Premises maintenance is a regular agenda item at every finance committee meeting with details of any quotes for works. The school employs a caretaker who attends the school on a morning and at the end of the day. He undertakes general maintenance required on the school grounds and building. The school has also had the car park re-surfaced recently

					together with the roof re-done following a leak. The roof was undertaken by the local authority.
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F. Protecting public money

25	Is the governing body sure that there are no outstanding matters from audit reports or from previous consideration of weaknesses by the governing body?	Q25 guidance	Yes	No current external audit reports to consider. The Finance Committee are aware of internal self-assessment audit templates available, but consideration of in-house financial management procedures and annual SFVS review is deemed adequate. The School Fund is audited by a parent who is an accountant. Findings are discussed at the FGB meetings.
26	Are there adequate arrangements in place to manage related party transactions and has a complete list of related party transactions been appended to the checklist document (see template for recording related party transactions)?	Q26 guidance	Yes	Declarations of interest are declared by Governors prior to each meeting and signed annually. All School staff sign pecuniary declarations annually and advised to make any declarations prior to procurement exercises. No record of related party transactions to report.

27	Are there adequate arrangements in place to guard against fraud and theft by staff, contractors and suppliers?	Q27 guidance	Yes	There is cash retained on site in a cash box which is only accessible by the Headteacher and Admin Officer. There is less than £150 kept in the cash box and it can only be entered into by a two key system. In terms of resources, the Admin Officer undertakes a minimum of an annual inventory and tracks resources. Declarations of interest are declared by Governors prior to each meeting and signed annually. All School staff sign pecuniary declarations annually and advised to make any declarations prior to procurement exercises. No record of related party transactions to report. LA Counter Fraud and Corruption Policy adopted at all governor meetings in 2012. Finance manual adopted annually as well as scheme for financing.	
28	Are all staff aware of the school's whistleblowing arrangements and to whom they should report	Q28 guidance	Yes	Each member of staff has signed the whistleblowing policy.	

	concerns?				
29	Does the school have an accounting system that is adequate and properly run and delivers accurate reports, including the consistent financial reporting return?	Q29 guidance	Yes		The school uses Masterpiece through the Local Authority which allows orders to be processed. Orovia budgeting tool is managed by LA finance dept for budget planning and can be updated by the SBM to forecast any implications from changes to the predicted figures.
30	Does the school have adequate arrangements for audit of voluntary funds?	Q30 guidance	Yes		Independent auditor annually (qualified parent volunteer). Audit report and recommendations is an agenda item at FC meetings during the term after the year end. Outstanding matters are actioned and reported to next FC meeting. Accounts made available for inspection by any interested party (public) on request. Dual signatory system implemented for expenditure from school fund account as now managed online.

SEND governor report summer term 2025

Meeting with Becky Cutler on 25th June, 3-3.40pm

Focus areas: SEND register, specialist and in-house support, workload

1. Workload of SENDCo

RC reported that her SENDCo time of one afternoon a week has been used primarily for paperwork and meetings linked to high needs Educational Health Care Plan work and requests for referrals to specialist support. Her PE responsibilities have also encroached on this time. As a result she has not been able to carry out a whole school review of children with lower level special needs, the differentiated support provided for them within the classroom and their future resourcing needs.

Actions

- ❖ PE responsibility to be handed over to another teacher in the autumn
- ❖ The school office to be first point of contact rather than the SENDCo
- ❖ RC to add explainer to her email letting people know that she only work part time and so is only in school on set days
- ❖ FW to support RC with the development of a provision map in the autumn, starting with a questionnaire for class teachers

2. Effective purchases this year

FOBS paid for ear defenders for each class and a handwriting programme. These are very beneficial.

The Eco club organisers have developed the outdoor area of Hawthorn class with input from pupils. A small trampoline has been provided which is proving effective for 'brain breaks'.

The Nessie program was bought for four pupils with SPLD this year. One pupil has clearly benefited, one has refused to use the resource and two have used it intermittently.

Action

- ❖ Review of Nessie and the use of any other independent learning resources needed before future purchases made- how can the timetable allow for such activities several times a week

3. SEND register

Year group	EHCP	Outside specialist support	Comments
R	1		1 to 1 all day; outreach from Communication Inclusion Service including speech and language therapy in-house this term
1	1		1 to 1 all day; outreach from above service including speech and language therapy in-house this term; SAPs team support
		1	On speech and language waiting list for a long time
2		1	Referral to Educational Psychologist being prepared
		1	Parental referral for EHCP refused by LA

		1	Good progress- will be removed from register in autumn
		1	EHCP applied for; part time 1 to 1 provided by LA this term; leaving school
		1	Medical; also specialist referral request by parent for additional concern
3	1		1 to 1 all day; multi-agency support
		1	Will have referral made if in school next term
4	1		Mornings only 1 to 1 TA support in classroom; successful referral last term for extra diagnosis
		1	Ongoing outreach- social and emotional
5	1		Mornings only 1 to 1 TA support in classroom; early review in autumn to establish chosen secondary school place
		1	Referral made for specialist assessment
6		5	All have low level SEND and have had transition support from their secondary school- extra sessions
		1	Specialist referral made; has had transition support from their secondary school- extra sessions
total	5	15	

September 2025: one pupil with an EHCP entering EYFS. He has had two extra transition sessions

There have not been any home visits this year as so few requested last year. Instead there have been three transition sessions and a parents' meeting.

Action

- ❖ Pupils receiving extra support in school to be added to the register next term
- ❖ Funding for TA support is being monitored by the finance committee

FMW 05.07.25