



‘Ensure your reporting systems are in place, strong in the curriculum, using pupil voice, and evidencing outcomes’



Courage



Aspiration



Respect



Equality



Self control



Northern Star Academies Trust

OUR SCHOOLS AND COMMUNITY



7 PRIMARY SCHOOLS



2 SECONDARY SCHOOLS



1 SCITT



North and West Yorkshire

1 SCIENCE LEARNING PARTNERSHIP

WHERE WE WORK



Courage



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Equality

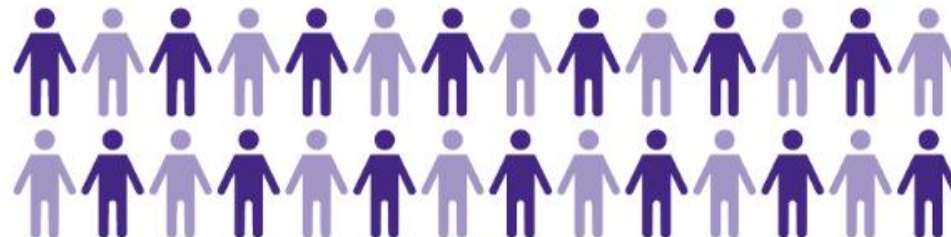


Self control

OUR CHILDREN



2-19 AGE RANGE



4000 NOR INC. NURSERY

OUR STAFF AND VOLUNTEERS



600 STAFF



90+ GOVERNORS & TRUSTEES

SUSTAINABILITY



6 ALLOTMENTS & GROWING SITES



1 COMMUNITY FARM



2 APIARIES

FORMAL EDUCATIONAL PARTNERS





HHS Context

- Harrogate High School is an 11-16 comprehensive with around 720 students on roll.
- We serve the High Harrogate area, which has, surprisingly, quite high levels of deprivation.
- Harrogate – perceptions vs. reality!
- PP = c.34%
- FSM = c.30%
- SEND = c.20%
- EAL = c. 8%
- CIN and CP = 2-3% (fluctuating)
- Early Help = 3-4%
- Current contextual challenges:
 - Persistent/severe absence
 - Mental health & self-harm
 - Parenting
 - Vaping/substances
 - Online safety
 - CCE/County Lines



School Specific Safeguarding Context

Harrogate High School



Data

- CP =
- CIN =
- EH =
- LAC/PLAC =

Main School Safeguarding Issues

- Persistent absence
- Mental ill health & self-harm
- Poor parenting (lack of boundaries, lack of parental engagement, parent mental ill health)
- Physical aggression
- Bullying
- Vaping/smoking/drugs/alcohol
- Witnessing domestic abuse/violence
- Online safety
- Some risk of CCE (small numbers but present)

Safety Steps

- Pastoral support
- PCSO work
- Family liaison worker/Attendance team work
- PSHE programme
- Various levels of mental health support
- Good relationships with EH/agencies

Worries

- Lack of capacity of all support services
- Schools regularly being labelled as 'lead professionals' and expectations to do everything

Safeguarding Beyond School

- Social media & online bullying
- Increase of knives in the community
- Lack of child supervision - some antisocial behaviour in the community
- Drugs, alcohol and vapes readily available
- Drugs/vaping/alcohol normalised
- County Lines/cuckooing presence
- Poverty increasing

Online Safety

- Sexting/nudes
- Online peer abuse

Proactive Measures

- Staff CPD
- PSHE curriculum/assemblies
- Student focus groups (student voice)
- Home visits
- Parents' Forum
- High levels of pastoral support (increased capacity)
- Police intelligence sharing
- PCSO work
- Parent drop-ins
- Foodbank/uniform support
- Attendance at MACE meetings
- Sharing safety info. via weekly bulletin
- TellSomeone@ address
- SEND/DSL emails
- Risk assessments for key students
- The Bridge/AP support at risk students
- Weekly DSL team meetings/debriefings



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Reporting Systems

Curriculum



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8

9

10

Online Life & Media

- Rights, responsibilities and opportunities online
- Safe online friendships
- Sharing personal information online
- Navigating social media safely
- Online bullying and how/where to get help
- Expectations of online behaviour
- PEGI ratings & gaming safely
- Sharing and viewing nudes/explicit images (and the law)
- How to report inappropriate online content
- Difficulties removing online content

- Online risk of exploitation and grooming
- How to be a discerning consumer of information online
- Dis/misinformation online and effective responses to this
- The dangers of biased information
- Filter bubbles and their isolating effects
- The impact of viewing harmful content online
- Online hate and how to respond
- The problems with online gambling including addiction & debt accumulation
- Not providing material to others that you would not want shared further
- How information and data is generated, collected, shared and used online
- How advertising is targeted at individuals online

• Revisit healthy vs

- INCEL subculture and the negative impact of being drawn into online misogyny/hate
- The negative impact of obsessive comparison with others online
- How people curate a specific image of their life online
- Setting unrealistic expectations of body image and understanding appearance ideals
- That pornography provides a distorted view of sexual behaviours and can impact on relationships and future sexual partners

• How to recognise the

- Revisit the impact of sharing nudes and the law
- The difficulties with removing shared online content (revisit and deepen) and how to go about this
- Extremism and radicalisation online – recognising and identifying the risk factors, incl. algorithms
- Misogyny and INCEL subculture (reminder)
- Revisit the influence of online pornography
- How to be a discerning online shopper

Committed, stable relationships (romantic, family, etc.)

awareness

- LGBTQ+ awareness and being a good ally

- Tolerance of different faiths and cultural practices (and respect for those with no faith)
- British Values
- Revisit Equality Act and Protected Characteristics



HHS CARES Character Curriculum Overview

	Autumn 1 (8)	Autumn 2 (7) + Community Day (Respect)	Spring 1 (5)	Spring 2 (5)	Summer 1 (7)	Summer 2 (7) + Community Day (Self-Control)
Tutor Time	Our Values: <ul style="list-style-type: none"> • Student Charter • Enrichment – being the best I can & having the courage to take opportunities • Equality – rules + expectations, charities • Aspiration – R4L, S45, homework, lesson phases • Respect – listening • Self-control – communication (discussion, debate), attendance 	Respect: <ul style="list-style-type: none"> • Remembrance • Empathy • British Values – respect for/tolerance of those with different beliefs • Respecting the right to an opinion • Self-respect • Respecting your environment (incl. sustainability) 	Equality: <ul style="list-style-type: none"> • Volunteering and service to others • Community spirit • Charity • Recognising & celebrating diversity 	Aspiration: <ul style="list-style-type: none"> • National Careers Week – career pathways (age-app. focus) • Motivation/goal-setting • Effort = achievement (self-efficacy) • Leadership 	Courage: <ul style="list-style-type: none"> • Recognising our own strengths & abilities/self-confidence • Courageous people (overcoming adversity) • Commitment (incl. C2L) • Resilience 	Self-Control: <ul style="list-style-type: none"> • Recognising & expressing emotions • Self-regulation • Impulse control • Resolving conflict • Metacognition • Adaptability
Assessable	<ol style="list-style-type: none"> 1. Standards, safeguarding, attendance + charter 2. Enrichment - courage 3. Respect – listening 4. SC - communication 5. Equality – charity 6. Mental Health 7. Wellbeing in Mind Team – year focus 8. Aspiration – Careers 	<ol style="list-style-type: none"> 1. Standards/reset/SG 2. Respect - Anti-bullying 3. Respect - Empathy 4. Self-respect (health) 5. Respect – Sustainability 6. Respect – the right to an opinion & British Value above (DPE) 7. Rewards 	<ol style="list-style-type: none"> 1. Standards /reset/SG/Att. 2. Charity 3. Celebrating diversity (HMD) 4. Serving others & community spirit 5. Looking after our community/ anti-social behaviour 	<ol style="list-style-type: none"> 1. Standards/reset/SG 2. World Book Day 3. National Careers Week 4. Setting goals 5. Rewards 	<ol style="list-style-type: none"> 1. Standards/reset/SG/Att. 2. Recognising strengths & self-confidence 3. Courageous people overcoming adversity 4. Commitment 5. Courageous people (2) 6. Resilience & grit (1) 7. Using failure to succeed 	<ol style="list-style-type: none"> 1. Standards/reset/SG 2. Wellbeing in Mind Team – recognising & expressing emotions 3. Self-regulation & impulse control 4. Conflict resolution 5. Metacognition – learning power 6. Adaptability case study 7. Rewards



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Pupil Voice



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Pupil Voice – mechanisms (but still a challenge to get students to report...)

- Safeguarding focus groups – termly
- Safeguarding survey – annual
- Growing Up In North Yorkshire survey (biennial)
- Student Support Officers
- Key Workers (Inclusion Hub)
- Extra-curricular clubs (e.g.: LGBTQ+ & Allies)
- Trust – QA and pupil voice

ALL FEED THE CONTEXTUAL SAFEGUARDING PICTURE (UPDATED TERMLY), THE CURRICULUM & STAFF CPD.



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L & S: Online Safety/Harassment

- Both on roll in KS3 – mother of female reported during conversation about something else
- Female with SENDs and low self-esteem – previous online safety concerns (vulnerable)
- Pattern of behaviour (both): online safety, harassment, etc.
- Inappropriate phone contact both in and out of school – requests for nudes, to meet up in toilets (male to female)
- Main concern – took nudes from Snapchat and threatened to post publicly unless she met him out of school
- Reported to 101 – no Police action other than speaking to students & families
- Kept separate in school – female's mother extremely anxious and escalating absence – female
- Regular contact with parents and students (trusted adults in school)



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L & S: Online Safety/Harassment (Cont.)

- Backlash in/out school for male
- Further suspicion of continued behaviour (male) with a Y6 child – reported to primary DSL + monitoring (no evidence)
- PCSO mentoring
- Early Help allocated subsequently (male – female’s mother not consenting)
- Counselling and successful reintegration into school (female)
- Concerns re. relationship with a further Year 8 female student (male). Support for this student and close monitoring.
- As a result of escalating behaviours, male in internal appropriate provision for SEMH support – very successful placement
- Reintegration (normal routines) Sept. 23



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O & I: Sexual Violence

- Year 11 male, SENDs and medical needs (perpetrator with vulnerabilities so more complex)
- No prior concerns re. HSBs/Child-on-Child
- Mum contacted school – arrest and admission of sexual assault on relatives (1 of which attends school)
- Bail conditions imposed (no contact with victims, no unsupervised contact with anyone under 16, move out of home to live with grandparent)
- Strategy meeting with partners
- Immediate support from Social Care (section 47 enquiries, resulted in CIN plan for both)
- Risk assessment and consultation with trust and trust lawyers – resulted in amendment to provision (twilight sessions in ‘Hub’)
- Risk of harm to male if public knowledge gained



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O & I: Sexual Violence (Cont.)

- SEND caseworker contact
- Trusted adults nominated
- Checked online activity in school – nothing found
- Complexity – impending exams, other relatives in school, managing friendship groups in male's absence
- Lots of communication with parents and students (regular check-ins for students in family/involved)
- Parents not always fully aware of severity
- Exam period – escorted to/from (managing this tricky)
- College transition meeting



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A: Sexual Violence (other child in another school)

- Year 9 male, relationship with girl from another high school, Mum reported recent intimate relationship.
- Contact from Mum. 5 Police officers appeared at the weekend. Arrested for alleged rape. Released on bail (not to contact or attend address).
- Family devastation. Concerns about 'gossip', concerns he will not attend school due to gossip; friends of the girl attended the school. Brother (SEND) also refusing to attend.
- Immediate actions: organise work to go home. School decided for welfare reasons A was not to attend school pending information from the police and assessment of him.
- Actions: in line with KCSIE 2022 (p.482). The Designated Safeguarding Lead (or a deputy) should ensure they are engaging with Local Authority Children's Social Care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and/or sexual violence specialists will be required.





A: Sexual Violence (other child in another school - Cont.)

- No response from agencies.
- Further actions: school RA, meeting with parents, brother returned to school with support package (went well).
- Trusted adult, regular checks-ins.
- Challenges:
 - Welfare vs. risk.
 - Parent voice.
 - Student voice.
 - Agency involvement.
 - School-led decisions - what is right for the student? When it may clash with parents, other agencies.
 - School left to make decisions.
 - Agencies outside education not understanding/following guidance for schools.



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Evidencing Outcomes



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