

Curriculum

Personal Development / SMSC / PSHE

- ✓ Clear and accessible student information / guidance for:
 - Staff support / structure and trusted adults
 - What constitutes Peer-on-Peer abuse, including categories and behaviours associated
- ✓ Well planned curriculum, which is flexible and dynamic according to local and academy needs or trends
- ✓ Sequenced topics that are planned in accordance to student's life experiences and society-based need
- ✓ Targeted use of external agency personnel and resources, which expand students' knowledge and understanding beyond the Academy's infrastructures
- ✓ Cross-curricular identification to extend opportunities for student and staff culture

Staff & CPD

Staffing

- ✓ Increased capacity and expertise for student care structure, which compliments curriculum delivery as well as the Academy's local needs
- ✓ Detailed and robust 'Multi-Disciplinary Intervention' meeting structures, which enable the Academy to respond and effectively resolve incidents

CPD

- ✓ Staff training meets statutory responsibilities and effectively reflects the Academy's policies / procedures and DfE guidance
- ✓ Leaders are responsible for analysing staff needs and the academy incident trends, this is reflected in CPD planning / delivery
- ✓ Student Voice is used to ensure CPD implementation is community focused

Intervention

Students' needs and staff action

- ✓ The Academy understands and delivers its responsibility to implementing effective intervention for both victims and perpetrators of Peer-on-Peer abuse
- ✓ Appropriate educational and human resources, as well as effective systems, allow for students to receive suitable support following incidents
- ✓ Staffing expertise is reviewed according to academy needs and incident trends, this is also mapped against policy documentation and DfE guidance
- ✓ Identification of external agency intervention and support is an embedded culture
- ✓ Parental and community engagement / support is to be applied for all incidents

Reporting

Incidents

- ✓ The Academy records incidents of Peer-on-Peer abuse with consistency and identifies:
 - Incident detail
 - Students involved
 - Actions
 - Outcomes
- ✓ Reporting accurately reflects policy requirements and allows incident conclusions to be analysed. This supports case studies and reflection for improvement reviews if required
- ✓ Academy Leaders, including Governance, have a clear understanding of academy incidents and trend data, including the strategy actions to support any changing needs
- ✓ Analysis of reports directly influences CPD planning and delivery throughout the academic year

Holistic student safety and well being