



Safeguarding Policy

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Safeguarding Policy – Summary

Aims:	<ul style="list-style-type: none"> • To establish the safety and wellbeing of our students at the heart of everything the City Academy, Hackney does. • To ensure all staff are aware of their safeguarding and child protection responsibilities and that they are able to identify children where concerns about their safety and welfare arise. • That everyone at TCAH knows they have a role to play in safeguarding and they recognise they form part of the wider safeguarding system for children. • To ensure that TCAH works in partnership and establishes effective working relationships with other agencies. • To ensure all staff and students know they can raise issues with the DSL (or deputies) and that concerns will be taken seriously.
Targets/ Outcomes	<ul style="list-style-type: none"> • A safe environment for students to learn, develop and flourish. • Timely identification of students who may be suffering from harm or abuse. • Appropriate support measures are quickly put in place for students who are suffering or who are likely to suffer significant harm. • That the academy works with partners agencies to keep children safe.
Roles and Responsibilities:	
All staff will:	<ul style="list-style-type: none"> • Place the safety and welfare of children at the heart of their work. • Know common indicators of risks and be able to identify early concerns and provide help for children. • Take immediate action in an emergency by finding (in person) or contacting the DSL (or deputy) if there is any suspicion that a child may be at immediate risk of harm. This takes priority over all other responsibilities. These concerns should then be logged on CPOMS. If this occurs at the end of the day the student should remain with the staff member until the DSL authorises their dismissal. • Log, as soon as is practicable, on CPOMS any concerns of a safeguarding nature these include (but are not limited to): <ul style="list-style-type: none"> ◦ Any suspicion a child is injured, marked, or bruised in a way which is not readily attributable; any explanation given which appears inconsistent or suspicious; behaviours which give rise to suspicions that a child may have suffered harm; any extra-familial risks; any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment; concerns that a child is presenting signs or symptoms of abuse or neglect; any significant changes in a child's presentation, including non-attendance; any hint or disclosure of abuse about or by a child or young person; concerns regarding person(s) who may pose a risk to children (e.g. those living in a household with children present); and information which indicates that the child is living with someone who does not have parental responsibility for them for a period of more than 28 days (private fostering). • Never email safeguarding information to members of the safeguarding team – all concerns will be logged on CPOMS. • Staff will listen to students, record and pass on information to the DSL (by logging on CPOMS) in order that they can make informed decisions as to taking the next steps. Staff will not investigate issues themselves (unless a member of the pastoral or mentoring teams). • Where a disclosure has taken place: listen to and take seriously any disclosure or information that a child may be at risk of harm and clarify the information without asking leading or probing questions; try to keep questions to a minimum and only ask open ones; reassure and support the child; explain that only those who 'need to know' will be told, inform the student of the responsibility to pass this information to the DSL. • Where a disclosure has taken place, staff should not: show signs of shock, horror or surprise; express feelings of judgement regarding the alleged perpetrator; promise secrecy; or promise confidentiality. • Where they discover an act of FGM that appears to have been carried out on a girl who is aged under 18, report this directly to the police in line with our mandatory reporting duty, and be aware that failure to do so would result in disciplinary actions • Fulfil their responsibilities under the Prevent Duty, know the indicators of someone who may be vulnerable to radicalisation and promote fundamental British values, (whilst being politically neutral) and challenge extremist views. • Be responsible for their own actions and behaviour and avoid any conduct which would lead any reasonable person to question their motivation and intentions. • Report to the Principal any conduct of a colleague or volunteer that indicates that they poses a risk of harm to students. • Report to the Chair of Governors if the actions of the Principal indicate that they pose a risk of harm to students. • Follow the Academy Code of Conduct and maintain highly professional behaviours and appropriate professional boundaries with students and families. • Be aware of the use of reasonable force policy (detailed in the student behaviour policy) where staff are empowered to physically restrain pupils with 'reasonable' (no more than is necessary) force only: to prevent them from hurting themselves or others. • Fully comply with the school's policies and procedures, including attending appropriate training, informing the DSL of any concerns and reading part 1 of KCSIE (September 2025)

The Safeguarding Officer will:	<ul style="list-style-type: none"> • Monitor all CPOMS logs, triaging logged concerns and alerting the DSL to situations requiring action when necessary. • Manage the administration of all referrals on behalf of the DSL. • Provide administrative support for all aspects of safeguarding and child protection. • Where necessary, conduct home visits (or coordinate home visits by other staff or the police) to ensure students are safe. • Where a child leaves the school, ensure the child protection file is transferred to the new setting in a timely manner (separately from the main pupil file). • Maintain accurate lists of all students on child protection plans, or child in need plans. • Ensure the following information is accurate and up to date: names and contact details of persons with whom the child normally lives; names and contact details of all persons with parental responsibility (if different from above); emergency contact details; name and contact detail of GP
The EWO will:	<ul style="list-style-type: none"> • Acknowledge that a child going missing from education is a potential indicator of abuse or neglect. The Attendance Officer will follow the Safeguarding Children Practice Guidance: Children Missing from School from the London Child Protection Procedures. • Refer all cases of concern to the Education Attendance Service (and Children and Families Service if appropriate). • Where parents inform our school that they wish to 'home educate' their child, our school will inform the Education Attendance Service, who will implement the Elective Home Education procedure.
Heads of Year will:	<ul style="list-style-type: none"> • Read all CPOMS logs for students in their year groups. • Provide early help support for students not at risk of significant harm. • Support the safeguarding work through building relationships with families. • Promote a culture of safety within their year groups.
The Head of Learning will:	<ul style="list-style-type: none"> • Liaise with the Virtual School to ensure that the child's academic needs are being met • Liaise with relevant teachers and departments to ensure the child is on track in their subjects, and where they are not, put in place a plan to improve attainment • Fill out PEPs for the Virtual School in a timely fashion and contribute to any plans for the child
Senior Leaders will:	<ul style="list-style-type: none"> • Ensure that the policies adopted by the Governing Body are fully implemented, and followed by all staff; • All pupils are provided with opportunities through the curriculum to learn about safeguarding, including keeping themselves safe online, relationship education and extra-familial risks including exploitation. • Ensure that sufficient resources and time is allocated to enable the DSL and deputies to carry out their roles effectively including: the assessment of pupils; the attendance of initial child protection conferences; core groups; and other necessary meetings. Cover (of lessons and duties) will always be available to support these actions. • Ensure that procedure for managing allegations against staff is known to staff and visitors • Ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed Whistle Blowing Policy • Where an allegation has been made concerning a colleague, the Principal will operate the procedure for managing allegations and ensure all allegations are investigated thoroughly. The Principal will contact the LADO (in line with the London Child Protection Procedures) and will discuss with them the appropriate next steps to take. The Principal may appoint a Vice Principal (or exceptionally an Assistant Principal) to investigate allegations against staff. The member of staff leading on the allegation will: obtain written details of the concern or allegation • If in consultation with the Designated Officer, a disciplinary investigation is conducted, the Principal will contribute to the child protection process by attending professional strategy meetings; maintaining contact with the DO; and ensuring clear and comprehensive records are kept regarding the allegation, the actions taken, and the outcome. • Complete Safer Recruitment Training (every three years). • Ensure that all incidences of bullying, including cyber-bullying and prejudice-based bullying are investigated in line with the Academy Anti- Bullying policy and will ensure that Anti-bullying is integrated into the PSHE curriculum and that students know how to report bullying.
The Designated Safeguarding Lead will:	<ul style="list-style-type: none"> • Ensure that a DSL (or deputy) will always be on site and they will have appropriate training and understanding of how to manage concerns in an effective way with the welfare of children and young people as their primary focus • Act as a source of support, advice and expertise within our academy and have access to the online London Child Protection Procedures; • Consult with and/or refer cases of suspected abuse or allegations to Children and Families Service and ensure that the Safeguarding Officer maintain a record of all referrals; • Liaise with the Principal and SLT to inform them of any issues and ongoing investigations. • Ensure attendance and contribution to safeguarding and child protection meetings as appropriate; • Monitor and support Child in Need and Child Protection plans, reporting any unauthorised absences to the child's social worker as soon as possible. • Keep detailed, accurate and securely stored electronic records. • Recognise how to identify signs of abuse and know when it is appropriate to make a referral to Children and Families Service. • Have knowledge of the CHSCP Escalation Policy, the Local Authority Designated Officer (LADO) role, the conduct of a child protection case conference and be able to attend and contribute to these.

	<ul style="list-style-type: none"> • Ensure that all staff have access to and understand the school's safeguarding policy. • Ensure that all staff have induction safeguarding training and receive regular updates. • Access resources and attend any relevant or refresher training courses at least every two years. • Ensure the Safeguarding and Child Protection Policy is updated and reviewed annually and work with the Governing Body regarding this • Ensure parents are made aware of the safeguarding policy which alerts them to the fact that referrals may be made and the role of the school in this to avoid conflict later • Determine which members of staff 'need to know' personal information for the purpose of supporting and protecting the child on the principle of those working directly with children will need to know • Ensure that there are displays in the school identifying the DSLs and students are made aware of this (via tutor time, and assemblies) • Ensure that in relation to information sharing: information is shared with Children and Families Service and/or police where the child/young person is or may be at risk of significant harm; pupil's and/or parent/carer's confidentiality is respected; that any information shared is necessary, proportionate, relevant, adequate, accurate, timely and secure • Ensure the following information is accurate and up to date: any relevant court orders in place which affect any person's access to the child and is known by relevant staff; whether a child has been subject to a child in need, child protection or care plan; details of anyone who is not allowed contact with the child and for this to be shared with relevant members of staff • Following any information raising concern: consider the child's wishes and feelings, but not promise confidentiality; consider any urgent medical needs of the child; make a timely referral to FAST if there has been a disclosure and/or allegation of abuse or there are clear grounds for concerns about the child's safety and well-being; consult with FAST if uncertain whether to refer or not; share information with parents, unless to do so may place a child at risk of significant harm, impede any police investigation or place the member of staff at risk; contact the DO for safeguarding in another agency if that agency is working with the family; if further monitoring is required decide who and how this will be undertaken; if it would be appropriate to undertake an assessment and/or make a referral for other services • Maintain contact with the child's allocated Social Worker and contribute to any strategy discussion and/or strategy meeting as required. • Provide a report for, attend and contribute to, any Initial and Review Child Protection Conference. Attend Core Group Meetings for any child subject to a Child in Need Plan or Child Protection Plan • Recognise that some risks occur beyond the families and adhere to contextual safeguarding principles where there is extra-familial risk or abuse. Report to and attend the EFRP as appropriate. • Where a child on a Child in Need or Child Protection Plan moves from the school or goes missing, immediately inform the child's Social Worker • If professional disagreements occur around levels of need, roles and responsibilities, the need for action, or progressing plans and communication to refer to the CHSCP Escalation Policy. • Co-ordinate the training of all other school staff, including non-teaching staff, to receive induction training and safeguarding/ child protection training to enable them to carry out their responsibilities for safeguarding effectively, which will be updated regularly, including a yearly update • Access the online London Child Protection Procedures and be aware of the CHSCP's work and policies • Be supported by the WAMHS project to receive supervision and promote a whole school approach to mental health and wellbeing • Ensure that students and staff know how to keep safe online and there is education and training available
Students will:	<ul style="list-style-type: none"> • Know who the DSL and safeguarding team are, and that they are responsible for their safety and welfare. • Know they have the right to speak or email to any member of staff if they are worried or concerned about themselves or others. • Know that confidentiality can-not be guaranteed but that they will be heard, supported and informed of the steps that can be taken to keep them safe from harm. • Be given a proper explanation (appropriate to their age and understanding) or what action is being taken on their behalf and why. • Have the right to privacy and dignity with information treated confidentiality (within the limits allowed to keep them safe). • <u>Receive, through the curriculum, an understanding and ability to manage risks and how to keep themselves safe.</u>
Parents will:	<ul style="list-style-type: none"> • Be able to access this document on our school website or on request. • Have the right to privacy and dignity with information regarding their child and family treated sensitively (within the limits on confidentiality). • Understand that TCAH recognises the safety of children at the heart of everything we do, and understand that the child's safety is our primary concern. • Understand that we may need to make referrals to children and family support services and that whilst we will aim to discuss these with families, we may make these referrals without their knowledge if we suspect their child may be at risk of harm. • Be able to access support and advice from the academy in relation as to how to keep their child safe.

Governors will:	<ul style="list-style-type: none"> • Ensure that the academy has a safeguarding policy in place that is in accordance with statutory guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request and via the school website. • Ensure that the school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children • Ensure that the school follows the current edition of the London Child Protection Procedures and the statutory guidance KCSIE 2025 for dealing with allegations of abuse against staff and volunteers • Ensure that a senior member of the school's leadership team is designated to lead responsibility for safeguarding • Ensure that there is a named governor for safeguarding. • Ensure that staff undertake appropriate safeguarding/ child protection training, at regular intervals • Comply with the City and Hackney Safeguarding Children Partnership S11 auditing requirements • Ensure that the remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements • Nominate a governor to liaise with the local authority or other partner agencies in the event of safeguarding concerns being raised against the Principal. • Where services or activities are provided on the school premises by another group or individual, ensure that the academy has undertaken appropriate checks to ensure these organisations have appropriate policies and procedures in place in regard to safeguarding children and have 'hire agreements' with external groups and individuals. • Ensure that policies and procedures are viewed annually and provide information to the MAT about them and about how the above duties have been discharged.
The HR Manager will:	<ul style="list-style-type: none"> • Ensure the school pays full regard to the statutory guidance for schools and colleges in regards to recruitment. • Ensure that all appropriate measures are applied in relation to everyone who works in the school, and who is therefore likely to be perceived and experienced by the children as a safe and trustworthy adult. This includes volunteers, supervised volunteers and staff employed through traded services. • Follow safer recruitment practices including: scrutinising applicants; verifying identity and academic/vocational qualifications; obtaining professional references; checking previous employment history; and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checks with the Disclosure and Barring Service (DBS). • Undertake DBS and barred list checks for all posts that are deemed regulated activity, and for all other posts an enhanced DBS check will be undertaken unless they are supervised roles that are deemed not to meet the definition of regulated activity • Keep an up to date Single Central Record detailing a range of checks carried out on our staff and complete termly checks with the DSL and Nominated Governor for Safeguarding • Undertake additional checks as appropriate for all new appointments to the academy workforce who have lived outside the UK • All supply staff have undergone necessary checks and are made aware of this policy • Carry out identity checks on all appointments to our school workforce before the appointment is made • Ensure that staff responsible for recruiting and appointing must be suitably qualified and that their training remains up to date • Maintain a register of who has received safeguarding and child protection training
Related Documents:	<ul style="list-style-type: none"> • KCSIE (2025), Working Together to Safeguard Children (2019), London Child Protection Procedures (6th Edition), Safe Working in Education, Standard Operating Procedure for Schools and Educational Settings, CHSCP Escalation Policy, Local Authority Designated Officer, Guidance for Safer Working Practice for Adults who work with Children and Young People, DfE Use of Reasonable Force.

Monitoring Date:	Monitored By:	Full Review Due:	Review By:
January 2025	SLT	January 2026	Curriculum Sub-Com

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INTRODUCTION

1.1. Purpose

The safety and wellbeing of our students is, and must always be, at the heart of everything the City Academy, Hackney does. Every adult within the academy, whatever their role, shares a responsibility to safeguard and to promote the welfare of children.

This policy sets out how the academy will safeguard students and where a student is suffering harm, or is likely to do so, sets out the actions the academy will take in order to protect that child.

This policy makes clear the academy's commitment to the development of best practice to ensure that safeguarding concerns are handled sensitively, professionally, in partnership with other agencies (when appropriate) and in ways that support the needs of the child and staff members working with them.

1.2. Scope

This policy applies to all adults within the academy community including governors, staff, staff of the City of London Academies Trust, contractors, visitors and volunteers.

1.3. Equality analysis

The academy does not collect equality data in relation to safeguarding due to the sensitive and confidential nature of the issues involved.

1.4. Definitions

Safeguarding and promoting the welfare of children is

- Protecting children from maltreatment,
- Preventing the impairment of children's 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.

Children – anyone under the age of 18.

1.5. Legislative context

1.5.1. Principal Legislative Requirement

The education (independent school standards) regulations 2014 paragraph 7 made under section 94 of the Education and Skills Act 2008 require that "the proprietor ensures that arrangements are made to safeguard and promote the welfare of students at the school and such arrangements have regard to any guidance issued by the Secretary of State".

Additionally under Section 10 of the Children's Act 2004 the academy is obliged to cooperate with the local authority and other bodies who exercise functions in relation to children in the local authority's area with regard to improving the well-being of children (including the protection from harm and neglect).

1.5.2. Secondary Legislative Requirements

- Teachers' Standards 2012
- Children's Act 1989
- Children's Act 2004

- School Staffing Regulations 2009
- Safeguarding Vulnerable Groups Act 2006
- Female Genital Mutilation Act 2003
- Section 74 of the Serious Crime Act 2015
- Counter Terrorism and Security Act 2015

1.5.3. Statutory Guidance Documents

- Keeping children safe in education: Statutory guidance for schools and colleges, September 2021.
- Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children, July 2018
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018
- Multi-agency practice guidelines: Female genital mutilation
- The Prevent Duty: Departmental advice for schools and childcare providers, June 2015

1.6. Health & Safety Implications

The safeguarding policy has substantial health and safety implications. It is primarily concerned with the protection of students from harm.

POLICY

2.1. Our Culture and Approach

All staff and volunteers have a responsibility to provide a safe environment in which children can thrive and must maintain an attitude of “it could happen here” when safeguarding is concerned. When concerned about the welfare of a child, staff members must always act in the best interests of the child.

All staff and volunteers have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff and volunteers then have a responsibility to pass information onto a member of the academy’s safeguarding team so that appropriate actions can be taken or monitoring put in place.

All teaching staff must take accurate registers for each teaching group they are responsible for, in line with the academy’s attendance policy.

Staff and volunteers must never promise confidentiality to students. All staff must manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with members of the safeguarding team.

Staff members are required, when requested by a member of the safeguarding team or an external agency, to provide information to support decision making for individual children. Information requested to support this decision making is the highest priority and requests for safeguarding information must be answered at the earliest opportunity.

If at any point there is a risk of immediate serious harm to a child staff are required to make a referral to children’s social care immediately. Any member of staff can make a referral. If a child’s situation does not appear to be improving the staff member or volunteer with concerns must press for re-consideration. Any concern must lead to help for the child at some point.

An immediate emergency referral can be made to the children’s social care team for Hackney and City on 0208 356 5500 (Mon-Fri, 9am-5pm) or 0208 356 2710 (out of hours).

If staff members have ‘concerns’ about a child (as opposed to a child being in immediate danger) they must log these on CPOMS (the academy’s online safeguarding platform). Information should never be sent to the academy e-mail accounts of members of the safeguarding team.

All staff are entitled and able to make a direct referral to the appropriate local authority children’s social care team, or to the police. However staff must then inform the designated safeguarding lead without delay.

If a teacher, in the course of their work, discovers that an act of female genital mutilation [FGM] appears to have been carried out on a girl under 18, the teacher must report this to the police and then inform the designated safeguarding lead without delay.

2.2. Leadership of Safeguarding

The Board of Governors will have a nominated safeguarding governor. The safeguarding governor ensures oversight and scrutiny of safeguarding policy, procedure and practice on behalf of the full governing body. A full job description for the safeguarding governor is published as an appendix to this policy. The safeguarding governor will undergo appropriate training every two years.

The Principal is ultimately responsible for ensuring the academy’s safeguarding policies are followed and implemented in full. The Principal is responsible for committing appropriate human resources to ensure that

safeguarding is managed effectively and for establishing and maintaining an ethos where students feel safe and secure.

2.3. Designated Safeguarding Lead

The academy will have a designated safeguarding lead [DSL]. The DSL will take lead responsibility for safeguarding and child protection and will be a member of the academy's Leadership Group. The DSL will have the appropriate authority to carry out the duties of the post (including committing resources and directing other staff).

The Principal is responsible to the Board of Governors for identifying or appointing the DSL, and is responsible for ensuring that the DSL responsibilities are explicitly listed in the post-holders contract and job description.

The role of DSL has four broad areas of responsibility:

1. Managing Referrals

- o Refer all cases of suspected abuse to the appropriate local authority children's social care team, and:
 - The LADO for any safeguarding case which concerns a staff member; and/or
 - The DBS in cases where a person is dismissed or left due to risk/harm to a child; and/or
 - The police in any case where a crime may have been committed.
- o Refer cases to the Channel programme where there is a radicalisation concern.
- o Supporting staff who make referrals to a local authority children's social care team or to the Channel Programme.

2. Working with Others

- o Liaising with the principal to inform her of safeguarding issues (especially those concerning enquiries under section 47 of the Children's Act 1989 or open police investigations.
- o Liaising with the appropriate case manager, and the LADO in all safeguarding cases which concern a staff member.

3. Acting as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral to external agencies.

- o The DSL will undergo appropriate training (sourced through the H&CSCP) carried out every two years in order to:
 - Understand the assessment process for providing early help and intervention.
 - Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
 - Ensure each member of staff has access to and understands the academy's safeguarding policy and procedures.
 - Be alert to the specific needs of children in need, those with special educational needs or disabilities and young carers.
 - Be able to keep detailed, accurate, secure written records of concerns and referrals.
 - Understand and support the academy's role with respect to the Prevent duty, and be able to provide advice and support to staff on protecting children from the risk of radicalisation.
 - Obtain access to resources and attend additional relevant training.
 - Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the academy may put in place to protect them.
- o In addition, to the formal training set out above, the knowledge and skills of the DSL should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow the DSL to understand and keep up with any developments relevant to their role.

4. Raising Awareness

- o The DSL should ensure the academy's policies are known and used appropriately.
 - Ensure the academy's safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly and work with the nominated safeguarding governor regarding this.
 - Ensure the safeguarding policy is available publically and parents are aware of the fact that referrals about suspect abuse of neglect may be made and the role of the academy in this.
 - Link with H&CSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Cover will always be available in order to allow the DSL to undertake their role.

Where students then leave the academy ensure their safeguarding file (where it exists) is transferred to the new school or college as soon as possible. This will be transferred separately from their main student file and will be sent securely.

During term time the DSL (or a deputy) will always be available (during academy hours) for staff to discuss any safeguarding concerns. The DSL (or deputy) will usually be available in person, however when off-site they will be contactable by phone.

Outside of academy core hours or during academy holidays the Principal, or a member of the safeguarding team will be available on a rota to deal with emergency concerns only (this may be via e-mail only).

2.4. Deputy Designated Safeguarding Leads DDSL

The academy will also have deputy designated safeguarding leads who together with the DSL will work as the safeguarding team.

All deputy designated safeguarding leads will be trained to the same standard as the DSL.

The day-to-day activities of the DSL can be delegated to a DDSL, however the lead responsibility for child protection remains the responsibility of the DSL and can-not be delegated.

Cover will be available in order to allow DDSLs to undertake their role.

The Safeguarding Team will be supported by the Safeguarding Officer in order to manage referrals and to keep secure written records of decision making. The Safeguarding Officer will be trained to the same level as the Designated Safeguarding Lead and will receive appropriate safeguarding training in order for them to undertake that role.

2.5. Safer Recruitment

The academy is committed to creating a culture of safe recruitment and therefore adopts recruitment processes that help deter, reject or identify people who might abuse children.

All academy job descriptions will make reference to the responsibility for safeguarding and promoting the welfare of children.

All job descriptions will include a specific reference to the applicant's suitability to work with children, and will describe the need to obtain and scrutinise comprehensive information from applicants and satisfactorily resolving any discrepancies.

The academy will seek two independent professional and character references that answer specific questions to help assess an applicant's suitability to work with children. Where two references have not been provided a risk assessment will be undertaken in order to judge an employee's suitability for the role.

All candidates will undergo a face-to-face interview that explores the candidate's suitability to work with children. For some applicants based abroad or where this is impracticable due to the Covid pandemic it may be necessary to undertake a video-interview.

The Academy will follow all current national guidelines in ensuring appropriate pre-employment checks are undertaken on any applicant offered a job, all job offers are pending until such point that the appropriate pre-employment screening is completed.

As part of pre-employment checks the academy will verify:

- A candidate's identity
- A candidate's academic or vocational qualifications
- Previous employment history and experience
- Health and physical capacity for the job

All academy appointments will be made with a 6 month probationary period. Staff will be monitored during this time, and adherence to safeguarding protocols forms a part of this monitoring.

All staff working for the academy will undergo safeguarding induction training within their first week of working at the academy.

Senior Leaders and Governors will undergo safer recruitment training (renewed every three years) to support their ability to make safe appointments.

2.6. Supporting Staff

The academy recognises that staff who work closely with students who are suffering harm, or who are likely to do so, may find the situation stressful, upsetting and possibly overwhelming.

The academy recognises that it has a duty of care in supporting its staff.

All staff members involved in supporting students who have been a victim of abuse or neglect are able to supportively discuss individual cases with members of the safeguarding team.

However in line with the principles of confidentiality staff members are not allowed to discuss concerns with other colleagues outside of the academy.

If deemed appropriate by the safeguarding team, the Academy may provide additional support packages to staff members (for example counselling services or professional supervision), or will signpost appropriate external support services.

The academy will provide, upon request, confidential counselling and support services for all members of the safeguarding team.

The academy will publicise its offer of support to staff in its annual safeguarding training, and the safeguarding team are responsible for considering the wellbeing of staff when discussing safeguarding concerns.

2.7. Allegations against staff.

An allegation that indicates that a staff member poses a risk of harm if they continue to work in regular or close contact with children in their present position is one where it is alleged that a serving staff member has:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates that he or she would pose a risk of harm to children.

Any allegation made against a serving staff member will be referred immediately to the Principal (who will act as the case manager). If the Principal is the subject of an allegation the allegation will be referred immediately to the Chair of Governors (who will act as the case manager).

Allegations made against a staff member who no longer works for the academy but who still works in an education setting will be passed to the individual's new employer (where known). Allegations made against individuals no longer teaching or where it is not known if they are still teaching will be referred to the police. Allegations concerning historical acts of abuse will also be referred to the police.

All allegations which appear to meet the three criteria listed above will be discussed by the case manager with the LADO. The purpose of this initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree on a course of action. The LADO will determine with the case manager whether police involvement is necessary.

In rare cases an allegation will be so serious the case manager will refer the case immediately to the police or to children's social care for immediate intervention, this will be the case if it appears a member of staff presents an immediate risk to children or there is evidence of a criminal offence.

The case manager will inform the named staff member as soon as possible after consulting the LADO and will explain the likely course of action. The case manager will provide the staff member with as much information as possible. If a further strategy discussion is required or the police or children's social care need to be involved the case manager will wait until after these agencies have been consulted and have agreed what information can be disclosed to the accused.

The case manager will consider carefully whether the circumstances of the case warrant a person being suspended from contact with children at the academy or whether alternative arrangements can be put in place until the allegation or concern is resolved. The academy will not automatically suspend a staff member and all options to avoid suspension will be considered prior to taking that step.

All allegations will be investigated thoroughly by the case manager following advice from the LADO.

Following an investigation the following categories will be used to classify the outcome.

- Substantiated: There is sufficient evidence to prove the allegation.
- False: There is sufficient evidence to disprove the allegation.
- Malicious: There is sufficient evidence to disprove the allegation and that there has been a deliberate act to deceive.
- Unsubstantiated: There is insufficient evidence to either prove or disprove the allegation. This term does not imply either guilt or innocence.

The academy has a duty of care towards its employees and will act to minimise stress inherent in the allegations process. The individual will be able to contact their trade union representative, if they have one, or a colleague for support. They will also be given access to appropriate welfare counselling if requested. Social contact with colleagues will not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence. The case manager will appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case.

The staff member will be given a full opportunity to answer the allegation and make representations about it.

The parents of a child or children involved in an allegation will be informed as soon as possible, if they are not aware of the allegation (If a further strategy discussion is required or the police or children's social care need to be involved the case manager will wait until after these agencies have been consulted and have agreed what information can be disclosed to parents). Parents will also be informed about the progress and outcome of the case, however the deliberations of any disciplinary hearing will not be disclosed.

The case manager will make every effort to maintain confidentiality during an investigation into an allegation. Parents will be reminded that they must maintain confidentiality whilst any investigations are ongoing. The case manager will take advice from the LADO, and if appropriate the police and/or children's social care to agree who needs to know information and what can be shared, how to manage speculation, what, if any information can be reasonably be given to the wider community and how to manage press interest if it should arise.

If an accused person resigns or ceases to provide their services the allegation will still be investigated. A referral to the DBS will be made. No settlement/compromise agreement will be reached with staff members leaving whilst being investigated under an allegation.

2.8. Allegations against other students

The academy understands that abuse can be perpetrated by a child or children towards another child this is known as child on child abuse.

The academy will investigate (with the involvement of external agencies if appropriate) all allegations of suspected child on child abuse.

The safeguarding team will use information to assess the risk to students of child on child abuse and will put in appropriate safeguards when appropriate.

The academy makes use of screening, searching and confiscation and our guidelines for its use are detailed in the academy's behaviour policy.

Victims of child on child abuse will be supported through the academies pastoral systems (tutors, heads of year & the behaviour mentor team etc.). The academy will also provide specialist counselling services, which are available subject to parental consent being obtained. If parental consent is not given, offsite or self-referral services will be publicised to students and their families.

2.9. Partnership with the Police

The academy recognises that students who may have committed criminal offences will often be vulnerable and may have been exploited by others. The role of the safeguarding team is to support students to be safe and to protect them from criminal exploitation. We will therefore adopt a "safeguarding first" approach in our support and our work and aim is to support students and not to criminalise them.

The academy will work with the police through the Safer School's Partnership. This work will be subject to the London wide, Safer School's Police Officer Protocol. This will be reviewed by the academy annually, and the academy will contribute to local fora in its ongoing development.

Through this partnership, the academy will work with its nominated Safer School's Police Officer [SSPO] (and their sergeant and team).

In terms of police presence, other than the SSPO, the academy's work with the police will be as follows.

- In emergencies, where there is a clear and present danger, and the police have been called for emergency support.
- Any pre-planned police visits to the academy will have a clear reason. These visits will be approved in advance, and the decision to approve rests solely with the Principal (or the most senior staff member acting as Principal).
- Records of all police visits will be recorded together with the reason for this visit. These records will be available for scrutiny by senior leaders, the City of London Academies Trust and governors.
- Where police wish to talk to a student, they should have a parent present in the majority of cases. (An exception would be where the parent may be the cause of the discussion).
- Any police officer needing to speak to a child in school should have both the permission of the child's parent or carer, **and** the Principal. The parent or carer should be present with the child during this conversation, or a member of the safeguarding team.
- There should be no arrests on school site, unless there is an emergency involving clear and present danger.
- There should be no pre-planned arrest on a school site. For any issues involving the arrest of a child the police should involve the parent and arrange for this to occur elsewhere, and only in exceptional circumstances would it be on the academy site with the parent or carer present and with the permission of the Principal.

2.10. The Child's Voice

Where there is a safeguarding concern, the academy will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. The principle will be to explain to students clearly the options available and to engage them in expressing their views (in line with their age and aptitude).

Students will be encouraged to express their views and give feedback.

Notwithstanding the above, the academy makes clear, that all systems and processes will operate with the best interests of the child at their heart and that the academy will not (and can-not) guarantee to follow a child's wishes.

2.11. Whistleblowing

All staff are encouraged to raise concerns about the attitude or actions of colleagues with regard to safeguarding and are able to raise concerns about poor or unsafe practice and potential failures in the academy's safeguarding regime. All concerns will be taken seriously by the academy's leadership group.

If a staff member feels genuine concerns are not being addressed, other whistleblowing channels are available to them. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (Mon-Fri 8.00am to 8.00pm) or via help@nspcc.org.uk.

2.12. Information Sharing

The academy understands that sharing accurate information in a timely manner both internally and with external partners is an intrinsic part of working to safeguard and promote the welfare of students.

The academy will share information with external partners and our principle consideration when deciding to do so will be whether sharing that information is likely to safeguard and protect a child.

The academy understands its responsibilities under the data protection act 1998, and understands that this is not a barrier to justified information sharing with other professionals.

The academy will be open with parents about the information it collects and the possible need to share this with external agencies. We will seek informed consent from parents to share information related to their child unless we believe it to be unsafe or inappropriate to do so.

The academy will always provide accurate information when requested formally under section 17 or 47 of the Children's Act.

2.13. Looked After Children.

The academy will maintain additional records for children in local authority care. Specifically:

- The child's legal status (whether they are looked after under a voluntary arrangement, with consent of parents or an interim or full care order).
- Contact arrangements (if any) with birth parents or those with parental responsibility.
- Information related to the child's carer and the level of authority delegated to the carer by the local authority.

The academy will also maintain confidential records containing:

- Details of the child's social worker
- The name of the virtual school head in the authority that looks after the child.

The academy will have a designated teacher for looked after children [DTLAC]. This post-holder will usually be the Head of Learning (SENDCo). The post-holder will promote the educational achievement of children who are looked after. The Principal is responsible to the governing body for ensuring that this responsibility is explicitly listed in the post-holder's job description. Appropriate training will be provided for this role as required, but at no less than at 2 yearly intervals.

The designated teacher will work with the virtual school heads from the authorities looking after children at the academy to discuss how pupil premium funding can be best used to support the progress of looked after children in the school and to meet the needs identified in the child's personal education plan.

2.14. Specific Areas of Safeguarding

In line with the H&CSCP the academy will adopt the following four definitions of abuse.

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.

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.

Sexual Abuse

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.

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.

The academy will also provide training to staff (as appropriate) on, but not limited to, the following safeguarding areas.

- children missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- child criminal exploitation (CCE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation
- sexting
- sexual harassment or sexual violence
- teenage relationship abuse
- trafficking

2.15. Children Missing from Education

All students on roll at the academy are entitled to a full time education which is suitable to their age, ability, aptitude and SEN status. This may be provided on site, or in some specific circumstances off site.

The academy understands that a child going missing from education is a potential indicator of abuse or neglect.

The academy has an attendance policy which should be read alongside this document which outlines the procedures which safeguard against students missing education in order to identify students at risk of abuse and neglect (including sexual exploitation).

The academy will provide training to staff so they understand possible links between poor attendance and safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The academy will inform the local authority when a student is to be removed from the school register where they:

- Have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by a medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the academy does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The academy will inform the local authority of any student who fails to attend school regularly, or has been absent without the academy's permission for a continuous period of 10 school days or more.

2.16. Female Genital Mutilation

The academy will ensure that female genital mutilation [FGM] is discussed in a framework with both staff and students where it is clear that it is not a matter that can be left to be decided by personal or family preference. The academy will reiterate to all staff that FGM is both illegal in the UK, and causes harm.

In order to promote awareness and to better protect students from female genital mutilation [FGM] the academy will.

- Circulate and display age appropriate and proportionate materials related to FGM.
- Publicise relevant support service information to students (e.g. NSPCC Helpline, Childline, National Domestic Violence Helpline and appropriate women's groups).
- Provide students with access to a private phone through the safeguarding team or an academy e-mail address should they have the need to seek advice from organisations discretely.
- Raise awareness of FGM among staff, including the provision of appropriate training.
- Ensure that the safeguarding team have access to specialist training on FGM.
- Introduce FGM into the academy curriculum within appropriate classes including:
 - o In personal, social, health and economic education sessions.
 - o In formal sex and relationship education [SRE] sessions.
 - o In science lessons – in particular in ensuring accurate naming of body parts.
- Combat myths surrounding FGM to ensure that it is presented factually and using evidence based research.
- Monitor students as they return from long holidays from countries with high prevalence rates.
- Work in partnership with primary school colleagues to ensure appropriate transfer of safeguarding files.

The academy will identify an appropriate external partner to provide specialist training to the safeguarding team and other staff on FGM (currently Forward UK).

The academy is aware of its statutory duty placed upon individual staff to report directly to the police where they discover that FGM appears to have been carried out on a girl under 18 (this is irrespective of the girl's wishes). Staff members are required to discuss all such cases with the academy's safeguarding team. This statutory duty

will be made clear to all staff during their initial safeguarding induction and in annual safeguarding refresher training.

The academy will put in place appropriate support for any students who have undergone FGM including access to counselling services and to specialist medical assistance.

2.17. Radicalisation

The academy views protecting students from the risk of radicalisation as part of its core safeguarding duties, and will intervene when it suspects a student has been, or is in the process of being radicalised by making a referral to an appropriate agency depending on the level of risk (either to the local Channel programme or to Children's Social Care).

The academy has due regard to the duty under which it is obliged to prevent people from being drawn into terrorism (the "Prevent Duty").

The academy will teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of students and prepares them for the opportunities, responsibilities and experiences of life.

The academy will also take measures to promote community cohesion and will explicitly promote wider British values.

The academy will maintain academic freedom so that staff and students are able to discuss sensitive topics through structured conversations facilitated by staff, (including discussions about terrorism and the extremist ideas that form a part of terrorist ideology). The academy believes that students should be allowed to debate and challenge these ideas in order to develop and widen their understanding.

The academy does not allow political indoctrination within its curriculum and will secure a balanced presentation of political issues.

The academy will assess the risk of students being radicalised. This assessment will not be written, but will be informed by an understanding of our students and will use evidence based research to identify students who are vulnerable to radicalisation, and will be proportionate to the risk perceived in the local area.

The academy will vet external speakers (as far as is practicable) in advance of their coming into the academy to ensure that they are appropriate to work with our students and will further promote our ethos. Any such visitors will be supervised whilst working with students, and assemblies or workshops will be curtailed if any speaker presents ideas which are not in line with this policy.

The academy will provide training to all staff through its annual safeguarding training to ensure staff have the knowledge and confidence to identify when a student is at risk of being radicalised and are then able to challenge extremist ideas.

The academy will monitor the use of ICT by our students, and will employ filters and monitoring systems to ensure children are unable to access extremist material whilst on site. The academy will also build online safety into its taught curriculum in both computing lessons and PSHE sessions.

2.18. Training

All staff will receive safeguarding training annually in September. Attendance at these sessions will be recorded and these lists will be maintained by the HR department.

Additional sessions will run each half-term for staff joining us mid-way through an academic year.

Additional whole-staff training will be provided as required as part of the INSET training programme.

All staff will receive safeguarding and child protection updates (via e-mail or delivered through staff briefings) in order to provide them with the relevant skills and knowledge to safeguard children effectively.

GOVERNANCE REQUIREMENTS

2.19. Responsibility

2.19.1. Board of Governors

The safeguarding policy is a statutory policy required by law.

The Board of Governors is collectively responsible for ensuring that the policy is implemented in full. This function is devolved under its terms of reference to the curriculum sub-committee of the board of governors.

The Board of Governors will have a named governor with responsibility for safeguarding. The named governor will ensure that the safeguarding policy remains compliant with national legislation and will lead discussions on the review and ongoing development of the safeguarding policy.

2.19.2. Academy

The Principal is accountable for ensuring that this policy is implemented in full. The development of strategy related to the safeguarding policy is delegated to the Vice Principal for Behaviour and Wellbeing (in the role as Designated Safeguarding Lead).

The Vice Principal for Behaviour and Wellbeing is responsible for the development of strategy and capacity for safeguarding and will report termly to the curriculum sub-committee of the board of governors (at alternate meetings) updating governors on performance. These will include highlighting to governors patterns of safeguarding concerns.

2.20. Implementation / Communication Plan

The safeguarding policy is a key document applicable to all staff.

New staff will receive training on the safeguarding policy as part of their induction training, and this will be developed further through the whole academy training programmes.

All staff are also expected to proactively read and understand this policy.

This policy is available on our website and a printed copy can be made available to any parents upon request.

2.21. Exceptions to this Policy

There are no exceptions to this policy. In case of conflict between this policy and other academy policies the safeguarding policy takes precedence.

Appendix 1: Safeguarding Governor Job Description

The safeguarding governor plays an essential role in ensuring students in the Academy are kept safe from harm. They will ensure oversight and scrutiny of safeguarding policy, procedure and practice on behalf of the full governing body.

Specifically:

- Champion safeguarding within the Academy and ensure the safeguarding agenda is embedded in the ethos of the academy.
- Act as a 'critical friend' to the academy, in order to ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda, that all statutory governing body responsibilities are met and that local guidance (issued either through the London Borough of Hackney or the City and Hackney Safeguarding Children Board [CHSCB]) is adhered to.
- Monitor appropriate Academy policies, including (but not limited to):
 - Safeguarding policy; Online-safety policy; Whistle blowing policy; Professional Standards.
- Ensure there is a suitably qualified, trained and supported Designated Safeguarding Lead [DSL] who has responsibility for responding to and overseeing safeguarding issues within the academy.
- Ensure there is a suitably qualified, trained and supported safeguarding team working with the DSL who together have collective responsibility for responding to and overseeing safeguarding issues.
- Ensure that internal arrangements are in place for the Academy to adequately support the work, development and to ensure the wellbeing of members of the safeguarding team.
- Ensure there are robust internal systems for recording, storing and monitoring child welfare concerns.
- Meet termly with the DSL to discuss general child protection and broader safeguarding issues within the academy to support the writing of the termly safeguarding reports presented to the curriculum sub-committee of the Board of Governors in respect of themes and issues within the academy/locality to enable adequate oversight, understanding and development of solutions and deployment of resources.
- Ensure that academy staff training is up to date, and that staff training is of an appropriate standard.
- Attend safeguarding training appropriate to the role and relevant to issues within the academy's context including specific training for safeguarding governors (to be renewed every 3 years).
- Ensure appropriate members of the governing body complete training in respect of allegations against staff.
- Ensure that any governors involved as part of a recruitment and selection panel for senior staff appointments have successfully completed appropriate safer recruitment training.
- Ensure other governors attend safeguarding training as appropriate.
- Ensure interview panels are convened appropriately and safer recruitment practices are followed in the academy.
- Have oversight (shared with the Chair of Governors) of the single central record and ensure it is up to date and maintained in line with statutory guidance.
- Take account of how safe students feel when in academy and ensure the voice of students is heard and appropriately acknowledged at governor and leadership group level.
- Ensure the academy constantly reviews and considers their curriculum in order that key safeguarding 'messages and lessons' run throughout.
- Monitor progress against any outstanding actions on the governing body safeguarding audit tool, City of London Reviews, City of London Academies Trust Reviews or City and Hackney Children's Safeguarding Partnership reviews.

Appendix 2: Key Safeguarding Responsibilities 2025-26

Overall Responsibility for Safeguarding Policy and Ethos

Darren Thompson	Chair of Governors
Olivia Willis	Nominated Safeguarding Governor
Anna Sarchet	Principal

Designated Safeguarding Lead

David Brown	Vice Principal: Behaviour and Systems
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Deputy Designated Safeguarding Leads

Fergus Kirby	Assistant Principal Director 14-19
Ayla Brewer	Assistant Principal Dir of Learning
Olu Ladega	Assistant Principal Dir of Engagement

Safeguarding Officer

Eden Adebawale	Safeguarding Officer
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Designated Teacher of Looked After Children

Ayla Brewer	Dir of Learning
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Education and Welfare Officer

Khonzokuhle Ndlovu	EWO
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Safer Recruitment and Single Central Register

Chris Mount	Director of Ops & Finance
Laura Osborne	HR Manager

Pastoral Staff

Kate McClennon / Bradley Martin	Head of Year 7
Steffan Gill	Head of Year 8
Jack Day	Head of Year 9
Ahmed Mangera	Head of Year 10
Myron Tandoh	Head of Year 11
Elizabeth Sully	Head of Sixth Form

Outside of Academy – Key Contacts

Liezel La Roux (LADO)	lado@hackney.gov.uk
Madeleine Street (Prevent Contact)	madeleine.street@hackney.gov.uk or prevent@hackney.gov.uk

Appendix 3: Reporting a Concern (Staff)

Emergency

If you believe that a child is in danger or is at immediate risk of harm please speak directly to a member of the safeguarding team. Do not email, do not log on CPOMS.

- David Brown (Designated, Safeguarding Lead)
- Fergus Kirby (Deputy Designated Safeguarding Lead)
- Ayla Brewer (Deputy Designated Safeguarding Lead)
- Olu Ladega (Deputy Designated Safeguarding Lead)
- Eden Adebawale (Safeguarding Officer)

If the student is with you please bring them to the safeguarding team member.

If you can't locate a safeguarding team member please come to the SLT office and speak to the Principal's EPA or the SLT Administrator.

If you are offsite, or it is outside of normal school hours please call David Brown's work phone (07713396501).

If you are unable to speak to a member of the safeguarding team, please contact Hackney First Access Screening Team [FAST] 020 8356 5500 or 0208 356 2710 (out of hours). You will be connected to a duty social worker and will be able to speak through the concern and ask them for advice. You can also ring 999.

All emergency concerns should later be logged on CPOMS with full details.

Logging Safeguarding Concerns

All other concerns or information must be logged on CPOMS. Never send safeguarding concerns by email.

1. Go to <https://thecity.cpoms.net/>
2. Log-in. Your email is your city academy email address, your password is set by you.
 - If you have not logged in before, or you can't remember your password click on "Forgotten your password or using CPOMS for the first time?" This will take you through the process to either set or re-set your password. The password you set is not shared with the safeguarding team. Please set it to something memorable.
3. Click 'Add Incident' (top right of screen)
4. Begin typing the student name in the student box at the top of the page.
5. Fill in the incident text box with all of the details about the incident which you are adding. You can add as much or as little as needed. Be careful to be accurate and specific. You must also be aware that this information may be shared with outside agencies, including with the parent and student. Please be professional at all times.
6. Tick the "Safeguarding Initial Concern" box.
7. Enter the names of any other students involved in this incident. This will copy the incident to the files of all pupils selected.
8. The 'Body map' feature allows you to apply numbered markers to a body map image to support your incident text.

Following this you can select a time and date. These will both default to the current time and date you are adding the incident, however if you wish to change it to when the incident actually occurred you can do so here.
9. Choose the appropriate Year group. This will ensure that your incident log will be sent to the relevant pastoral team members for that year group.
10. If you would like to attach a document to support the incident you can upload it at this point.
11. Click the 'Add Incident' button to submit. This will then send out email alerts to all of the selected staff members telling them that they need to log in to CPOMS to look at a newly added incident.