BOBBY MOORE ACADEMY

We are the drivers of social mobility.
We address social injustice head on.
We are architects of aspirations.
We are unrelenting in our focus on academic achievement.
Our expectations are uncompromising.
We craft good character.
We are custodians of the ‘master key’

BOBBY MOORE ACADEMY

David Ross Education Trust
Broadening Horizons

Academy: Bobby Moore Academy

Safeguarding information for all staff

DESIGNATED SAFEGUARDING LEADS AND STAFF RESPONSIBLE FOR SAFEGUARDING The designated Safeguarding lead should take lead responsibility for Safeguarding and child protection including online safety. This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the Academy to carry out the duties of the post.

Name	Leadership level	Contact:
Tracey Maloney	Senior Trust board level of leadership in safeguarding	01509 320148
Rachel Ridgill	HR Director	rridgill@dret.co.uk
Juliet Jaggs	Core Team leadership level: Head of Safeguarding	jjaggs@dret.co.uk 075522 229848
Keeley Pearl	Core Team leadership level: Area Safeguarding Lead	kpearl@dret.co.uk
Helen Kidson	Core Team leadership level: Area Safeguarding Lead	hkidson@dret.co.uk
Juliet Jaggs	ASC leadership of Safeguarding	jjagg@dret.co.uk
Megan Morris	Regional Director	mmorris@dret.co.uk
Sarah Donnelly	Principal	Principal@bobbymooreadcademy.co.uk
Bradley David	Principal (Primary)	bdavid@bobbymooreacademy.co.uk
Mitch East	**Designated Safeguarding Lead**: Academy level leadership of safeguarding	meast@bobbymooreacademy.co.uk
Romina Harris	Secondary Operational DSL	Bma-safeguarding@bobbymooreacademy.co.uk
Griffiths Nguete	Designated teacher for LAC	gnguete@bobbymooreacademy.co.uk
Syeda Shahima	Primary Family Support Worker	Bma-safeguarding@bobbymooreacademy.co.uk
Catriona Hourican	Secondary DDSL	Bma-safeguarding@bobbymooreacademy.co.uk

Tyreke Dinnall	Secondary DDSL	Bma-safeguarding@bobbymooreacademy.co.uk
Billy Coyne	Senior mental health lead /Colleague leading on welfare and mental health	Bma-safeguarding@bobbymooreacademy.co.uk
Ruksana Begum	Attendance Welfare Coordinator	attendance@bobbymooreacademy.co.uk
Azeem Bux	Attendance Welfare Coordinator	abux@bobbymooreacademy.co.uk
Theresa Merchant-Hall	Colleague leading on H&S	Tmerchant-hall@bobbymooreacademy.co.uk
Theresa Merchant-Hall	Colleague leading on First Aid	Tmerchant-hall@bobbymooreacademy.co.uk
Ashley Kinnair	Educational Visits Coordinator	akinnair@bobbymooreacademy.co.uk
Marie Drucker	Careers lead responsible for safeguarding scholars on work experience	Mdrucker@bobbymooreacademy.co.uk

Cover/Duty Arrangements to ensure a suitably qualified member of the safeguarding team is always available during term time.

The designated safeguarding lead should arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Monday-Friday:

DSL: Mitch East

meast@bobbymooreacademy.co.uk

Operational Safeguarding Lead: Romina Harris

rharris@bobbymooreacademy.co.uk

DDSL: Catriona Hourican; Tyreke Dinnall; Syeda Shahima (Primary)

The DSL will be onsite during term time by 8am and will remain onsite until at least 4pm. If the DSL is absent for any reason, the Operational Safeguarding Lead or a DDSL will be onsite from 8am-4pm. Staff will be notified of any changes that may occur in advance where possible.

The ELT contact details are available for staff during off site activities both within and outside of term time.

If no safeguarding member of staff is available, staff should contact Juliet Jaggs (Trust Safeguarding Support) for further support.

On call arrangements for Academy holidays
BMA staff - If you are concerned about a student during the Academy holidays you should log your concerns in Cpoms and email bma-safeguarding@bobbymooreacademy.co.uk. This will alert the DSL team. If the concern is that a scholar is at immediate risk, you should contact the police on 999. A rota for holiday contact will be circulated to all staff indicating Safeguarding team 'on call' for the duration of the Academy break.
Contact details for the safeguarding team and staff who are on-call are held at County/MASH if required during weekends and Academy holidays.

Safeguarding Partnerships

Locally, the three Safeguarding partners (the local authority; a clinical commissioning group and the chief officer of police) will work together with appropriate relevant agencies to Safeguard and promote the welfare of local children, including identifying and responding to their needs.

Name	Leadership Level	Contact details- email address and contact number
Anita Stewart	Director of Education, Inclusion and Achievement, Newham Children's Services	Anita.stewart@newham.gov.uk
Assistant Commissioner Louisa Rolfe	New Scotland Yard, London SW1A	https://www.met.police.uk/contact/af/contact-us-beta/contact-us/
Jane Millian	Newham Clinical Commissioning Group, Accountable Officer	newhamCCGenquires@nhs.net

Local Children's Social Care Provision

The 2004 Children Act made local authorities responsible for ensuring and overseeing the effective delivery of services for children, working closely with others.

Name	Leadership Level	Contact details- email address and contact number
Emma Cockerell	Director of Operations and Safeguarding at London Borough of Newham	Emma.cockerell@newham.gov.uk
Ingrid Lewis	Personal Advisor for LAC	newhamvirtualschool@newham.gov.uk
Ameliah Ryan	Safeguarding in Education Lead Officer/ MASH Education Partner	Ameliah.ryan@newham.gov.uk

Police Liaison

Academy leaders seek to promote a constructive working partnership with the local police force. Academy leaders will consider the type of incident and possible aggravating offence factors to be considered when calling the police. The context of the offence should always be taken into consideration, as should other vulnerabilities.

Name	Leadership Level	Contact details- email address and contact number
Counter Terrorism Command (SO15)	Counter terrorism	0800 789 321
Insp. Robert Sewell	Safer Schools Inspector	Robert.Sewell@met.police.uk 0208 217 5706

Local Specialist Support

Effective safeguarding practice is demonstrated when Academys and colleges are clear, in advance, about what local processes are in place and what support can be accessed

Details of the specialist support available for victims and perpetrators of child on child sexual violence and sexual harassment from children's services, police and health can be found here: https://www.newham.gov.uk/downloads/file/2233/18-keeping-safe-campaign-toolkit-v4

Organisation	Themes covered	Age Range	Contact Details
NSPCC	• Keeping safe • Exploitation awareness • Online grooming.	Primary	
Tender	• Healthy Relationships • Sexual Exploitation awareness.	Primary & Secondary	020 7697 4277 nathan@tender.org.uk www.tender.org.uk
Gangsline	• Impact serious youth violence • Lived experiences of involvement in gangs.	Primary (Year 5 upwards) Secondary	01375 483 239 & 07753 351 256 Sheldon.thomas@gangsline.com www.gangsline.com
SmartChoices (Formally The Mizen Foundation)	• Impact of youth violence • Victim perspective, • lived experiences of youth violence. • Coaching and personal development/growth mindset approach.	Primary & Secondary	hello@smartchoices.org.uk 01883 621 102 www.smartchoices.org.uk
Breck Foundation	• Online grooming. • Online Safety. • Lived experiences from a victim perspective.	Primary & Secondary	www.breckfoundation.org/ 01883 621 102 admin@breckfoundation.org
Growing Against Violence (GAV)	• Impact of gangs & Serious Youth Violence, • Grooming, • Online exploitation and social media.	Primary & Secondary	www.growingagainstviolence.org.uk 07736 150065 Operations@growingagainstviolence.org.uk
Ben Kinsella Trust	• Impact of youth violence, lived experiences from a victim perspective, • Consequences of serious youth violence.	Primary & Secondary	info@benkinsella.org.uk 07712 306103 www.benkinsella.org.uk
St Giles Trust	• Impact of violence and those with lived experiences of involvement in gangs.	Secondary	info@stgilestrust.org.uk 020 7708 8000 www.stgilestrust.org.uk
Street Doctors	• First Aid skills • Information on medical consequences of violence • Peer education programme.	11-25 years	07763 457712 nfo@streetdoctors.org www.streetdoctors.org
Just Enough	• Modern day slavery • Healthy relationships • County lines • Online bullying.	Primary	www.thesocialbookclub.com/workshops shireenah@thesocialbookclub.com 0300 999 1807
Newham Police Youth Engagement Team	• Personal safety • Keeping safe • Internet safety • Gangs & Peer pressure • Junior Citizens Programme (Primary)	Primary & Secondary	For Primary School workshops contact: suzie.threadgold@met.police.uk For Secondary Schools workshops contact: Hayley.e.ellis2@met.police.uk
Fight For Peace	• Personal Safety • Conflict resolution • Keeping Safe.	Secondary	info@fightforpeace.org 0207 474 0124 www.fightforpeace.net

Details of the local authority guidance regarding young people who are sexually active under the age of 18, including those at risk of child sexual exploitation can be found here.

https://www.newham.gov.uk/downloads/file/4018/adolescent-exploitation-strategy
Details of the local authority domestic abuse strategy and the academy's role in complying with this strategy can be found here: https://www.newham.gov.uk/downloads/file/5313/newham-domestic-abuse-strategy-2022-2025-final#:~:text=This%20strategy%20is%20our%20commitment,access%20the%20support%20they%20need. We are in the final year of the Domestic Abuse prevention strategy and action plan which has been developed in consultation with survivors, residents and perpetrators and takes a borough-wide public health approach to prevent domestic abuse. The strategy includes 12 priorities with quarterly targets to measure their effectiveness. In the first year the strategy will deliver: ● A campaign to raise awareness of domestic abuse and how survivors can access support; z The development of an enhanced multi-agency response; ● Employment of specialist officers to assist domestic abuse survivors with housing; ● The development of our Women's Safety Plan. The council recognises that women face particular challenges due to societal misogyny - the 2022-25 Domestic Abuse Strategy is one of the ways we're addressing this and building a fairer Newham for all. The strategy will create a whole borough community response that creates an understanding of the whole picture for each survivor, their family, friends, neighbourhood and the wider Newham community. It will also incorporate preventative measures to avert violence against women and girls occurring, as well as ensuring support services are culturally appropriate for all of our communities.

Alternative Provision: Registration

Provider	Address	Registration
Education Links DSL: deborah.gallagher@educationlinks.org 07851 669559	90 Chandos Road, London E15 1TT	2

Date Academy received confirmation alternative providers have conducted all necessary vetting checks

When the academy places a scholar with an alternative provider, the school continues to be responsible for the safeguarding of that scholar, and should be satisfied that the provider meets the needs of the scholar. Academys should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the Academy would otherwise perform in respect of its own staff.

Provider	Date received (DD/MM/YY)	Follow Up Due (DD/MM/YY)	Comments

Managed Moves: Designated Safeguarding Lead

Academies will maintain daily contact with safeguarding and attendance staff until managed move arrangements for each scholar are confirmed and the scholar leaves the academy.

Provider	Name	Contact details- email address and contact number
Newham	Sharon Grainger	Mobile: 07792258455 Email: sharon.grainger@newham.gov.uk

External Agencies working with the academy to promote scholars' welfare and development

Safeguarding leaders should ensure the child's wishes and feelings are considered when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. All systems and processes should operate with the best interests of the child at heart.

Provider	Name	Contact details- email address and contact number
Magic Words	Ben Green	bgreen@bobbymooreacademy.co.uk

Use of Academy premises for non-academy activities

Where services or activities are provided separately by another body, we seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place. This includes ensuring that there are arrangements in place for the provider to liaise with the academy on these matters. This applies regardless of whether or not the children who attend any of these services or activities are children on the academy roll.

Provider	Contact details- email address and contact number	Date of annual safeguarding check by the Academy
Premier Education	Michael Johnson mjohnson@premier-education.com 01953 499040	18/09/26

The Management of Safeguarding

Training Requirements:

The Designated Safeguarding Lead and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years. DSLs (and deputies) will also continue to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters and professional advice groups. All training received is in accordance with local authority procedures.

NSPCC delivers advanced level DSL training.

The DSL and all DDSLs familiarise themselves with Local Authority procedures.

All staff will receive appropriate safeguarding and child protection training which is regularly updated. Online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach. In addition, all staff will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

For the Academic Year 2026-2027, all-staff training sessions will address:

- Managing Disclosures
- Child on Child Abuse
- Mental Health
- Misinformation and Misogyny online (inc. AI)
- Parental Conflict

The DSL will have a strategic overview of safeguarding concerns and will adapt training throughout the year to reflect trends.

Safeguarding is always an agenda item on all departmental meetings and SLT meetings, and faculty heads will pass any concerns/issues to a member of the safeguarding team. Where there are any patterns around concerns, the DSL will ensure that whole staff training (mandatory) is included within the weekly CPD timetable. As part of safeguarding training and awareness, external agencies and other providers are invited as part of the CPD timetable to deliver information and increase awareness/understanding around issues that are prevalent locally (for example DA/CS/Mental Health) and optional sessions are regularly offered to all staff to further develop their understanding around specific safeguarding concerns.

All staff are offered the opportunity to further their CPD around the area of safeguarding and wellbeing via online courses and this can be arranged via the safeguarding team.

Mandatory safeguarding training will be part of each INSET training day and follow up sessions are provided for any staff who are unable them. Any contextual concerns that arise or if patterns are noted within safeguarding, additional training sessions (either delivered in-house or via local professionals) will be incorporated into all staff training (weekly CPD).

Safeguarding CPD will be followed up with a survey to gather feedback on the usefulness of the session and further areas of development for future sessions.

Online safety training
Just as our scholars receive frequent guidance around online safety, our staff receive frequent training. Following an initial session as part of all staff induction, guidance is continually given throughout the year. Online safety training will be provided within the September INSET day training (or at the relevant part of the year for in-year starters) which is mandatory for all academy staff to complete. Further sessions will be factored into the CPD timetable to ensure that online safety training is a priority over the forthcoming academic year and to ensure staff have a clear understanding. Training for new staff (and offered to all staff) around using the current systems within the academy to ensure students are safe when logging into IT resources within lessons. PSHE resources and support will be put in place for staff to utilise within their lessons and use to embed their own knowledge and understanding.
Child on child abuse training
This is covered within the mandatory staff training in the September INSET day within the safeguarding presentation to remind staff (and is also covered within the new staff training programme already mentioned). Child on child abuse is an integral part of the weekly agenda and we log, monitor and identify any patterns or concerns within the academy and incorporate these into the PSHE curriculum. Further training will be offered to key staff with pastoral based roles if necessary, during the course of the academic year. Within the CPD staff programme there will be a safeguarding refresher training session which will include signs, symptoms and how to deal with a child-on-child abuse disclosure.
Safeguarding induction training for new staff and volunteers will be led by Mitch East, DSL. Where new staff are recruited, or new volunteers enter the Academy or college, they will continue to be provided with a safeguarding induction.
Additional arrangements to ensure Early Career Teachers fulfil their wider professional safeguarding responsibilities include; Mitch East, DSL meets each half term with Head of ITT/ECTs to ensure Early Career Teachers fulfil their wider professional safeguarding responsibilities.

Internal Referrals

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may need help or protection.

All safeguarding concerns must be recorded promptly on cpoms, and it is the individual's responsibility to report the concern and not passed on to another member of staff or a member of the safeguarding team by word of mouth or email. We appreciate that all staff are busy, and we would expect low level safeguarding concerns to be reported on the same day. It is helpful if staff log their concerns before the end of the Academy day as safeguarding staff are then able to pick up and talk to scholar(s) involved on the same day as the concern is logged rather than having to wait until the next day.

Any concerns or disclosures that may cause harm to the scholar(s) themselves, other students or any other person and where there is a concern that a student may have contraband on them or may be carrying a weapon, must be reported immediately via phone/radio/in person to a member of the safeguarding team, SLT or a HOP, but then must be backed up with a log on Cpoms. It is important that staff do not rely on an email or a log as this may not be picked up immediately.

Staff are trained to report any concerns, however small, using Cpoms.

BMA's 'culture of vigilance' is key to our safeguarding approach. Staff are expected to take the approach that 'it could happen here'. All concerns are documented; however small they may appear. This is clearly demonstrated with real world examples of concerns logged during all-staff training at the start of the year, and during staff briefings by the DSL. Staff are clear that it is this approach that builds a full and robust safeguarding profile of all scholars at the Academy, and that none 'slip through'.

Concerns should contain key information - time, location, action etc. - and be logged promptly. Where there are immediate concerns about a child's safety, the DSL/DDSL/member of the safeguarding team should be approached directly as a matter of urgency.

All concerns are reviewed daily by the Operational Safeguarding Lead and triaged accordingly.

The academy is committed to ensuring that all children feel able to report incidents of child on child abuse. Our 'Art of the Tutor' staff training addresses the role of the tutor in safeguarding and reinforcing a Academy-wide culture where scholars are confident in flagging concerns.

Staff must be aware that it could happen at Bobby Moore Academy and be open and mindful to any child on child abuse.

• Staff will ensure they attend all training and read all mandatory documentation on child on child abuse and ensure they are confident in identifying any concerns (if they are not they must contact the DSL and safeguarding team so additional support and training can be provided).Staff will need to complete the online register to confirm they have read and understood the guidance by the date given.Staff must be mindful and open to all disclosures and will report all concerns via Safeguard software for further investigation. This includes whether information is given by the scholar themselves or is passed on via other scholar(s).

• Staff will ensure that any logs on Cpomsare timely, factual and detailed to support any necessary investigations.Staff will report any concerns regardless of whether they have happened in the academy, outside or of the academy or online.

• Staff will reassure scholar(s) that their disclosure has been taken seriously and that they will be supported and kept safe.

• Staff will not view/forward any inappropriate images that scholar(s) may want to show them. If a member of staff is unsure or concerned about whether they may be inappropriate, they must refer to the safeguarding team for clarification on whether they can be viewed.

• Staff will never promise confidentiality to the scholar(s) involved and make it clear that it will be passed onto the safeguarding team.
• Staff must not discuss the disclosure with other colleagues as the student(s) involved have the right to privacy and the information they have received might not be information that is shared with the wider staff team.
• All statements and information around a child on child abuse investigation will be passed to a member of the safeguarding team to ensure that it is recorded on Cpoms.

Mental Health

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. The academy has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Any concerns around mental health will be reported on Safeguard software and the HOY/Academy counsellor copied in on the reporting form. The concern will be assessed by the safeguarding team and appropriate actions will be put in place and shared. If there is a high-level concern, there have been several concerns reported, there are historical concerns, or this child is already classed as vulnerable, this disclosure will be managed by the safeguarding team. In other situations, this will be passed on to the tutor and/or HOP for further management of the situation. External referrals to local agencies may be put in place if this is deemed the most appropriate course of action for the individual.

If a member of staff has a low-level concern (with no evidence) they can discuss with their Head of Pastoral (HOP) and/or Safeguarding team.

We are currently working towards building staff skillset and application of this understanding in making our academy 'trauma informed'.

Child Centric Systems

Information sharing is vital in recognising indications that a child is being harmed, identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes.

Academy leaders including the DSL, ensure all welfare information, such as scholar records concerning attendance, first aid, behaviour and achievement, is routinely collated and analysed to identify children who are suffering or at risk of suffering harm.

All staff have a responsibility to ensure that patterns or concerns in attendance, behaviour, attainment or first aid are identified and will be shared with the safeguarding team using cpoms to log your concern. For lower-level concerns, staff will share the information with the HOP, who will look at any actions that need to be put in place and will monitor specific students via their tutor team.

The Safeguarding team will meet daily to discuss any concerns of high level. The CORE team will meet fortnightly to collate behaviour, attendance and safeguarding around students whom we are concerned about. All staff will feed into this dashboard through sharing concerns as identified above and identified pastoral staff must attend all meetings. HOY, HOP, safeguarding & attendance team, SENDCo & Academy counsellor will meet each week to discuss students who have raised a concern, and actions will be put into place.

The dashboard will to be kept up date with all staff having responsibility to provide relevant information on individual students. Attendance is compulsory at all meetings, and all staff will have prepared and have the necessary information ready to discuss action plans for individual students.

All staff will update the weekly actions.

Information will be shared with all staff via email or staff briefing to ensure that everyone has the necessary information. Individualised plans will be in the form of student passports and will either stand alone or be added to the SEND passports or a risk assessment (student safety plan). All staff will need to ensure they are familiar with the contents. HOY will be responsible for ensuring any new staff/supply staff are aware of these.

Attendance details will be shared with all staff for their tutor groups to ensure they are aware of their overall attendance percentage, and the attendance team will meet with HOY/HOP on a weekly basis to identify any students of concerns and patterns developing. Within the Welfare Suite, attendance, safeguarding and pastoral teams will work together to ensure information is shared and attendance queries are resolved effectively. All staff will need to take an active role in discussing attendance with both students and parents in

the first instance. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.

LOCALLY AGREED INTER-AGENCY PROCEDURES PUT IN PLACE IN ACCORDANCE WITH WORKING TOGETHER TO SAFEGUARD CHILDREN 2022, INCLUDING:

The academy will provide as much information as possible as part of any referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address the harm. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments. Newham Local Assessment Protocol (the local authority threshold document) can be found at;

https://trixcms.trixonline.co.uk/api/assets/newhamcs/b310b8e6-7456-406e-98ce-403e1803e8c1/local-assess-pr.pdf

Threshold information can be found at;

https://www.londonsafeguardingchildrenprocedures.co.uk/thresholds.html

Local protocols for the early help process: Early help means providing support as soon as a problem starts to emerge in a child's life. At times, a child's needs may not be able to be met by universal interventions alone and will best be met through a more targeted response. At this point the child's needs will still be considered as 'emerging', rather than as complex (Level 3) and will therefore be below the threshold for specialist or statutory interventions.

Under these circumstances, initiating a targeted early help response will be a way of working with the family to meet their needs early on, thus reducing a requirement for specialist or statutory interventions and improving the child's outcomes longer term.

As a preventative rather than a statutory response, the family's consent will always be required to participate in early help.

Referring concerns about children at risk: a child is suffering, or is likely to suffer, significant harm.

Referring concerns about children in need: a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

Where it is felt that the threshold for a Level 3 response may have been met, universal practitioners will need to make a referral to the integrated service Triage, in order that the circumstances experienced by the child can be risk assessed by the multi-disciplinary Triage and MASH teams and the best approach to intervention identified. Where an Early Help Record exists, the sharing of this with Triage will produce a more informed, timelier Triage outcome for the family.

Consent will be required from the family before the lead practitioner shares an Early Help Record or makes a referral to the integrated service Triage for consideration of a Level 3 response. Lead practitioners should discuss sensitively and transparently.

Features of the threshold document: the point at which the local authority's Children's Social Care are likely to accept a referral for a child, young person or their family.

Once a referral has been made, Triage will determine whether a child's needs require a more in-depth assessment of their needs by a Social Worker from the integrated service or whether an alternative response would be more appropriate. In the case of the latter, this may be intensive early help via the Families First service, or continuation of early help by universal practitioners, who will be offered additional support from Early Help Practitioners and Coordinators in their work with the family. Level 3 responses to families will be led by the integrated service working in partnership with the universal practitioners who support the family on a day-to-day basis. The first step of a Level 3 intervention will involve information gathering by a social worker as part of the single assessment process, in line with the requirements set out within Working Together 2013. Where an Early Help Record exists, this should be shared with the social worker, subject to consent, to facilitate a more informed, more timely response and remove the need for the family to have to repeat their story unnecessarily.

Statutory assessment: assessments determining if a child or their family meet the LSCB (Local Safeguarding Children Board) threshold.

All single assessments will be based on information gathering about the family history, previous engagement with professional interventions, and current circumstances, identifying both strengths and needs and using a systemic approach. The social worker will work to understand the child's lived experience; therefore, children will be at the centre of

the assessment process. Their views, wishes and feelings will be sought and reflected in the assessment, and the child will always be seen alone and observed in their home environment, of their relationships with family and significant others. Parents and carers will also be fully involved and informed in the assessment of their children. It will be explained clearly by the social worker what the assessment process will involve. The social worker will explore with the parents/carers their views, wishes and feelings, what support they can expect from the integrated service and its partners, and how they themselves can contribute to improving their child's situation. At the end of the assessment process, it may be considered that the family's needs have been met sufficiently to continue work safely at Level 2. In this case, early help will be discussed with the family, and subject to consent, the family's plan will be stepped down to an Early Help Lead Practitioner. Early Help Coordinators and Practitioners will be able to guide Early Help Lead Practitioners in working safely with step-down cases where required.

Prevent management support
Prevent is a vital part of the work to safeguard children from radicalising influences, in operation in local authorities. Newham Prevent team aims to recognise vulnerable individuals who may be at risk of being exploited by radical groups and subsequently drawn into terrorist-related activity. They can be contacted. Concerns are flagged to Prevent via the Multi Agency Safeguarding Hub (MASH) referral process.
BMA works closely with MASH services at a local level to ensure that any referrals are followed up with appropriate action. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. For example, the public task basis may apply, where the overall purposes is to perform a public interest task or exercise official authority, and the task or authority has a clear basis in law.
Information sharing with the police
There is an exemption in law that allows the academy to share information lawfully with the police. For that exemption to apply, the principal/DSL must obtain a written request from the police, outlining the information they require. The police should also provide instructions about whether the request should be withheld from the subject of that request. The Executive Principal will inform the DRET DPO of all such requests immediately so the DPO can manage the data protection element and provide (or withhold) the data as necessary.

Academy Routines for Promoting Scholars' Welfare

Routine safeguarding updates will be shared with staff in the following ways:

Safeguarding is a lead item on the agenda for all academy leadership meetings. Updates on safeguarding are shared with staff on a weekly basis at CPD. Safety planning and key information about vulnerable scholars is shared with staff via email. These communications will include an image of the child and key information to ensure effective safeguarding. A 'read receipt' will also be generated to ensure the communication has reached all staff.

Expectations re: Security lockdown in the Academy

In the instance of a security lockdown, staff and scholars stay in the room in which they are at the moment of the announcement. No staff or scholars should leave the site. If scholars are on break or lunch, an emergency lineup takes place, and scholars are transitioned to their form rooms.

Arrangements for the supervision of scholars

Should a security lockdown occur, scholars remain under the supervision of the teachers who they were with, or their form tutor should the lockdown have occurred during break

or lunch.

Remote learning - the following arrangements are in place to ensure that children are safe if they are asked to learn online at home:

The DSL (and deputy) and pastoral staff will ensure that contact is maintained with children (and their families) who are not yet returning to the academy. Where possible staff speak directly to children to help identify any concerns. Staff will make calls from the academy via academy phones and devices. Where staff use personal phones to make calls, they will withhold their personal number. Where no contact is possible, the Academy will work with the Local Authority to ensure contact is made and the welfare of child established.

Expectations for supervising visitors to the academy

All Visitors to BMA are to be assessed by the following members of staff only:

- Principal or Head of Academy
- Academy Operations Manager
- PA and Senior Administrator
- Receptionist
- Academy Operations Manager

All visitors are to enter BMA via the reception areas and to sign in using the InVentry screen. This is crucial for fire evacuation purposes.

The personnel responsible for assessing the visitor will check with the PA and Senior Administrator to see if they are a member of our 'Known list of Visitors" (for example a member of staff from DRET Head Office, Governors etc) .

If the visitor is **"Known",** has a DBS number and can provide a suitable photographic ID, they will be given a GREEN visitor badge. If they are a member of DRET Head Office and have their staff badge with them they are allowed to walk around Academy unaccompanied. This indicates to other staff members and children that the visitor is known to the Academy and they can travel through the Academy sites unaccompanied.

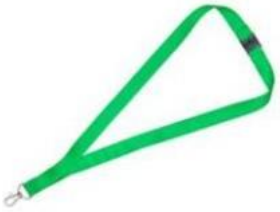
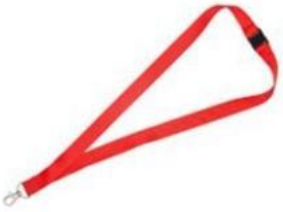
If the visitor is **"Unknown",** they will be given a RED visitor badge. This indicates to other staff members and children that the visitor is not known to the Academy and should not be left unaccompanied around Academy sites.

Staff should challenge unaccompanied visitors who are wearing a RED visitor badge.

Staff who are expecting an 'Unknown' visitor should ensure they have arranged for them to be always accompanied on site.

On leaving, the visitor should log out on the InVentry Screen and return their badge to reception.

BMA operate the following lanyard policy:

Staff	REGULAR VISITORS AND CONTRACTED STAFF	GENERAL VISITORS
		
All staff at Bobby Moore Academy can be identified by the red and gold lanyard which will be worn at all times with their ID card. This denotes they are an employee of the academy and all the necessary vetting has been completed. These staff are free to move about the academy.	Individuals who regularly attend the academy who have undergone necessary checks may be issued with a GREEN lanyard and visitors badge at reception. These will be returned to reception at the end of each visit. These staff are free to move about the academy.	The majority of visitors to the academy will be one off, visiting speakers, prospective parents or other workers. As such it is neither appropriate nor feasible to complete vetting for them. These visitors will be issued with a RED lanyard, which denotes they are to be supervised at all times whilst on site even if they are known to staff.

Expectations for supervising visitors to the Academy

All visitors must remain supervised by staff unless a fully Enhanced DBS has been provided.

Visiting speakers must remain accompanied at all times.

Arrangements for educational trips and visits

The academy uses the web-based system EVOLVE for the planning, management, approval, and evaluation of visits. The academy's Educational Visits Coordinator (EVC) provides training for all staff involved on or leading visits and ensures these colleagues have appropriate access to Evolve. The trip leader will consult with the DSL while they are planning the trip to ensure that the needs of all scholars, including vulnerable scholars, those with a social worker and those with SEND, are met. The trip leader will also work with the colleague responsible for scholars with medical conditions to ensure that these scholars can participate safely. Final approval is delegated to the Principal for all visits. Overseas visits, residential visits and adventurous activity visits require Trust approval prior to the Principal sign off. Arrangements for these types of visits must be submitted to the Trust via EVOLVE at least 28 days in advance.

Dog Policy

Dogs are not allowed on academy premises. Only formally trained assistance and therapy dogs are permitted following consultation with the Principal. Evidence of training is required for any therapy dog on site. This academy dog is the only dog permitted on the academy site at any time. This is to safeguard all staff, scholars and the dog, as the level of training and behaviour of other dogs is unknown.

Expectations in Caring for Vulnerable Children

Statutory duties RE: Reporting FGM

If a teacher 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. It would be appropriate to do so in consultation with the DSL.

Procedures for providing intimate care

As an Academy we ensure that all staff are familiar with our Safeguarding Policy as well as procedures to help develop each child's resilience and protect them from any form of abuse. Adhering to the settings policy and procedure guidelines should safeguard children and practitioners as well as safeguard against allegations against staff. It is also important to have a policy and procedure in place that all staff and parents are aware of and clarify expectations on all parties.

Staff also need to be aware that some adults may use intimate care, as an opportunity to abuse children. It is important to bear in mind that some care tasks / treatments can be open to misinterpretation. We recognise that abuse of children has and can still happen in not only early year's settings but also Academy's and other child related activities.

Ensure that staff are suitably checked (DBS) and that safer recruitment processes have been adhered to;

• Ensure staff are familiar with the BMA's safeguarding policy including the section on allegations against staff

• Ensure all staff are up to date with their safeguarding training

• Ensure staff are trained in good working practices which comply with Health and Safety regulations.

• Ensure staff always change children in the nappy-changing area which, whilst allowing for privacy, is not closed off.

• There is no written legal requirement that two adults must be present when providing intimate care. Nevertheless, it is essential that the adult who is going to change the child informs another member of staff that they are going to do so

• It is also important that children are changed in a reassuring and caring way by their key person or another member of staff they have a close relationship with.

• It is important that we explain to the scholars the intention before carrying out the intimate care. For example, we signal our intention to change a child's nappy before doing so, ensuring that the child understands and anticipates what is going to happen, as appropriate to their level of development. Involve the child as far as possible in his or her own intimate care

• Ensure staff are aware of the recording requirements if changing nappies and/or toileting

• Ensure all instances of intimate care are recorded by the adult who completed it.

• Details recorded will include:

- What personal care tasks were carried out

- By whom

- The time and date it was completed

- Parents/carers must be informed either by phone or by the end of the day, except in instances where intimate care is completed routinely and is part of a child's health care plan

- Ensure it is considered if a child soils themselves what additional support the child and staff may need
- If a situation occurs that causes a member of staff concern, a second member of staff will be called and the incident reported to the line manager and recorded.
- Where staff are concerned about a child's actions or comments whilst carrying out a personal care procedure, this should be recorded and discussed with the Academy's designated safeguarding lead (DSL) immediately.

- Staff will be specifically trained in the area of Intimate/Personal care for children with specific needs.
- To ensure the safe moving and handling of children, children will use 'steps' to independently climb onto the changing area, with support provided if needed.
- Settings need to make provisions for emergencies i.e. a key person on sick leave.
- If a staff member has concerns about a colleague's intimate care practice they must report this following the settings whistleblowing policy.
- If staff observe any unusual markings, discolourations or swelling including the genital area, it is reported immediately following the Academy's safeguarding policy and procedures.
- If during the intimate care of a child a member of staff accidentally hurts them, misunderstands or misinterprets something, reassure the child, ensure their safety and report the incident immediately following the Academy's safeguarding policy and procedures. A written record of concerns must be made and kept in the child's personal file.
- Ensure staff report and record any unusual emotional or behavioural response by the child. The normal process of changing a nappy or supporting toileting should not raise child protection concerns, and there are no regulations that indicate that a second member of staff must be available to supervise the nappy changing process to ensure that abuse does not take place. However, in some instances it may be appropriate for two members of staff to change/support a child, i.e. if a child gets very distressed or has made an allegation previously
- If a child asks for support with intimate care from a member of staff another member of staff must be present.

Children who need a social worker because of safeguarding or welfare needs.

Children may need this help due to abuse and/or neglect and/or complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

The Academy advocates for these scholars in the following ways;

Looked after or previously looked after children: The designated teacher for looked after children (DSL, Lucy McLeod) will work with local authorities to promote the educational achievement of registered scholars who are looked after, as well as those who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Reasonable adjustments: Reasonable adjustments are changes the academy makes if a child's physical or mental disability puts them at a disadvantage compared with other scholars who aren't disabled. The duty to provide reasonable adjustments is anticipatory i.e. they will be given in advance of what disabled children and young people might require and what adjustments might need to be made to prevent disadvantage. The academy will not discriminate against a disabled scholar because of something that is a consequence of their disability. The academy will also implement reasonable adjustments for children with or who have had a social worker.

Honour Based Abuse

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or a deputy) immediately. As appropriate, the designated safeguarding lead (or a deputy) will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with the police and local authority children's social care.

Forced Marriage

All staff, in consultation with the DSL, should contact the Forced Marriage unit if they have concerns that a child may be a victim of forced marriage. Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

Staff should not:

• Treat such allegations merely as a domestic issue and send the student back to the family home.

• Ignore what the student has told you or dismiss out of hand the need for immediate protection.

• Decide that it is not your responsibility to follow up the allegation.

• Approach the student's family or those with influence within the community, without the express consent of the student, as this will alert them to your concerns and may place the student in danger.

• Contact the family in advance of any enquiries by the police, the FMU, or adult or children's social care, either by telephone or letter.

• Share information outside what is permitted by information sharing protocols without the express consent of the student.

• Attempt to be a mediator or encourage mediation, reconciliation, arbitration or family counselling.

The National Referral Mechanism
The NRM is a framework for identifying victims of human trafficking and ensuring that they receive appropriate support. Where there are concerns that a child is a potential victim, the academy will refer these concerns to the NRM.

Scholars' Welfare and Behaviour

The academy behaviour and ethos policy includes a range of possible sanctions, which have been clearly communicated to and understood by scholars, staff, and parents. Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary.

The academy will consider whether any misbehaviour gives cause to suspect that a scholar is suffering, or is likely to suffer, harm. Where this may be the case staff should speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate. The academy will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the scholar may have. It is also important for the Academy to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

All behavioural issues to be logged on Bromcom in full (under appropriate section) and all staff follow the C1, C2 and C3 system at all times with no informal warnings given out.

All homework issues to be logged on Bromcom and the behaviour policy adhered to for setting/logging appropriate masterclasses.

Any concerns regarding ongoing student behaviour will be discussed in the first instance with the Tutor, then the Head of Pastoral and then the Head of Year with appropriate actions put in place. Parents will be contacted and this information logged on Bromcom.

For any student not adhering to Academy expectations, there is a clear system in place for all staff to follow. Students will receive a warning (C1) which is recorded on the board within each classroom. The next step is a C2, which is recorded on Bromcom and the member of staff may have a conversation and/or change a student's seat. If a C3 is issued (following a C1 and C2) an automatic masterclass is set and a member of the On-Call team will attend to assist. The scholar will not be removed from the room unless in significant cases of disruption or they require a reasonable adjustment, e.g. movement break.

All staff and students within the Academy are aware of the above system and will be reminded within staff briefings and emails on a regular basis.

Recording Information

All general information including phone calls/conversations home should be logged in a timely manner and with appropriate detail on Bromcom Information (not communication). This will ensure there is clear chronological details on the student file that is easily accessible if necessary. Parents/carers are not able to see this information.

Any sensitive information that does not need to be shared with all staff must be logged on Cpoms (staff can ask the safeguarding team for guidance if they are not sure).

Sensitive or contextual information can be logged using cpoms. Staff should log the information in the normal manner but include a title 'For Information Only' at the start of their disclosure.

If aware that the student is open to children's service or has vulnerability factors, staff should automatically log any concerns via cpoms.

Expectations RE: Allegations of Bullying

All bullying is taken seriously and is investigated immediately. Staff are expected to pass on information to the Head of Pastoral/ Safeguarding Team and incidents should be logged on cpoms.

Tutors will also play an integral role in the lower levels concerns to support students within their tutor groups. The pastoral team and safeguarding team support behaviour within the academy. The behaviour leads will liaise with the safeguarding team if there are concerns relating to students suffering harm as a result of any bullying. Sanctions for bullying will be discussed and agreed with the wider pastoral team with responsibilities for behaviour.

The DSL and Safeguarding team are responsible for maintaining the Bullying Log.

Scholars' Mental Health

The academy will implement an academy-wide approach to promoting scholars' positive mental health and wellbeing. Through this strategy, the Senior Mental Health lead will seek to normalise mental health issues, raise awareness of how and where scholars can access support. This will help them develop the emotional literacy and resilience to explain, understand and find ways to manage their emotions and mental health.

Staff training will prepare staff to recognise where scholars may have mental health needs. Any concern should be referred to the DSL immediately. Safeguarding leaders will also analyse scholar records for attainment, behaviour and attendance in identifying scholars who may be struggling with mental health. Staff will also be aware that scholars' mental health needs can emerge through the admissions process, through mental health professionals or through children referring themselves to a trusted adult. The academy will engage other agencies in supporting these scholars such as educational psychological support, counselling services and recommended therapies such as art and music therapy. The academy will maintain a dedicated space where all scholars have access to calming or specialist provision.

The Academy has two counsellors, Pauline Miller and Jamie Holme, a counselling room at Primary, and two counselling rooms at Secondary. The impact of counselling sessions are assessed termly and appropriate feedback from sessions is logged on Safeguard.

Self-Harm

Suicide and self-harm exist along a continuum of risk. Self-harm is deliberately causing harm to oneself, such as by cutting, scratching or burning, banging or punching objects or self, an intentional overdose or deliberate risk- taking with the intention of injury. Suicide is intentionally causing one's own death. Self-harm is the strongest known predictor of suicide.

Immediate action for self-harm:

• Remain calm. Be supportive and non-judgemental, don't make ultimatums or try to force the person to stop. Ensure the child understands the limits of confidentiality. Do not leave them alone and act immediately.

• If it is a medical emergency (i.e. the scholar has taken an overdose or consumed poison, is confused, disoriented, unconscious or has bleeding that is rapid of pulsing), ring emergency services and notify the DSL or lead first aider/principal in person or by phone (not email).

• If it is not an emergency, you must still inform the DSL/principal by phone/in person. If they are not available, locate someone from the safeguarding team/SLT.

• Ensure that the scholar has a suicide risk assessment completed by someone who is trained in suicide risk assessment. It is likely that the self-harming behaviour is a coping strategy but it is important that suicidal risk is assessed. Appropriate referrals to mental health professionals are then required.

Searching, Screening and Confiscation

The Principal will oversee the Academy's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all scholars and staff with support from the DSL (or deputy).

The Principal should ensure that enough staff are appropriately trained in how to lawfully and safely search a scholar who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises. However, it is vital that all staff understand their rights and the rights of the scholar who is being searched. The DSL (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a scholar was in possession of a prohibited item. The staff member should also involve the DSL (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs, or stolen items – may mean that the scholar is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search will play a vital role in identifying scholars who may benefit from early help or a referral to the local authority children's social care services. Safeguarding staff should always be prepared to advocate for an NRM referral with the police or Children's Social Care as appropriate.

Scholar Attendance

Good attendance is essential for scholar wellbeing. For the most vulnerable scholars, regular attendance is also an important protective factor and the best opportunity for any needs to be identified and for them to receive support. Staff at the academy know that the foundation to good attendance is a calm, orderly, safe and supportive environment, where scholars want to attend and where they can thrive.

The academy consistently promotes the benefits of good attendance, setting high expectations for every scholar, communicating those expectations clearly and consistently to scholars and parents, systematically analysing their data to identify patterns to target their improvement efforts, and working effectively with the local authority and other local partners to overcome barriers to attendance.

All staff will have an awareness of safeguarding issues that can put children at risk of harm including unexplainable and/or persistent absences from the academy.

In promoting good attendance, the academy will:

- Maintain a whole Academy culture that promotes the benefits of high attendance.
- Implement a clear Academy attendance policy which all staff, scholars and parents understand. Accurately complete admission and attendance registers
- Have effective day to day processes in place to follow-up absence.
- Regularly monitor and analyse attendance and absence data to identify scholars or cohorts that require support with their attendance and put effective strategies in place.
- Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them.
- Share information and work collaboratively with other Academies in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

Severely Absent Scholars

Particular focus will be given to scholars who are absent from Academy more than they are present. These severely absent scholars may find it more difficult to be in Academy or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of partners.

Working with partners when scholars' absence is at risk of becoming persistent or severe

The academy will work with local communities including voluntary and community groups to help remove the barriers to attendance that families experience. In some cases, families will experience the same or similar barriers to attendance for multiple children who attend

different Academies in the area and academy staff are fully committed to partnership working with these other establishments.

Scholars Attending Alternative Provision

When the academy places a scholar with an alternative provider, it continues to be responsible for the safeguarding of that scholar. Daily contact takes place to ensure that the scholar is supported in attending and effectively safeguarded.

Statutory duties re CME

All staff recognise children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation. The academy has agreed with their local authority the intervals at which they will inform them of scholars who fail to attend regularly or have missed ten consecutive Academy days without permission. The academy and local authority will make reasonable enquiries to establish the whereabouts of the child.

Elective Home Education (EHE)

Where a parent/carer has expressed their intention to remove a child from Academy with a view to educating at home, the academy will ensure the parents/carers have considered what is in the best interests of each child. We will partner with the local authority in this approach. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable.

Missing Scholar Protocol

As soon as a scholar is identified as missing by any member of staff, the DSL and Principal will be informed. The DSL will assess the child's vulnerability and use professional judgement in determining the timeframe required in establishing the scholar's whereabouts before notifying the Police. Academy staff will try to establish the scholar's whereabouts. They will carry out a thorough search of the premises; doors and gates will be checked to see if there has been a breach of security. Staff will consult the attendance officers and check the registers for the last known time the child was accounted for. Academy staff will contact home and try to contact the scholar via their mobile telephone if known.

Notifying the Police
The information required by the Police to assist in locating and returning the scholar to a safe environment is as follows: ● The scholar's name/s; date of birth; status (for example looked after child); responsible authority; ● Where and when they went missing. ● Time and location last seen. ● Previous missing episodes and where they went. ● Who, if anyone, they went missing with. ● What the child was wearing plus any belongings they had with them such as bags, phone etc.; include mobile number. ● Description and recent photo. ● Medical history, if relevant. ● Circumstances or events around going missing with relevant safeguarding information; · Details of family, friends and associates: ● Contact details of safeguarding lead if it was after Academy hours Whilst the search is ongoing, the Academy will continue to liaise with the police and act in accordance with police instructions. When the child is found, staff will be supportive, actively listening and responding to the child's needs, as this will have a greater chance of preventing the child from going missing again and safeguarding them against other risks. Arrangements for locating a missing child during an educational visit off site Risk assessments submitted to the EVC prior to the visit will specify procedure in this event.

SYSTEMS IN PLACE FOR CHILDREN TO CONFIDENTLY REPORT ABUSE, INCLUDING CHILD ON CHILD ABUSE, KNOWING THEIR CONCERNS WILL BE TREATED SERIOUSLY, AND KNOWING THEY CAN SAFELY EXPRESS THEIR VIEWS AND GIVE FEEDBACK.
The initial response to a report from a child is incredibly important. How the academy responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. It is essential to reassure the victim 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 the academy will be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of academy staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong.

Victims may not talk about the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, the academy will respect and support the victim's choices in identifying how and to whom they would like to talk about their needs.

Allegations of child on child abuse will be recorded, investigated and dealt with following these steps:

• include a thorough investigation of the concern(s) or allegation(s), and the wider context in which it/they may have occurred: depending on the nature and seriousness of the alleged incident(s), it may be appropriate for the police and/or children's social care to carry out this investigation

• treat all children involved as being at potential risk; while the alleged perpetrator may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves.

The Academy will also ensure that a safeguarding response is in place for victims and the alleged perpetrator, and additional sanctioning work may be required for the latter.

Victims, perpetrators and any other child affected by child on child abuse will be supported in the following ways on a case by case basis. When there has been a report of sexual violence or sexual harassment, regardless of if this has occurred on the academy premises or not, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment.

If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a scholar or if a scholar has been reinstated following a governing board review, it is likely that there will be complex and difficult decisions that need to be made. It is important that these decisions are made alongside a Academy's duty to safeguard and support children and their duty to

provide an education. The academy has a statutory duty to co-operate with safeguarding partners once designated as relevant agencies, and safeguarding partners are expected to name Academys as relevant agencies and engage with them in a meaningful way. Ultimately, any decisions are for the Academy to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required. The DSL will be notified and where appropriate lead in the decision making regarding support for scholars during an investigation into child on child abuse.

Expectations for staff concerning all allegations of bullying, discrimination and harassment There is no legal definition of bullying but it is usually defined as behaviour that is: Repeated, intended to hurt someone either physically or emotionally and often aimed at certain groups, for example because of race, religion, gender or sexual orientation. Staff should provide as much information as possible about the nature of the bullying. Academy staff will deal with bullying in different ways. They might deal with it in Academy, for example by disciplining bullies, or they might refer it to social services or report it to the police if a crime has been committed. Any sanction will take account of special educational needs or disabilities that the scholars involved may have.

Parents will be assured that the Academies take all reports of bullying very seriously. Academy staff will always stop violence and ensure the immediate physical safety of a victim as well as acknowledging that emotional bullying can be more damaging than physical.

Low-level disruption and the use of offensive or sexualised language can have a significant impact on a victim of bullying. Academy staff will not leave this unchallenged or dismissed as banter or horseplay to prevent this leading to reluctance to report other behaviour. Academy staff will intervene early to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', academy staff will treat a bullying incident as a child protection concern under the Children Act 1989. Where this is the case, academy staff will discuss with the designated safeguarding lead, report their concerns to their local authority children's social care and work with them to take appropriate action. The academy will refer concerns to Children's Social Care as appropriate and report crimes to the police.

In all cases the academy will support victims of bullying in partnership with parents. The nature and level of support will depend on the individual circumstances and the level of need but could include the pastoral team providing support, facilitating formal counselling,

or referring to external agencies for specialist intervention. Safety plans will always be drawn up to mitigate risks to vulnerable scholars who report incidents of bullying or sexual harassment.

All staff are vigilant for any signs of bullying; these are robustly dealt with by staff, using sanctions where appropriate, and the behaviour is logged on both BromCom and Cpoms.

Online Safety: Sharing Nudes and Semi-Nudes

Sharing nudes and semi-nudes between children can be a form of child on child abuse. If it's non-consensual, it's illegal and abusive. If it's consensual, it's still illegal, but in certain circumstances it might be experimental behaviour. The risks to children of receiving nude or semi-nude images, and being the subject of a shared nude or semi-nude image:

- It's illegal to create, share or view nude and semi-nude images of children under 18
- A child might be harmed by having images sent to them that they didn't want to see
- Sharing nude and semi-nude images can be a sign that children are at risk of harm.

What to do if a child tells you about image sharing

- Report it to the DSL immediately
- Explain to the child that you need to report the incident to the DSL, but won't tell anyone else who doesn't need to know
- Reassure the child that they will receive support and help from the DSL
- Ask questions sensitively to understand more about what's happened, if appropriate. For example, you might ask about how far the image has been shared. Do not ask about the imagery itself; this is the DSL's responsibility
- If you accidentally see the imagery, report this to your DSL immediately and seek support

Do not look at, copy, print, share, store or save the imagery – and don't ask the child to do any of these things.

Do not delete the imagery or ask the child to do so.

Do not share any information about the incident with anyone who doesn't need to know

Do not say or do anything that blames or shames the child involved.

Incidents where scholars have shared nudes or semi nudes will be recorded, investigated and dealt with in the following way: Statements taken from scholars involved MASH referral made Parents informed

Online Safety: Filtering and Monitoring

The academy does all it can to limit scholar's exposure to risks from the academy's IT system. An analysis of these risks is informed by the academy's Prevent risk assessment. As part of this process, the academy uses two separate systems, one to restrict scholars' access to harmful websites and a second to identify daily concerns about scholars' access to all other content. All staff must report safeguarding and technical concerns in the following cases to the DSL if:

- they witness or suspect unsuitable material has been accessed
- they can access unsuitable material
- they are teaching topics which could create unusual activity on the filtering logs
- there is failure in the software or abuse of the system
- there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
- they notice abbreviations or misspellings that allow access to restricted material

All technical reports must be shared via ITsupport@dret.co.uk

All staff have been instructed to inform the DSL immediately with any concerns relating to online safety. The DSL checks alerts every day.

All staff are expected to be vigilant in recognising signs that a child might be attempting to access harmful content. The DSL works with representatives of the ASC in regularly evaluating the effectiveness of these arrangements.

Online Safety: AI

In accordance with *Keeping Children Safe in Education (KCSIE 2025)*, Academies have a statutory responsibility to protect children from harm, including risks posed by emerging technologies. This includes Artificial Intelligence (AI), which is increasingly used in educational settings, social platforms, and personal devices.

Key Safeguarding Considerations for AI

1. **Online Safety and AI-powered Content**
   AI can generate, promote, or personalise online content — including material that may be inappropriate, biased, or harmful. AI algorithms may expose students to:
   - Harmful or extremist content
   - Misinformation or deepfakes
   - Age-inappropriate material
   - Unmoderated chatbots or image generators

Staff must remain vigilant in monitoring students' online activity and ensure the use of AI tools is age-appropriate and supervised.

2. **Data Protection and Privacy**
   Many AI systems rely on large datasets, sometimes including personal information. Schools must:
   - Ensure GDPR compliance when using AI-powered tools
   - Avoid platforms that require students to share unnecessary personal data
   - Be aware of where and how data is stored or used by third-party AI providers

3. **AI in Learning Environments**
   Where AI is used to support teaching (e.g. adaptive learning, automated feedback, behaviour analysis), it must not:
   - Replace professional judgment on safeguarding matters
   - Lead to biased decision-making based on incomplete or unfair data
   - Be used without transparent purpose and informed consent (where appropriate)

4. **Student Use of AI Tools**
   Students may access generative AI platforms (e.g. ChatGPT, image or video generators). While these can support learning, they may also present risks:
   - Exposure to harmful content
   - Use for cheating or manipulation of academic work
   - Impersonation or misuse in communication (e.g. AI-generated bullying content)

Staff should educate students on responsible AI use and address misuse through existing behaviour and safeguarding policies.

5. **Safeguarding Disclosures via AI**
   Students may share safeguarding concerns with or through AI systems (e.g. via chatbots or writing tools). These concerns may not be flagged by the system. It remains the responsibility of all staff to:
   - Monitor student output where appropriate
   - Recognise indirect disclosures or signals of distress in AI-assisted work
   - Follow the school's safeguarding procedures if concerns arise

Any concerns relating to AI should be logged on Cpoms and shared with the DSL.

Safeguarding in the Welfare Curriculum

PSHE is the infrastructure that supports children becoming the young people we want them to be. Safeguarding is an integral part of this. The Assistant Principal for Scholar Voice oversees the PSHE Curriculum and works alongside the DSL to ensure that key topics are covered.

● PSHE curriculum is a spiral curriculum, with all year groups within key stage 1-3 working on the same theme at the same time, throughout our primary and secondary phases.

● Bespoke KS4 PSHE curriculum

● Enables our children to become healthy, independent and responsible members of our Academy community and society as a whole.

● Aims to help them understand how they are developing personally (mentally and physically) and socially, and tackles many of the moral, social and cultural issues that are part of growing up. Teaching safeguarding

● Topics including bullying, cyberbullying, diversity issues, extremism and radicalisation are addressed directly.

Online safety

● It is essential that children are safeguarded from potentially harmful and inappropriate online material accounting for the four main areas of risk – content, contact, conduct and commerce. This is a key focus of the 'Being Me' unit

Relationships education/RSE drop-down day

● A focused RSE day that ensures young people understand human sexuality, respect themselves and others.

● Our RSE provision helps young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.

● We believe that RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Contextual Safeguarding

● The curriculum is adjusted to include knowledge and guidance to scholars about local contextual risks in an age-appropriate manner. Year group assemblies and directed tutor sessions are vital in robustly addressing contextual issues, both strategically and responsively.

Staff Behaviour Policy

Staff safeguarding code of conduct specific to the academy. Behaviour that contravenes this code of conduct will be referred to the Executive Principal and considered as a low level concern

Feature	Academy Expectations
Acceptable use of IT	Staff using their own devices on academy premises must sign into the DRET BYOD
Communication with scholars through social media including expectations for providing written feedback	Members of staff should report to the Principal any instances where they are connected to scholars via social media such as through music / community group membership. Members of staff must not associate with any scholars via social media.
Arrangements for using TEAMS	Great care should be taken when providing feedback to scholars and staff are expected to maintain appropriate professional boundaries and language at all time. All communications are saved, monitored and will always be considered in determining the most appropriate provision for scholars.
Staff use of phones in parts of the Academy such as the EYFS	Members of staff should use academy devices only when contacting scholars, parents or carers. Members of staff must not use their personal mobile phones in the EYFS at all. They must not use their mobile phone at the academy unless it is in

	the course of their break and in an area not designated for scholar use.
Use of personal cameras and images of scholars such as competition winners or in routinely recording scholars' achievements.	Members of staff should always communicate with the Executive Principal/Head of Academy to ensure permissions are given from parents/carers where any images are taken of scholars. Members of staff must not use their personal cameras to take pictures of scholars while they are at the academy or while scholars are on educational visits.
Arrangements for vetting visiting speakers	Members of staff should always complete the DRET Visiting Speaker approval form.
Social contact outside the academy such as through sport club membership	Safety Planning and Risk Assessments must include lists of scholars attending trips. The DSL/DDSL will communicate with all staff attending any concerns/safety planning required. All teachers are aware of levels of professionalism expected as stated in staff handbook.
Use of staff cars	Staff must not transport scholars in their cars for any reason.
Physical contact	Staff might be required to use force for the purpose of preventing a scholar from, for example: • self-harming • causing injury to other children, staff or teachers • causing personal injury • absconding • committing an offence • causing damage to property • engaging in any behaviour prejudicial to the maintenance of good order and discipline in the academy or among any of its scholars/students.
One to one situations	The Academy operates an 'open door' policy regarding classrooms. Staff are aware of the need to safeguard themselves and avoid situations where they are the sole staff member present with a scholar.
Gifts giving and receiving	Staff do not give gifts to scholars that do not sit comfortably with their curriculum/role e.g. academic rewards. Any gift received by a member of staff should be acknowledged to their Head of Department. Where there is any concern, the incident must be recorded on Safeguard

Dealing with scholar infatuation	Members of staff should report all concerns about scholar infatuation to the DSL immediately
Conversational boundaries and appropriate language	All staff must act in a fair, courteous and mature manner to scholars, colleagues and other stakeholders including parents

Allegations Of Abuse Made Against Teachers, Including Supply Teachers , Oher Staff, Volunteers, Trades People And Contractors

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff, volunteers, contractors, tradespeople and visitors to the academy) posing a risk of harm to children, then this should be referred to the Principal immediately.

The principal will then refer allegations that meet the harm threshold to the designated officer at the Local authority on the same day.

Safeguarding concerns that meet the harm threshold include those in which the adult 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; or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. This is because of transferable risk. Where a member of staff or volunteer is involved in an incident outside of Academy/college which did not involve children but could have an impact on their suitability to work with children.

Concerns/allegations about the Principal should be referred to the Regional Director. Concerns about the Regional Director should be referred to the Chief Executive Officer (CEO) who will refer the allegation to the designated officer at the relevant local authority on the same day.

The Principal will keep a secure record of all concerns including those that do not meet the harm threshold i.e. low-level concerns. Low-level concerns contravene the academy code of conduct and include

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;

● engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,

● using inappropriate sexualised, intimidating or offensive language

The academy ensures allegations against supply staff, contractors and tradespeople are dealt with properly. In no circumstances will the academy decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome.

The HR team should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the Academy, whilst they carry out their investigation.

The Principal should notify the HR Director RRridgill@dret.co.uk or the Core Team safeguarding lead jjaggs@dret.co.uk when they are referring an allegation about a member of staff, volunteer or supply teacher to the local authority.

The academy has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

● the harm test is satisfied in respect of that individual;

● the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and

● the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

Failure to refer when the criteria are met is a criminal offence. The academy has a duty to consider referring the matter to the TRA to discuss prohibiting the individual from teaching.

The HR department will manage referrals to the Disclosure and Barring Service (DBS) and to the TRA in discussion with the Executive Principal.

Contextual Safeguarding: Welfare Risk Assessment

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the academy and/or can occur between children outside of these environments. Identify the local hazards to scholars' safety and the control measures in place to mitigate for these risks under the following headings: it may be preferable to create a separate document for ease of access.

Identify the hazard The potential source of harm to scholars	**Groups of scholars that might be harmed as a result of the hazard**	**Evaluate the risk The likelihood that the child will be harmed**	**Control measures Procedures and practices in place to mitigate this risk**	**Routine evaluation**
Academy location (Olympic Park/Stratford Centre)	Scholars gathering/socialising - potential anti social behaviour/ harm to child	Scholars are excitable in an area that attracts a large cross section of people, in a unique setting that can be difficult to supervise	Parents to inform scholars to go directly home after school. Principal and DSL in contact with park security and Stratford centre to address/ tackle concerns. Staff patrol on duty before and after school.	DSL and DDSL to evaluate if extra measures are required.
CCE profile of local area	Vulnerable scholars; scholars that engage with unmonitored social time	The school is located near Stratford train station, an area recognised as a 'hotbed' of	All staff trained on CCE/county lines indicators Staff conduct 'Community Walks' at the start and close	DSL and DDSL to evaluate if extra measures are required.

		county lines concerns/CCE.	of each school day School PCSO in frequent communication with any concerns	

Local Support for Vulnerable Families

The academy leadership will engage with the following providers in supporting vulnerable families. Safeguarding is something staff do with families and the community.

Families will be directed to our Padlet which is accessible via the school website for local support and offers.

ALL STAFF MUST READ THE FOLLOWING DRET POLICIES:

The Trust safeguarding and child protection policy

KCSIE – Part 1 and Annex A

The behaviour and ethos policy including the academy appendix

The anti-bullying policy

The physical restraint policy

The child-on-child abuse policy

The personal care policy

The first aid policy

The staff safeguarding code of conduct in this appendix

The attendance policy and academy appendix, including the response to children missing in education in the safeguarding policy

The whistleblowing policy Supporting scholars with medical needs

Acceptable use of IT Supervision arrangements specific to the academy