

# St Edward's Academy Child Protection Procedures

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### Aim

1. Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in keeping them safe. To fulfil this responsibility effectively, all professionals must ensure their approach is child-centred. This means that they must always consider what is in the best interests of the child.
2. These procedures are for all staff, parents/carers, governors, volunteers and the wider school community. They form part of the safeguarding arrangements for our school. They should be read in conjunction with the trust's [policies](#) on safeguarding, safer recruitment and selection, staff code of conduct, health and safety and acceptable use of ICT, and the school's policies on behaviour (including the anti-bullying strategy and approach to physical intervention) and educational visits policy. They should also be read in conjunction with Keeping Children Safe in Education (Department for Education, September 2021). Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education as we are:
  - a. protecting children from maltreatment;
  - b. preventing impairment of children's mental and physical health or development;
  - c. ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
  - d. taking action to enable all children to have the best outcomes.

### Expectations

3. All staff and volunteers must sign to confirm they have read and agree to these procedures before they start working with us, and whenever these procedures change. All children and their families will be provided with these procedures before enrolment. It is important for families to be aware of actions staff may take if there are any concerns for a child's safety, and for them to understand that they might not be consulted before action is taken. Knowing about Child Protection procedures ahead of time helps parents/carers to engage better in the process, meaning that change is more likely to take place.
4. All adults working in our school who have contact with pupils are in positions of trust. Staff and volunteers should understand their responsibilities to safeguard and promote the welfare of pupils, including through early help. This means that staff and volunteers:
  - a. are responsible for their own actions and behaviour and must avoid any conduct which would lead any reasonable person to question their motivation or intentions;
  - b. must work, and be seen to work, in an open and transparent way;
  - c. must acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded;

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- d. must discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern;
- e. must apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief or sexual orientation;
- f. must not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children;
- g. must be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings (including barring by the Disclosure and Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the Teaching Regulation Agency (TRA).).

### Early Help

5. Early Help means providing support as soon as a problem emerges, at any point in a child's life. Providing Early Help is more effective in promoting the welfare of children than reacting later.
6. The school will seek Early Help in the first instance by contacting MASH (Multi Agency Safeguarding Hub) in the local authority that the student resides in. For advice, contact 01708433222. They may advise a referral, in which a MARF (Multi Agency Referral Form) is completed and emailed to the Borough - [tmash@havering.gov.uk](mailto:tmash@havering.gov.uk)

### What to look out for (recognising children who are experiencing or at risk of harm)

7. Children can be harmed in several ways; abuse can be physical, sexual, emotional or it can take the form of neglect (see [Part 1 of Keeping children safe in education \(September 2021\)](#)). Children sometimes suffer more than one type of abuse at a time. Children as well as adults can be abusers; peer-on-peer abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up" (see [Sexual violence and sexual harassment between children in schools and colleges](#)). Protecting children from the risk of radicalisation is part of our wider safeguarding duties (see [The prevent duty: for schools and childcare providers](#)), and is similar in nature to protecting children from other forms of harm and abuse.

### Online Safety

8. It is essential that children are safeguarded from potentially harmful and inappropriate online material. We adopt whole school approaches to online safety to protect and educate pupils, students and staff in their use of technology and establish mechanisms to identify, intervene and escalate concerns as appropriate.
9. The St Edward's Academy approach to online safety considers the 4 key categories of risk set out in paragraph 124 of KCSiE, 2021. Our approach to online safety is based on addressing the following categories of risk:

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- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
  - **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scam.

As part of our commitment to ensuring online safety:

- Our Staff Code of Conduct includes acceptable use of technologies (including the use of mobile devices), staff/pupil relationships and communications including the use of social media.
- Our IT system includes appropriate filtering and monitoring systems, including:
  - LGFL Safety Filter
  - Impero
  - ESafe
  - Sofos
- We take pro-active action to prevent online peer-on-peer abuse. All staff have received training to ensure that they are aware that children can abuse other children (also known as peer-on-peer abuse) and this can happen online in the form of:
  - Cyber-bullying;
  - Online sexual harassment;
  - Consensual and non-consensual sharing of nudes and semi nudes images and/or videos;
  - Upskirting;
  - Facilitating, threatening and/or encouraging:
    - Physical abuse
    - Sexual violence
  - Initiation/hazing type violence and rituals, which may include an online element
- We explicitly teach online safety through the curriculum. Students are taught about safeguarding, including online safety. We teach
  - The knowledge and behaviours that pupils need to help them navigate the internet safely;
  - Understanding the harms and risks associated with being online;
  - Looking after well-being when using the internet;
 This is covered in Relationships and Sex Education, as part of our Personal, Social, Health and Economic Education. Where necessary, we ensure that our teaching is adapted for vulnerable children, victims of abuse and some children with SEND.
- We ensure that we safeguard pupils and staff during periods of remote learning. While children were learning online from home during the two national school

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closures and in the event they need to self-isolate, we ensure that appropriate safeguarding measures are in place and adhered to keep pupils and staff safe.

- We include online safety in staff safeguarding training. All staff have regularly updated safeguarding training which includes online safety. This online safety training is aligned and part of our whole-school safeguarding approach.
- Our Designated Safeguarding Lead (DSL) and the Safeguarding team:
  - Understand the risks associated with online safety;
  - Are confident that they have the relevant knowledge and up-to-date capability required to keep pupils safe while they are online at school;
  - Recognise the additional risks that pupils with special education needs and/or disabilities face online. This includes from bullying, grooming and radicalisation.

### How to Respond

10. If there is a concern about a child's well-being, based on:
  - a. something the child or their parent/carer has told you
  - b. something another child has told you
  - c. something you have noticed about the child's behaviour, health, or appearance
  - d. something another professional said or did

All concerns must be passed immediately to the Designated Safeguarding Lead (DSL) or a Deputy DSL if they are not available.

11. Even if you think your concern is minor, the Designated Safeguarding Lead (DSL) may have more information that, together with what you know, represents a more serious worry about a child. It is never an individual's decision alone how to respond to concerns – but it is always their responsibility to share concerns, no matter how small.
  - a. Do not investigate but decide whether you need to clarify your concerns by asking the child or parent/carer open questions (beginning with words like who, how, why, what, where and when) and being careful not to lead them. Do not discuss your concerns with the parent(s)/ carer(s) if this may increase the risk to the child.
  - b. If you have heard a disclosure of abuse or are talking with a child or parent/carer about your concerns, let them know what you will do next. For example, 'I am worried about your bruise and I need to tell Ms Said (the DSL) so that she can help us think about how to keep you safe.'
  - c. Inform the DSL immediately. If the DSL is not available, inform a Deputy DSL. In the unlikely event that none of the designated safeguarding staff or headteacher are available, you must make the referral yourself. Details of how to do this are at the end of these procedures.
  - d. As soon as possible after the event, make a written record on CPOMS. If there was a disclosure, record the words of the child or parent/carer rather than your interpretation. Include analysis of what you saw or heard and why it is a cause for concern.

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12. Any member of staff is entitled to report a safeguarding concern directly to the local authority if they do not feel able to refer the matter to the DSL. Details of how to do this are at the end of these procedures.

### Who to pass concerns on to

13. Names, photos and contact details for the DSL, Deputy DSL(s), Designated Teacher for looked-after and previously looked after children, Safeguarding Governor, Headteacher, Chair of the Local Governing Body and relevant trust Director of Education are provided at the beginning of these procedures. Details of how to make a referral to the local authority are at the end.

### Concerns about another adult in the school

14. Safeguarding concerns about another adult in the school that may meet the harms threshold set out below, must be referred to the Headteacher (or whoever is fulfilling the role in their absence) without delay. If the concerns are about the Headteacher (or a relative of the Headteacher working at the school) they must be referred to the relevant trust Director of Education (Rosemary Prince). They will contact the Local Authority Designated Officer (LADO) within one working day in respect of all cases that may meet the harms threshold, i.e. in which it is alleged that a person who works with children 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 they 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.

If you feel your concern has not been responded to appropriately, please contact the Trust Lead on Safeguarding ([swatts@unitysp.co.uk](mailto:swatts@unitysp.co.uk))

15. Low level concerns that do not meet the harms threshold set out above, should also be reported to the Headteacher. If they are about the Headteacher (or a relative of the Headteacher working at the school), they should be reported to the Director of Education (Rosemary Prince). If they are about a member of the trust central team, they should be reported to the Chief Executive Officer (Tim Coulson). All low level concerns will be recorded in writing by the person to whom they are reported. The record should include details of the concern, the context in which the concern arose, action taken and the rationale for decisions.
16. The term 'low level' concern does not mean that it is insignificant. A low level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a nagging doubt – that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff (and persons in a position of trust) code of conduct, including inappropriate conduct outside of work,

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but that does not meet the harms threshold for referral to the LADO.

Examples of such behaviour could include, but are not limited to:

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

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that might look inappropriate but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. Sharing, recording and dealing with low level concerns appropriately not only keeps children safe but also protects those working in or on behalf of schools.

### Whistleblowing

17. If you are concerned about poor or unsafe practice or potential failures in the school's safeguarding regime, these should be raised with the Headteacher or the Chair of the local governing body, in the first instance. Please refer to the Trust's [whistleblowing policy](#).
18. The [NSPCC Whistleblowing Advice Line](#) is available for those who do not feel able to raise concerns regarding child protection failures internally. You can call: 0800 028 0285. This line is available from 8:00 to 20:00, Monday to Friday or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

### Reviewing these procedures

19. These procedures are reviewed at least annually and approved by the local governing body. Copies of these procedures and supporting materials, such as Keeping Children Safe in Education (Department for Education, September 2021), are available in the staffroom and on the school's website. Hard copies may be requested from the school office.

### Contact details for the local authority

20. To seek advice before making a referral to the local authority, contact the Havering MASH (Multi Agency Safeguarding Hub) on 01708433222 / out of hours 01708433999. Make sure you have the student's date of birth and contact details.
21. To make a referral to the local authority, contact the Havering MASH on 01708433222 or email: [tmash@havering.gov.uk](mailto:tmash@havering.gov.uk). If the student lives in a different Borough then you need to refer to the Borough they live in (Havering MASH will give you further advice on how to access these).

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