

St Matthew's Church of England Primary School

Safeguarding and Child Protection Policy



Policy written by Kirsten Cameron
Governor Link: Chair of Governors

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Whatever you do, do it with all your heart. Colossians 3:23

Our vision is to be a school where pupils have a positive approach to learning and where provision is consistently good or better. Our curriculum is relevant and creative and reflects our diversity. We aim for all pupils to leave St Matthew's well equipped for the future, demonstrating Christian values and showing self-confidence.

School Child Protection and Safeguarding Policy Framework

Safeguarding and promoting the welfare of children is **everyone's** responsibility. 'Children' includes everyone under the age of 18. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interest** of the child. (Keeping Children Safe in Education 2025)

Role:	Name and contact details:
Designated Safeguarding Lead (DSL)	Miss Kelli Arnold dsl@stmatthewscevap.uk
Alternate DSL	Mrs Kirsten Cameron headteacher@stmatthewscevap.uk Mr Jack Rawlinson dsl@stmatthewscevap.uk
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Trust Named Safeguarding Lead	Mr Stephen Cole, Trust Director
School Online-Safety Lead	Miss Kelli Arnold dsl@stmatthewscevap.uk
Designated teacher for Looked after Children (LAC) and previously Looked After Children	Mr Jack Rawlinson jrawlinson@stmatthewscevap.uk
Prevent Lead	Miss Kelli Arnold dsl@stmatthewscevap.uk
Senior Mental Health Lead	Mrs Kirsten Cameron headteacher@stmatthewscevap.uk

1. Ethos Statement

We recognise the moral and statutory responsibility placed on all staff to safeguard and promote the welfare of all children. We aim to provide a safe and welcoming environment, in which children can learn, underpinned by a culture of openness where both children and adults feel secure, are able to raise concerns and believe they are being listened to, and that appropriate action will be taken to keep them safe.

2. Introduction

The Governing Body recognises the need to ensure that it complies with its duties under legislation and this policy has regard to statutory guidance, Keeping Children Safe in Education (KCSiE) 2025, Working Together to Safeguard Children 2023 and locally agreed inter-agency procedures put in place by Suffolk Safeguarding Partnership. This policy will be reviewed annually, as a minimum, and will be made available publicly via the school website or on request.

Safeguarding and promoting the welfare of children is defined as: providing help and support to meet the needs of children as soon as problems emerge, protecting children from maltreatment whether that is within or outside the home, including online; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

This policy is for **all** adults who are part of our school community; this includes parents, supply teachers and contractors. It forms part of the child protection and safeguarding arrangements for our school and is one of a suite of policies and procedures which encompass the safeguarding responsibilities of the school (Section 17). A copy of this policy is provided to all staff on induction and at the start of every academic year.

The aims of this policy are to:

- Provide staff with a framework to promote and safeguard the wellbeing of children and young people and ensure that all staff understand and meet their statutory responsibilities;
- Ensure consistent good practice across the school.

The Governing Body expects that all staff will have read and understand this child protection and safeguarding policy and their responsibility to implement it. Staff working in regulated activity **must**, as a minimum, have read and understand Part One of [Keeping children safe in education 2025](#). Governors will ensure that they and Senior Leaders have read and understand Parts One and Two of KCSiE as a minimum. Governors will ensure that those staff who do not work directly with children have read either Part One or Annex A of KCSiE together with Annex B. The Governors will require some staff to read additional sections.

Compliance with the policy will be monitored by the Headteacher, Designated Safeguarding Lead (DSL) and named Safeguarding Governor.

3. Statutory Framework

Section 157 of the Education Act 2002 and the Education Regulations 2014 for academies, place a statutory duty on the Governing Body to have policies and procedures in place that safeguard and promote the welfare of children and young people who are pupils of the school which must have regard to any guidance given by the Secretary of State.

In accordance with statutory guidance, Working Together to Safeguard Children 2023, local safeguarding arrangements must be established for every local authority area by the three safeguarding partners (Local Authority, Police and Integrated Care Boards). All three partners have equal and joint responsibility for a range of roles and statutory functions including developing local safeguarding policy and procedures and scrutinising local arrangements. In Suffolk, all schools have been named by the Suffolk Safeguarding Partnership (SSP) as relevant agencies, this means staff in schools must work in accordance with the multi-agency procedures developed by the SSP which can be found on their website at <https://suffolksp.org.uk>.

4. Key Roles and Responsibilities

Governing Body

- Has a strategic leadership responsibility for the school's safeguarding arrangements and must ensure that they comply with their duties under legislation.
- Has a legal responsibility to make sure that the policies and procedures in place have regard to the statutory guidance, in order for appropriate action to be taken in a timely manner to safeguard and promote children and young people's welfare.
- Will ensure that the policy is made available to parents and carers by publishing this on the school website or in writing if requested.
- Will ensure they facilitate a whole school approach to safeguarding. This means involving everyone in the school and ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, and that all systems, processes and policies are transparent, clear and easy to follow and operate with the best interests of the child at their heart.
- Will ensure that where there is a safeguarding concern school leaders will make sure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems will be in place that are well promoted, easily understood and easily accessible for children to confidently report abuse any form of abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- Will ensure that the school contributes to multi-agency working in line with Working Together to Safeguard Children and that the school's safeguarding arrangements take into account the procedures and practice of the locally agreed multi-agency safeguarding arrangements.
- Will ensure that policies are in place to enable appropriate action to be taken to safeguard and promote the welfare of children as necessary (Section 17).
- Will ensure that staff and volunteers are properly vetted to make sure they are safe to work with the pupils who attend our school and that the school has procedures for appropriately managing safeguarding allegations made against, or low level concerns involving, all members of staff including volunteers and contractors.
- Will ensure that there is a named governor for safeguarding, a Designated Safeguarding Lead (DSL) who is a senior member of the leadership team and has lead responsibility for safeguarding and child protection, and who will promote the educational achievement of children who are looked after or previously looked after, and will ensure that these people have the appropriate training.
- Will have regard to their obligations under the Human Rights Act 1998 and the Equality Act 2010 including the Public Sector Equality Duty (paragraphs 81-93 of KCSiE).
- Will inform Suffolk County Council annually about the discharge of their safeguarding duties by completing the safeguarding self-assessment audit.

Designated Safeguarding Lead (DSL)

- The DSL will take lead responsibility for safeguarding and child protection including online safety – this incorporates understanding the filtering and monitoring systems. This will be made explicit in the role-holder's job description. (As set out in Annex C of KCSiE).
- The DSL will have the appropriate status, authority, time funding, training resources and support they need to carry out the duties of the post effectively.
- The school also has alternative DSLs who are trained to the same standard as the DSL. The DSL and any alternate DSLs will provide advice and support to staff in school and will liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children.
- During term time, the DSL and/or an alternate should always be available during school hours for staff to discuss any safeguarding concerns. The DSL will make arrangements for adequate and appropriate cover arrangements for any out of hours or out of term time activities.

- The DSL will undergo training to provide them with the knowledge and skills to carry out the role. This training will be updated every two years.
- The DSL will liaise with the Headteacher to inform them of issues and in particular ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

Headteacher

- Will ensure that the policies and procedures adopted by the Governing Body are fully implemented and that sufficient resources, time and training are provided to enable staff members to discharge their safeguarding responsibilities and contribute effectively to a whole school approach to safeguarding.
- Will be responsible for ensuring a culture of safety and ongoing vigilance that fosters the belief that 'it could happen here'.

All Staff

- Have a responsibility to provide a safe environment in which children can learn.
- Must read and ensure they understand as a minimum Part One of KCSiE.
- Must ensure they are familiar with the systems within school which support safeguarding, including the Child Protection and Safeguarding Policy, Staff Code of Conduct, Behaviour Policy, Anti-Bullying policy, the safeguarding response to children who are absent from education, and the role of the DSL (including the identity of the DSL and any alternatives). These will be explained to all staff on induction.
- Should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. All staff should maintain a belief that 'it could happen here' where safeguarding is concerned and if staff have any concerns about a child's welfare they must act on them immediately.
- Should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- Should know what to do if a child tells them he/she is being abused, neglected or exploited, and/or is otherwise at risk of involvement in criminal activity, such as knife crime, or involved in county lines drug dealing.
- Should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, especially Section 17 (children in need) and Section 47 (a child suffering, or likely to suffer, significant harm) along with the role they might be expected to play in such assessments.
- Should be aware of, and understand their role within the [Family Support — Suffolk Safeguarding Partnership](#) and [Early Help Assessment \(EHA\) - Suffolk County Council](#) for all services, at both a Local Authority and school level.. This includes providing support as soon as a problem emerges, liaising with the DSL, and sharing information with other professionals in order to support early identification and assessment, focussing on providing interventions to avoid escalation of worries and needs (see Section 12: Information Sharing). In some cases, staff may be asked to act as the lead professional in undertaking an early help assessment. Further guidance on effective assessment of the need for early help can be found in Working Together to Safeguard Children.
- Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
 - is disabled or has certain health conditions and has specific additional needs
 - has special educational needs (whether or not they have a statutory EHCP)
 - has a mental health need
 - is a young carer

- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or County Lines
- is frequently missing/goes missing from care or from home
- has experienced multiple suspensions, is at risk of being permanently excluded from school or is in Alternative Provision or a Pupil Referral Unit
- is at risk of modern slavery, trafficking or sexual and / or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues or domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of honour-based abuse such as Female Genital Mutilation (FGM) or forced marriage
- is a privately fostered child

Knowing what to look out for is vital to the early identification of abuse and neglect and specific safeguarding issues such as child criminal exploitation and child sexual exploitation. If staff are unsure, they should always speak to the DSL (or Alternatives). If, in exceptional circumstances the DSL (or Alternatives) are not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from children's social care [Multi-Agency Safeguarding Hub \(MASH\) - Suffolk County Council](#) Consultation Line. In these circumstances, any action taken should be shared with the DSL as soon as is practically possible.

5. Induction and Training.

The Governing Body will ensure that all staff receive appropriate safeguarding and child protection training, including Online Safety. This includes an understanding of the school's monitoring and filtering systems, which is regularly updated and in line with advice from the Suffolk Safeguarding Partnership, including the [SSP Training Overview](#) and the [Online Safety Toolkit](#). In addition, all staff members will receive regular safeguarding and child protection updates (for example, via email, staff meetings) as required, but at least annually, to provide them with relevant skills and up to date knowledge of emerging and evolving safeguarding issues to safeguard children effectively.

All new staff members will undergo safeguarding and child protection training at induction. This will include training on the school's suite of safeguarding policies (Section 17) and the role of the Designated Safeguarding Lead. Copies of the school's policies, procedures and Part One of KCSiE will be provided to new staff at induction.

The DSL will ensure that an accurate record of safeguarding training undertaken by all staff is maintained and updated regularly.

In considering safeguarding training arrangements, the Governing Body will also have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment, and require teachers to have a clear understanding of the needs of all pupils.

The Governing Body will ensure that all governors receive appropriate safeguarding and child protection training (including online) at induction which is regularly updated.

6. Recognising Concerns - Signs and Indicators of Abuse, Neglect and Exploitation.

All staff should be aware of indicators of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of school, inside and outside of home and online. Exercising **professional curiosity** and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

All staff should be aware that abuse, neglect, exploitation and safeguarding issues are rarely standalone events that cannot be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff, but especially the DSL Team should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), criminal exploitation, serious youth violence, county lines and radicalisation.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online; this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content

In all cases, if staff are unsure, they should always speak to the DSL Team.

Indicators of Abuse - KCSiE para 19 - 28

Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

The following indicators listed under the categories of abuse are not an exhaustive list:

Physical Abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse: involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact but may also include non-contact activities which can be online or offline. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of the school's policy and procedures for dealing with it. (See section 7: Specific safeguarding issues and Appendix A for the school's procedures)

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

7. Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Any change in a child's behaviour should trigger professional curiosity. Behaviours linked to issues such as unexplainable and/or persistent absences from education, serious violence (including that linked to county lines) radicalisation and consensual and non-consensual sharing of nude and semi-nude images can be signs that children are at risk. Other safeguarding issues all staff should be aware of include:

Child on Child Abuse – KCSiE para 30 - 33:

All staff should be aware that children can abuse other children. This can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.

All staff who have any concerns regarding child on child abuse will speak to the DSL and record on CPOMS.

It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “children being children” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All staff should be clear about the school’s policy and procedures with regards to child on child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. (Appendix A)

Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE) – KCSiE para 34 - 40:

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Domestic Abuse – KCSiE para 41:

Domestic abuse can encompass a wide range of behaviours and may be a single incident or pattern of incidents. This abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships. All of which can have a detrimental and long term impact on their health, well-being, development, and ability to learn.

Female Genital Mutilation (FGM) – KCSiE para 42:

Whilst all staff should speak to the DSL with regard to any concerns about FGM, there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, 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.

Mental Health – KCSiE para 43 - 45:

All staff should be aware that 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. All staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL and recording the concern on CPOMS.

Serious Violence – KCSiE para 46:

All staff should be aware of the indicators which may signal that children are at risk from, or involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Preventing Radicalisation – KCSiE page 157

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

Channel – KCSiE page 158

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual

referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required.

Further information about specific forms of abuse and safeguarding issues can be found in Appendix B. This is given to all staff at the start of the academic year.

8. Children Potentially at Greater Risk of Harm

The Governing Body recognise that whilst all children should be protected there are some groups of children who are potentially at greater risk of harm and, in some cases, these children may find it difficult to communicate what is happening to them.

Children at Alternative Provision

Where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.

- Schools should obtain written confirmation from alternative provision providers that the necessary safeguarding and employment checks have been completed for all staff in line with statutory guidance.
- Schools should also be advised about any changes that might put the child at risk, e.g. staff changes, so the school can make sure appropriate safeguarding checks have been carried out.
- Schools must know where a child is during school hours, including the address of any alternative provider, subcontracted provision or satellite site.
- Schools should regularly review the alternative provision placements, at least half termly.
- Where safeguarding concerns arise, the placement should be immediately reviewed, and terminated, if necessary.

The Governing Body that the cohort of pupils in alternative provision often have complex needs and are/is aware of the additional risk of harm our pupils may be vulnerable to. They have regard to the following statutory guidance: [Arranging Alternative Provision - guide for LAs and schools](#) and [Education for children with health needs who cannot attend school – DfE Statutory Guidance](#)

Children who Need a Social Worker (CiN and CP Plans) – KCSiE para 173 – 176:

Children may need a social worker due to complex safeguarding and/or welfare needs. Children may need this help due to abuse, 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 by facing barriers to attendance, learning, behaviour and mental health.

The Governing Body expects that the Local Authority will share the fact a child has a social worker, and the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on a Local Authority and the school to safeguard and promote the welfare of children.

Where children need a Social Worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or to a child missing education where there are known safeguarding risks) and about promoting welfare.

Children Absent from Education – KCSiE para 177:

A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues including neglect, child sexual abuse or exploitation, child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may be absent or become missing from education but some children are particularly at risk. Regardless of the background and living circumstance of the child all absences will be fully investigated.

The school's procedures for unauthorised absence and for dealing with children who are absent from education are followed, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes

when problems are first emerging but also when children are already known to Social Care and need a social worker, especially when being absent from education may increase known safeguarding risks within the family or in the community. All staff are aware of the school's safeguarding response to children absent from education.

This includes informing the LA if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the LA, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

Further information and support includes:

- schools' duties regarding children missing education, including information schools **must** provide to the Local Authority when removing a child from the school roll at standard and non-standard transition points can be found in the DfE's statutory guidance: [Children Missing Education - Guidance](#)
- General information and advice for schools can be found in the Government's [Missing Children and Adults Strategy](#).
- guidance for schools concerning children who are absent from education [Working together to improve school attendance](#)

Elective Home Education – KCSiE para 178 - 181:

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will work together with the LA and other key professionals to co-ordinate a meeting with parents/carers where possible. Ideally this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child especially when the child has SEND, is vulnerable and/or has a social worker.

Children Requiring Mental Health Support – KCSiE para 182 - 187:

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 Governing Body will ensure there is a clear system and process in place for identifying possible mental health problems, including routes to escalate, and a clear referral and accountability system.

Staff can access further advice in a DfE guidance documents [Preventing and tackling bullying](#) and [mental health and behaviour in schools](#) which set out how staff can help prevent mental health problems by promoting resilience as part of an integrated, whole school approach to social and emotional wellbeing, which is tailored to the needs of pupils.

The school's senior mental health lead is the Headteacher who is supported by the DSL and Family Support Worker.

Looked After Children and Previously Looked After Children – KCSiE para 188 - 191:

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Governing Body will ensure staff have the skills, knowledge and understanding to keep looked after children safe.

The Governing Body will ensure there are arrangements in place so that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility.

Appropriate staff will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after the child. The Headteacher should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. The Governing Body recognise that when dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

Children with SEN and Disabilities, or Health Issues – KCSiE para 201 - 203:

These children can face additional safeguarding challenges, both online and offline. Staff should avoid making assumptions that indicators of possible abuse such as behaviour, mood and injury may relate to the child's disability or medical condition without further exploration.

Staff should also be aware that these children may be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. Similarly, staff should be aware of the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying without outwardly showing signs or being able to communicate how they are feeling.

Staff also need to be mindful of children's cognitive understanding, for example, whether they are able to understand the difference between fact and fiction in online content and the consequences of repeating the content/behaviours in school. As such, any reports of abuse involving children with SEND will require close liaison with the DSL and SENDCo.

Children who are Lesbian, Gay, Bisexual, or Gender Questioning – KCSiE para 204 - 208:

The Governing Body acknowledge that the fact that a child may be lesbian, gay, bisexual or gender questioning is not in itself an inherent risk factor for harm. However, children that are lesbian, gay, bisexual or gender questioning can be targeted by other children. In some cases, a child who is perceived to be lesbian, gay, bisexual or gender questioning (whether they are or not) can be just as vulnerable as children who are.

Risks can be compounded where children who are lesbian, gay, bisexual lack or gender questioning lack a trusted adult with whom they can be open. Staff should therefore endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

9. Opportunities to Teach Safeguarding

The Governing Body will ensure that children are taught about how to keep themselves and others safe including online.

The Governing Body recognise that effective education should be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse and children with SEND. Relevant topics will be included within Relationships Education and through Health Education, having regard to statutory guidance.

Preventative education is most effective in the context of a whole-school approach that prepares children for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.

The Governing Body expect that the school's values and standards should be upheld and demonstrated throughout all aspects of school life. These will be underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. This whole-school approach will be fully inclusive and developed to be age and stage of development appropriate, and will tackle (in age-appropriate stages) issues such as:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise and abusive relationship, including coercive and controlling behaviour

- The concepts of, and laws relating to – sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and FGM, and how to access support, and
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.

10. Online Safety and Filtering and Monitoring - KCSiE para 134 - 143:

The school will ensure that there are appropriate filters and monitoring systems in place to safeguard children and young people from potentially harmful and inappropriate online material.

The use of technology has become a significant component of many safeguarding issues such as child sexual exploitation, radicalisation and sexual predation and technology often provides the platform that facilitates such harm.

The Governing Body has had due regard to the additional information and support set out in KCSiE and ensures that the school has a whole school approach to online safety and has a clear policy on use of communications technology in school. Online safety will be a running and interrelated theme when devising and implementing policies and procedures. This will include considering how online safety is reflected in all relevant policies and whilst planning the curriculum, any teacher training, the role of the DSL and any parental engagement.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. The school adopts a whole school approach to online safety to protect and educate pupils and staff in their use of technology, and establishes mechanisms to identify, intervene in, and escalate any concerns as appropriate.

Online safety issues can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate or harmful content, for example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories;
- Contact: being exposed to harmful online interaction with other users, for example, child to child 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, for example, 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 scams. If staff feel that either they or pupils are at risk this should be reported to the Anti-Phishing Working Group <https://apwg.org>

The Governing Body will ensure that an annual review is undertaken of the school's approach to online safety including the school's filtering and monitoring provision, supported by an annual risk assessment that considers and reflects the risks pupils face online.

Staff should refer to the Online Safety Policy which outlines the appropriate filtering and monitoring which take place on school devices and school networks. It also outlines the expectations, applicable roles and responsibilities in relation filtering and monitoring.

11. Procedures

If staff notice any indicators of abuse/neglect or signs that a child or young person may be experiencing a safeguarding issue they should record their concerns using CPOMS or on a pink recording form. Staff should use the system which ensures that a safeguarding concern is passed to the DSL with the minimal delay.

What to do if you are concerned.

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- Stay calm and listen carefully;
- Accept what is being said;
- Allow the child to talk freely – do not interrupt or put words in the child’s mouth;
- Only ask questions when necessary to clarify, do not investigate or ask leading questions;
- Reassure the child, but don’t make promises which it might not be possible to keep;
- Do not promise confidentiality;
- Emphasise that it was the right thing to tell someone;
- Reassure them that what has happened is not their fault;
- Do not criticise the perpetrator;
- Explain what has to be done next and who has to be told;
- Make a written record using CPOMS or the school’s pink reporting form
- Do not include your opinion without stating it is your opinion;
- Pass the information to the DSL or alternate without delay – do not leave it on a desk;
- Consider seeking support for yourself and discuss this with the DSL as dealing with a disclosure can be distressing.

When a record of a safeguarding concern is passed to the DSL, they will assess the concern and, taking into account any other safeguarding information known about the child, consider whether it suggests that the threshold of significant harm, or risk of significant harm, has been reached.

If the DSL is unsure whether the threshold has been met they will contact the MASH Professional Consultation Line for advice (0345 606 1499) or will use the secure online chat facility on the SSP website. Where appropriate, the DSL will complete and submit the Multi Agency Referral Form (MARF).

Where the DSL believes that a child or young person may be at imminent and significant harm risk of harm they should call Customer First immediately and then complete the MARF within 24 hours to confirm the referral, if requested. In these circumstances, it is important that any consultation should not delay a referral to Customer First.

Where a safeguarding concern does not meet the threshold for completion of a MARF, the DSL should record how this decision has been reached and should consider whether additional needs of the child have been identified that might be met by a co-ordinated offer of Early Help.

School staff might be required to contribute to multi-agency plans to provide additional support to children. This might include attendance at threshold strategy meetings, child protection conferences or core group meetings. The school is committed to providing as much relevant up to date information about the child as possible, including submitting reports for child protection conferences in advance of the meeting in accordance with SSP procedures and timescales.

Where reasonably possible, the school is committed to obtaining more than one emergency contact number for each pupil.

School staff must ensure that they are aware of the procedure to follow when a child goes missing from education. St Matthew’s follows Suffolk County Council procedures which can be found at <https://www.suffolk.gov.uk/children-families-and-learning/schools/pupil-attendance-and-welfare/children-missing-from-education> This is where the reporting tool can also be found.

The procedure for dealing with Child on Child Abuse at St Matthew’s is comprehensively outlined in Appendix A of this policy.

12. Information Sharing, Record Keeping and Confidentiality

Information sharing is vital in safeguarding children by identifying and tackling all forms of abuse and neglect, and in promoting children’s welfare, including in relation to their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

As part of meeting a child’s needs, the school understands that it is critical to recognise the importance of information sharing between professionals and local agencies and will contribute to multi-agency working in line with Working Together to Safeguard Children. Where there are concerns about the

safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm.

Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, and to keep the information they hold safe and secure, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm.

Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.

Staff will have regard to the Government guidance: [Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers](#) which supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the DSL or an Alternative.

Well-kept records are essential to good child protection practice. All concerns, discussions and decisions made and the reasons for those decisions should be recorded on CPOMS. If in doubt about recording requirements, staff should discuss with the DSL.

The school recognises that confidentiality should be maintained in respect of all matters relating to child protection. Information on individual child protection cases may be shared by the DSL or alternate DSL with other relevant members of staff. This will be on a 'need to know' basis and where it is in the child's best interests to do so.

A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils), or promise a child to keep a secret which might compromise the child's safety or wellbeing.

As well as allowing for information sharing, in circumstances where it is warranted because it would put a child at risk of serious harm, the DPA 2018 and the GDPR allow schools to withhold information. This may be particularly relevant where a child is affected by domestic abuse perpetuated by a parent or carer, is in a refuge or another form of emergency accommodation, and the serious harm tests is met.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care and, if appropriate, the police - [When to Call the Police: Guidance for schools and colleges](#) - is made immediately. Referrals should follow the local referral process.

Ordinarily, the school will always undertake to share its intention to refer a child to Social Care with their parents / carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot reasonably be expected that a practitioner gains consent; and, if to gain consent would put a child at risk. If in doubt, staff will consult with the MASH Professional Consultation Line on this point.

The school will have regard to [SCC Guidance for schools on maintaining and transferring pupil safeguarding/child protection records](#). Where a child leaves the school, the DSL will ensure their child protection file is transferred to the new school as soon as possible (within 5 days for an in-year transfer or within the first 5 days of the start of a new term). The file will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Transfer of files via CPOMS will be also be completed online with the above time scales but the DSL will make a phone call to the requesting school to ensure the child is on roll before authorising the electronic transfer.

13. Safeguarding concerns or allegations made about teachers, including Supply Teachers, Support Staff, Volunteers and Contractors

The school will follow the Suffolk Safeguarding Partnership [Arrangements for Managing Allegations of Abuse Against People Who Work With Children or Those Who Are in A Position of Trust](#) if a safeguarding concern or allegation is raised against an adult in a position of trust which meets the harm threshold.

An allegation, that may meet the harm threshold, is any information which indicates that a member of staff / volunteer may have:

- 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/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 applies to any child the member of staff, supply teacher, volunteer or contractor has contact with in their personal, professional or community life. It also applies regardless of whether the alleged abuse took place in our school.

Concerns that do not meet the harm threshold will be dealt with in accordance with the Trust's policy for managing low-level concerns.

If any member of staff has concerns that a colleague, supply teacher, volunteer or contractor might pose a risk to children, it is their duty to report these to the Headteacher. Where the concerns or allegations are about the Headteacher, these should be referred to the Chair of Governors.

The Headteacher/Chair of Governors should report the concern to the Local Authority Designated Officer (LADO) within one working day.

The corporate director for Health, Wellbeing and Children's Services, has identified dedicated staff to undertake the role of LADO. LADOs can be contacted via email on LADO@suffolk.gov.uk or by using the LADO central telephone number: **0300 123 2044** for allegations against all staff and volunteers.

14. Whistleblowing

The Governing Body recognises that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the Headship Group.

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example, pupils in the school or members of the public.

The Governing Body would wish for everyone in the school community to feel able to report any child protection/safeguarding concerns through existing procedures within school, including the whistleblowing procedure adopted by governors where necessary. However, for members of staff who do not feel able to raise such concerns internally, there is a NSPCC whistleblowing helpline. Staff can call 0800 028 0285 (line available from 8.00am to 8.00pm, Monday to Friday) or email: help@nspcc.org.uk

15. Useful Contacts:

Multi-agency Safeguarding Hub (MASH) Professional Helpline: 0345 606 1499

MASH [webchat facility](#)

Customer First (Professional Referral Line) for use in emergencies only: 0345 606 6167

Customer First: 0808 800 4005

Police (emergency only): 999

Suffolk Police main switchboard: 01473 613500

Suffolk Police Cybercrime Unit: 101

Suffolk Local Safeguarding Partnership www.suffolksp.org.uk
Suffolk County Council: www.suffolk.gov.uk/community-and-safety/staying-safe-online/e-safer-suffolk
LADO 0300 123 2044 or lado@suffolk.gov.uk or on the [LADO pages](#) on Suffolk Safeguarding Partnership website

16. Advice and Support:

KCSiE (page 163 to 169) shares a number of agencies, toolkits and documents which should be referred to when seeking further support and advice for specific types of abuse and safeguarding issues.

Useful documents:

- [Children with special educational needs and disabilities \(SEND\) | NSPCC Learning](#)
- [NSPCC - Safeguarding child protection/deaf and disabled children and young people](#)

17. Connected School Policies:

- Behaviour Policy
- Anti-Bullying Policy
- Positive Handling Policy
- SEND Policy
- Online-Safety Policy
- Supporting Pupils with Medical Conditions
- Attendance Policy – Trust Policy
- Staff Code of Conduct – Trust Policy
- Managing Allegations of Abuse against Staff – Trust Policy

Appendix A:

St Matthew's Procedure for Dealing with Child on Child Abuse.

Children may harm one another in a number of ways which is classified as child on child abuse. The purpose of this procedure is to explore the many forms of child on child abuse and include a planned and supportive response to any issues that arise.

Types of Abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described, followed by the support and action that may be required. Child on Child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- consensual and non-consensual sharing of nudes and semi-nude images and or videos
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Our Procedure and Action

The type of abuse will have a varying effect on the victim and initiator of the harm, so all adults will follow simple steps to clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

Staff understand it is necessary to gather the information as soon as possible to get the true facts around what has occurred before the child/ren has forgotten or been influenced. It is equally important to deal with it sensitively and think about the language used and its impact on both the children and the parents when they become involved. For example; we do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled. In all cases of child on child abuse, all staff deal with any incident, by talking to the child/ren and putting immediate support in place in a calm and consistent manner.

All staff will ensure they are not prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

Gather the Facts: speak to all the children involved separately, gain a statement of facts from them and use consistent language and open and non-leading questions for each account. We do this by asking the child to explain what happened and if we need clarity we will use open questions to gain this. All staff will continue to use T.E.D (Tell, Explain and Describe) for their questions.

Consider the Intent (begin to Risk Assess): we consider if this has been a deliberate or contrived situation for a child to harm another.

Decide on the Next Step: if from the information that we gather we believe a child to be at risk of significant harm we will make a safeguarding referral to social care immediately.

Inform Parents: we always seek to talk face to face with parents. We recognise that the nature of the incident and the type of harm/abuse a child may be suffering can cause fear and anxiety to parents whether their child has been harmed, or harmed another.

Assessing Risk: we need to consider the following information when assessing risk and need for support:

What is the age of the child/ren involved? How old are the children involved in the incident and is there any age difference between those involved?

Where did the incident or incidents take place? Was the incident in an open, visible place? If so was it observed? If not, is more supervision required within this particular area?

Were the explanations by all children the same? Does each child give the same explanation of the incident and what is the effect on the child/ren involved? Is the incident regular and repeated? Is the version of one young person different from another? If so, why?

Does each child understand the significance of what occurred? Does the child understand what they are doing? i.e. do they have knowledge of body parts, privacy and inappropriate touches? Is the child's explanation related to something they may have heard, seen or been learning about? Is the behaviour deliberate and contrived? Does the child understand the impact of their behaviour on the other person? Has the behaviour been repeated to an individual or series of individuals on more than one occasion?

In dealing with an incident of this nature the answers are not always clear cut and if necessary we will seek advice from the MASH professional Consultation Line.

Next Steps:

Once the outcome of the incident(s) has been established, it is necessary to ensure future incidents of abuse do not occur and consider the support and intervention required for those involved.

For the young person who has been harmed:

- The support required depends on the individual child.
- There may be a need for counselling or 1:1 support via a mentor.
- The child may feel able to deal with the incident(s) on their own or with support of family and friends, in which case they will be monitored
- If the incidents are of a bullying nature, the child may need help and advice to develop assertiveness skills or support to improve peer group relationships.

Other interventions could be

- Continued PSHE lessons that enable more frequent discussion and debate
- To target a whole class or year group with a speaker on cyber bullying, relationship abuse, NSPCC pants rule work etc.
- A risk assessment that provides a trusted person that they can talk to, support strategies for managing future issues and identified services to offer additional support.

For the young person who has displayed harmful behaviour

In this circumstance it is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way.

- Support such as 1:1 mentoring or counselling may be necessary.
- Particular support from identified services may be necessary through a CAF (Common Assessment Framework) referral or TAC (Team Around the Child) meeting to ensure the child receives additional support from family members.
- The child may receive a consequence for their behaviour e.g. loss of playtimes, a period of isolation or exclusion.

- In the cases of sexually harmful behaviour, it may be a requirement for the young person to engage in 1:1 work with a particular service or agency
- If behaviour continues to pose a risk to others, an individual risk assessment will be carried out
- Additional supervision of the child to prevent further inappropriate or harmful behaviour may be needed.

After Care

It is important that the child/ren continue to feel supported. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage. It is important to ensure that the child does not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping. Schools ensure children are monitored closely and encourage continual dialogue with the families to ensure support is offered when needed.

Preventative Strategies

The strategies schools use to prevent child on child abuse are:

- Managing the risks and sharing information with all staff.
- Providing positive, open environments in which children feel safe to share information about anything that is upsetting or worrying them.
- Strong school behaviour systems which children know and all staff reinforce
- Positive PSHE curriculum that tackles such issues as prejudiced behaviour and give children an open forum to talk things through rather than look for opportunities to be harmful to one another.
- All staff are confident to talk about issues and challenge perceptions including use of inappropriate language and behaviour towards one another.
- Staff do not dismiss issues as 'banter' or 'growing up' and consider each issue and each individual in their own right before taking action.
- There are clear signposts to adults and children around the school which shows the support that is available at all times.
- Assemblies are led by the DSL about different aspects of potential child on child abuse and how we can support children who may be a victim of these.

Record Keeping

Records of any child on child abuse cases will be kept in a child's safeguarding file – copies will be made and held on the record of each child as required. Numbers of child on child abuse incidents will be reported to the Governing Body as part of termly Safeguarding data reporting. If deemed necessary, the Bullying and Prejudiced Related Incident form will be completed, this can be found in the Anti-Bullying Policy.

Form for Recording Safeguarding Concerns

Must be handwritten and legible



This form should only be used if you cannot record the incident on CPOMS immediately

Pupil's name:	Date of birth:	Class:
Date & time of incident:	Date & time the form was filled in:	
Your name (print):	Signature:	
<p>Record the following factually: Nature of concern, e.g. disclosure, change in behaviour, demeanour, appearance, injury etc. <i>(please include as much detail in this section as possible. Remember, the quality of your information will inform the level of intervention initiated. Attach additional sheets if necessary.</i></p>		
What is the pupil's perspective?		
Professional opinion, where relevant <i>(how & why might this have happened?)</i>		
Any other relevant information Previous concerns etc. <i>(distinguish between fact and opinion)</i>		
Who are you passing this form on to?		

Record of concern about a child's safety and welfare (for use by DSL)

Name of DSL:	Date:	Time:
Action taken with reasons recorded (including advice sought if relevant)		

Name:	Date:	Time:
Outcome / follow up		

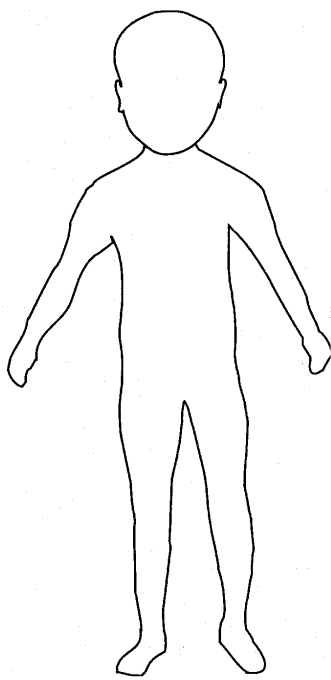
NEXT STEPS FOR DSL TEAM:

- Concern should be typed onto CPOMS by the DSL – it should be typed as written on the pink form. The incident on CPOMS should start with who has made the report – this should be in capital letters; for example, REPORTED BY K CAMERON
- Pink form will be scanned and uploaded to CPOMS – creating a secure trail of incident.
- All resulting discussions / actions / outcomes will be recorded on CPOMS as actions.

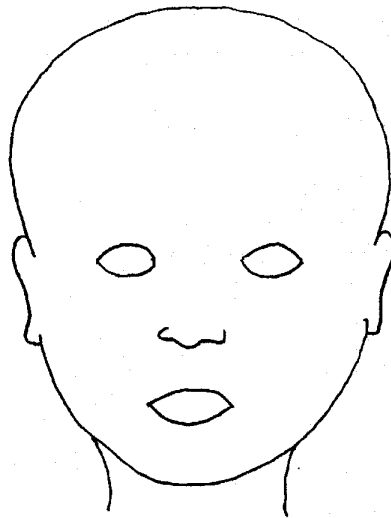
BODYMAP

(This must be completed at time of observation)

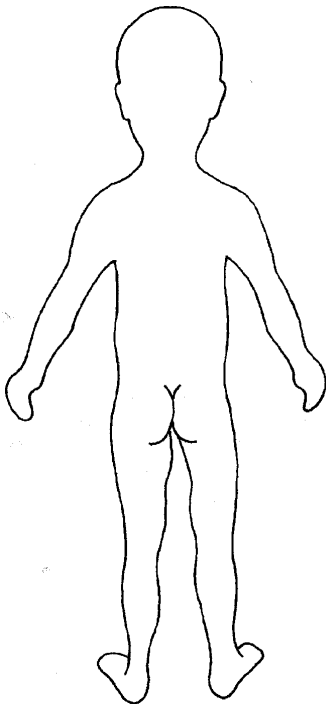
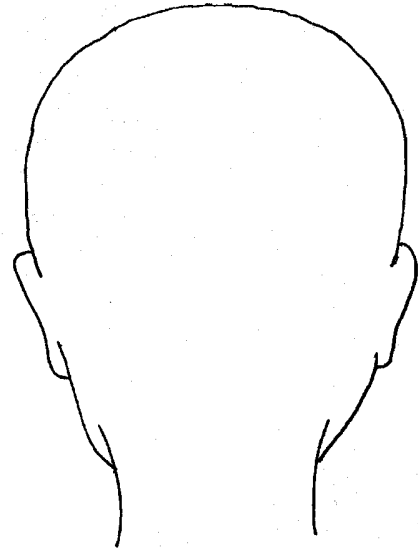
Name of pupil:	Date of Birth:
Name of staff:	Signature of staff:
Date and time of observation:	



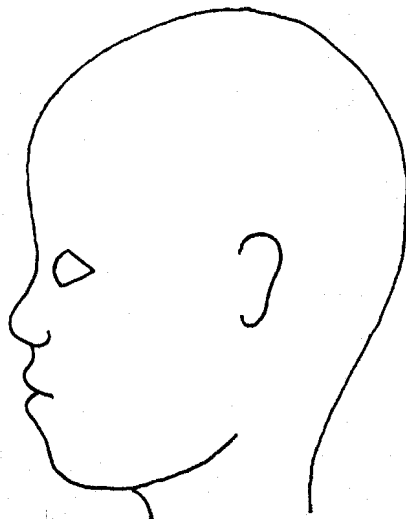
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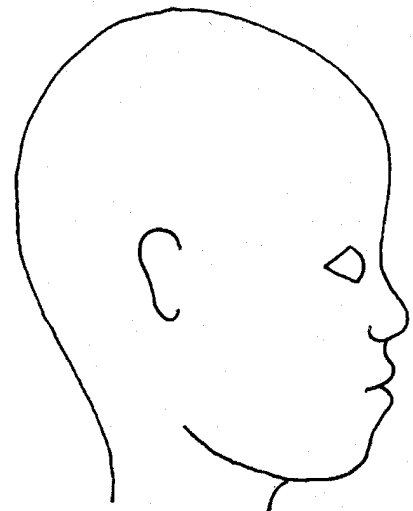
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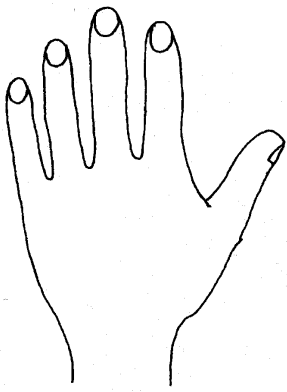


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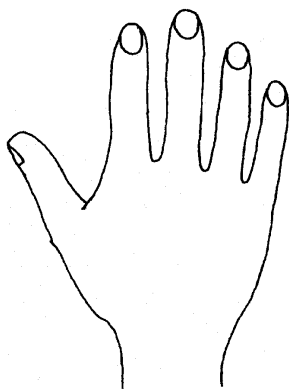


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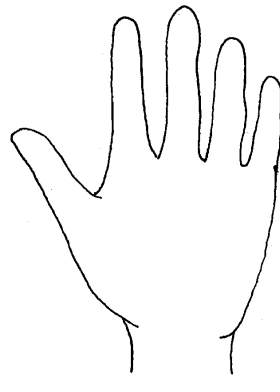




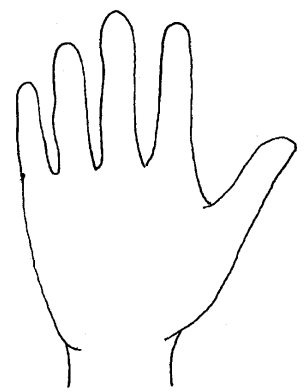
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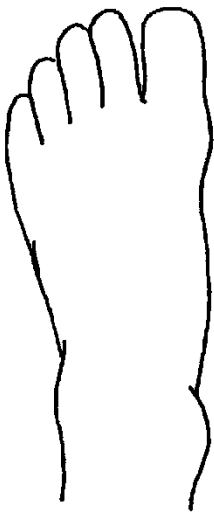
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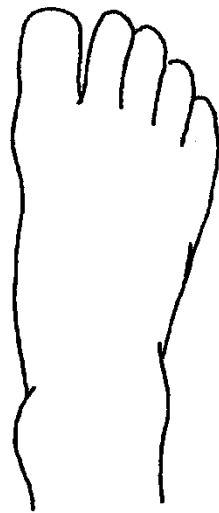
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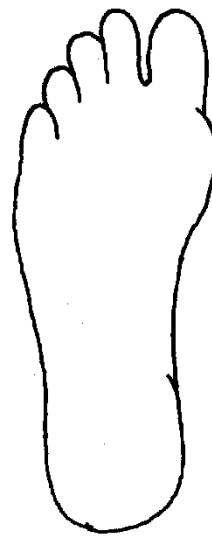
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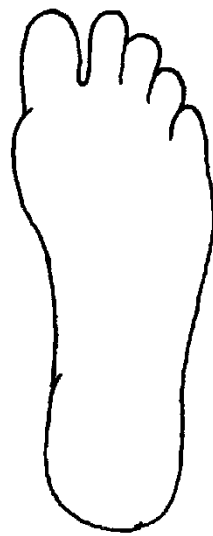
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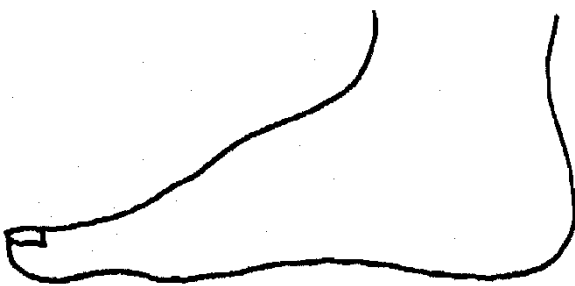
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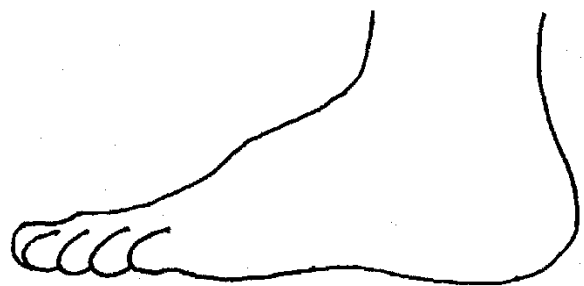
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