



St Matthew's C. of E. Primary School

Safeguarding Children and Child Protection Policy

"Let Your Light Shine"

Matthew 5: 16



Name of School :	St Matthew's C of E Primary School
This policy was written and adopted on:	1st September 2015
The policy has been reviewed annually and last updated:	September 2025
The policy will be reviewed:	September 2026

1. Introduction

- 1.1 Our Safeguarding Children and Child Protection policy cannot be separated from the general ethos of the school, which is to ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe and are listened to. This is reflected in our vision statement.
- 1.2 Safeguarding and promoting the welfare of children is defined in KCSIE 2025 as:
 - protecting children from maltreatment, whether that is within or outside the home, including online
 - preventing the 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
 - providing help and support to meet the needs of children as soon as problems emerge.
- 1.3 The governors and staff of St Matthew's CE Primary School fully recognise the contribution it makes to safeguarding children. We recognise that all members of staff, including volunteers, have a full and active part to play in protecting our pupils from harm.
- 1.4 All staff and Governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.
- 1.5 This policy is on the school website and is included in staff induction.
- 1.6 There are four main elements to our Safeguarding Policy:

Prevention (a positive, supportive, safe school culture; curriculum and pastoral opportunities for children; safer recruitment procedures)

Protection (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns)

Support (for all pupils, parents/carers and staff and where appropriate specific intervention/action)

Working with parents/carers and other agencies (to ensure appropriate communications and actions are undertaken)

2. The aims of this policy are:

- 2.1 To support the child's development in ways that will foster security, confidence and independence.
- 2.2 To create an environment where all children feel secure regardless of their domestic circumstances and where they can feel safe to speak out and access the support and help they need.

- 2.3 To provide clarity to both teaching and non-teaching staff and governors of their responsibilities in safeguarding children and identifying and reporting possible cases of abuse.
- 2.4 To ensure that all staff have a professional curiosity and build trusted relationships with children. All children should have a trusted adult to whom they can talk.
- 2.5 To provide a robust, systematic means of monitoring children known to be or thought to be at risk of harm.
- 2.6 To emphasise the need for good levels of communication between all members of staff.
- 2.7 To maintain a structured procedure which is followed by all members of the school community where abuse is suspected.
- 2.8 To continue to promote effective working relationships with other agencies, especially the Police and Children's Social Care.
- 2.9 To ensure that all adults within our school, who have contact with children, have been checked as to their suitability as part of the safer recruitment and selection process.

3. Procedures

The Designated Safeguarding Lead and deputies will liaise with the three safeguarding partners (Enfield Council, Police & NHS) and work with other agencies in line with Working Together to Safeguard Children & NPCC Guidance when to call the police provides information about when to consider calling the police and what to expect when we do.

We will ensure that:

- 3.1 We have 4 designated members of staff who undertake regular training every two years:
Sarah Tridgell (Designated safeguarding Lead)
Rebecca Harris (Deputy Designated Safeguarding Lead)
Carly Grout (Deputy Designated Safeguarding Lead)
Gulen Halil (Deputy Designated Safeguarding Lead)
Deborah Dykins (Safeguarding Governor)
- 3.2 All members of staff develop their understanding of the signs and indicators of abuse and refresh their training at least annually. Questionnaires/quizzes/briefings monitor staff understanding. Governors receive appropriate training and regular updates from the DSL.
- 3.3 Updates for staff are provided as appropriate during the year and planned safeguarding items are included in Staff Briefings every other week.
- 3.4 All members of staff know how to respond to a pupil who discloses abuse. All staff will 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. The victim should never be made to feel ashamed for making a report. A child's wishes and feelings should be taken into account.

- 3.5 All staff should recognise that children may not feel ready or know how to tell someone that they are being abused, neglected or exploited and may not recognise their experiences as harmful. This should not prevent staff having a professional curiosity and speaking to the DSL if they have concerns about a child.
- 3.6 All staff understand the difference between a "concern" and "immediate danger or at risk of harm".
- 3.7 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.
- 3.8 All staff will have read Part 1 of the Government Guidance *Keeping Children Safe in Education* (September 2025). This guidance refers to specific safeguarding issues and provides links to further information as well as providing further information on: child sexual exploitation, honour-based abuse including female genital mutilation, child on child abuse, understanding the additional vulnerabilities of learners with SEN and disabilities, sexting (sharing of nudes and semi-nude images and videos) and preventing radicalisation.
- 3.9 All staff will have read the following school policies:
 - Safeguarding and Child Protection Policy
 - Behaviour Policy
 - Staff handbook & Code of Conduct
 - Online Safety Policy

In addition, all staff will be aware of the processes involved in the safeguarding response to children who go missing from education and be aware of the roles of the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads.

All staff are aware of the Prevent Duty.

- 3.10 Our procedures will be regularly reviewed and up-dated.
- 3.11 All new members of staff will be given a copy of our child protection procedures and of the Government Guidance *Keeping Children Safe in Education* September 2025 part 1 as part of their induction into the school. Information sheets are stored in the office and given to supply teachers, visitors etc.
- 3.12 Any member of staff can refer a child directly to Children's Social Care MASH Team (020 8379 5555) or dial 999.

3.13 A risk assessment is completed for volunteers to decide if an enhanced DBS check is needed. This can be done if the volunteer is in regulated activity.

3.14 We are responsible for the safeguarding of our pupils when they are placed in alternative provision. A written statement will be obtained from the provider to confirm that they have completed all the necessary vetting and barring checks on their staff. We should have records of the address of the provider and any subcontracted provision or satellites the child may attend. We regularly review the alternative provision to ensure it is safe and meets the child's needs.

4. Responsibilities

4.1 The designated safeguarding lead is responsible for:

- Adhering to the ECSB and school procedures with regard to referring a child if there are concerns about possible abuse. Referral forms and Early Help forms are completed as appropriate.
- Being appropriately trained and ensuring updates are accessed regularly.
- Referring cases to the Channel Programme where there is a concern about radicalisation, as required.
- Referring cases, where a crime may have been committed, to the police as required.
- Keeping records of concerns about a child even if there is no need to make an immediate referral. CPOMS is used to record all concerns. Records include a clear summary of the concern; details of how the concern was followed up and resolved; a note of any action taken and discussions, decisions reached, the rationale for those decisions and the outcome. Records also show when referrals were made to other agencies.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records. These records have been kept on CPOMS since January 2020 and are stored in confidential paper files before this date.
- Ensuring that an indication of further record-keeping is marked on the pupil records.
- Ensuring that any pupil, currently the subject of a child protection plan, who is absent without explanation for two days is referred to Children's Social Care.
- Taking lead responsibility for ensuring school staff know which children have an allocated social worker, understanding their academic progress and achievement and maintaining high expectations for these children.

- Taking lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems in place.

4.2 **All** members of staff (paid and unpaid) have the statutory responsibility to safeguard and promote the welfare of children.

4.3 The Deputy Designated Safeguarding Leads are trained to the same level as the DSL and, in the absence of the DSL, carry out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputies will assume all of the functions above.

4.4 The Governing Body has a responsibility for the oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead/Head Teacher will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility. A member of the Governing Body is designated the role of Safeguarding Governor.

4.5 Referral to Children's Portal (Social Care):

The DSL will make a referral to the Children's Portal if it is believed that a pupil is suffering or is at risk of suffering significant harm. A referral will also be made if it is believed that the family requires support. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child. Any member of staff may make a direct referral to the Children's Portal if they genuinely believe independent action is necessary to protect a child. Referral procedures can be found at <https://cp.childrensportal.enfield.gov.uk/web/portal/pages/home> and either a Child Protection or Family Support referral form can be completed.

5. Supporting Children

5.1 We recognise that a child who experiences neglect, abuse or exploitation or experiences or witnesses domestic abuse between their parents or carers may find it difficult to develop and maintain a sense of self-worth. Neglect, abuse, exploitation and experiencing domestic abuse are examples of Adverse Childhood Experiences (ACEs). A wide variety of household factors also constitute ACEs, such as poverty, substance misuse, parents or carers having mental health problems or a family member being in prison. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame. The traumatic impact on children affected can be long term and can fundamentally affect their life chances. We also recognise the vulnerability of a child who has experienced multiple exclusions from school. This life course is not inevitable and the risks can be reduced when children have other factors in their lives that enable them to build their resilience.

5.2 We recognise that the school may provide the only stability and source of resilience in the lives of children who have been abused, neglected, whose household environment gives rise to other adverse childhood experiences or who are at risk of harm.

- 5.3 We recognise that we play an important role in supporting the mental health and well-being of our pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse. There are processes in place for identifying mental health issues and we work with appropriate agencies as necessary. We refer to Guidance on Mental Health and Behaviour in Schools DfE 2018.
- 5.4 Two members of staff have completed the ELSA (Emotional Literacy Support Assistant) training and the school is part of the ELSA Network. Referrals about children are made by class teachers to the Inclusion Leader who then plans individual/group interventions according to the needs identified. Emotional Literacy Support is not a behaviour intervention. The work encourages children to recognise and name feelings and helps them to identify what causes them and then to develop strategies to manage their feelings. Children are then supported to express their feelings appropriately and feel empathy for others' emotional experiences. Planned programmes can focus on areas such as Social Skills, Bereavement, Anger management, Self- esteem etc.
- 5.5 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 5.6 Looked After Children: The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The Designated Teacher for Looked After Children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care. The School will liaise with the Virtual School where necessary for Looked After Children and Previously Looked After Children.
- 5.7 Our school will support all pupils by:
- 5.7.1 Encouraging high self-esteem and self-assertiveness whilst not condoning aggression or bullying. Staff are aware that child on child abuse is a form of abuse and this will be dealt with through the Behaviour Policy and Anti Bullying Policy.
- 5.7.2 Providing a caring, safe and positive environment within the school and taking an attachment-aware and trauma informed approach, while maintaining a secure base for learning. We recognise that all this is vital to enabling children to build and maintain resilience. Our curriculum enables pupils to develop skills and knowledge to understand risk and learn about keeping safe through areas such as PSHE, RSE, RE, British Values / Citizenship.
- 5.7.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

- 5.7.4 Notifying Children's Social Care as soon as there is a significant concern.
- 5.7.5 Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.
- 5.7.6 Sharing Definitions of Abuse and Signs and symptoms (Appendix 1). These can be found: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect>

6. Safeguarding Children with SEND

- 6.1 We recognise that there may be additional barriers for safeguarding in relation to children with SEN and disabilities or certain medical or physical health conditions.
- 6.2 All staff are aware that behaviour, mood and injury may relate to possible abuse and not just to their SEN or disability. Therefore, staff show vigilance and any concerns are discussed at a very early stage.
- 6.3 There may be a higher risk of peer group isolation. Social interactions are monitored closely.
- 6.4 There may be a disproportionate impact of bullying on the child.
- 6.5 All staff are aware that some of our children may not be able to express concerns/worries verbally and we are very sensitive to changes in behaviour and communication in other forms. LSAs working with individual children know them particularly well and staff may provide additional pastoral support for children as appropriate.

7. Confidentiality

- 7.1 We recognise that all matters relating to Child Protection are confidential.
- 7.2 The Headteacher or Designated Teacher will disclose any information about a pupil to other members of staff on a 'need to know' basis only.
- 7.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. The Data Protection Act and GDPR do not prevent the sharing of information for the purposes of keeping children safe.
- 7.4 All staff must be aware that they cannot promise a child to keep secrets.

8. Supporting Staff

- 8.1 We recognise that staff working in the school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.

8.2 We will support such staff by providing an opportunity to talk through their anxieties with the designated staff and to seek further support as appropriate.

9. Allegations against staff (including supply staff) and Volunteers

9.1 We understand that a pupil may make an allegation against a member of staff and volunteers. If such an allegation is made, the member of staff or volunteer receiving the allegation will immediately inform the Head teacher.

- Allegations and concerns can be separated between those that meet the threshold for harm and low level concerns and allegations, as explained in Part 4 of Keeping Children Safe in Education September 2025.

1. A low-level concern is any concern that an adult has acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the allegations threshold or is not considered serious enough to refer to the local authority designated officer (LADO).

2. Examples of low-level concerns could include:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child one-to-one in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language.

9.2 Appropriate action will be taken to deal with any concern. Low-level concerns will be reported to the Head teacher. If there are concerns about a DSL, these should also be reported to the Head teacher. Staff are encouraged and feel confident to self-refer if they have found themselves in a situation which might be misinterpreted or they have behaved in a way that falls below professional standards. The Head teacher will record all low-level concerns. Records should include the details of the concern, how the concern arose and the actions taken. Records should be reviewed so that patterns of concerning behaviour can be recognised and appropriate action can be taken.

9.3 The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO): Bruno Capela
safeguardingservice@enfield.gov.uk - Telephone number: 02083792850.

1. Referrals to the LADO can also be made through the Children's Portal.

9.4 If the allegation made to a member of staff concerns the Headteacher, the designated teacher will immediately inform the Chair of Governors who will consult with Enfield's Lead Officer for Safeguarding and Child Protection.

9.5 The school will follow the All London Child Protection Procedures for managing allegations against staff.

10. Whistleblowing

10.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

10.2 All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

10.3 NSPCC Whistle Blowing Advice Line: 0800 0280285

11. Physical Intervention

11.1 Our policy on physical intervention by staff, acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person. Three staff in school are currently trained in COSIE Price techniques.

11.2 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

12. Behaviour Policy

12.1 Our Behaviour policy is set out in a separate policy and acknowledges that to allow or condone bullying including online bullying may lead to consideration under child protection procedures.

13. Searching, screening and Confiscation

The school follows the guidance as set out in the document Searching, Screening and Confiscation Advice for schools DfE July 2022.

13.1 If necessary, searching may be appropriate to ensure that school is a safe environment for all pupils and staff. It can be used as a measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

13.2 Headteachers and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 3 of the document Searching, Screening and Confiscation Advice for schools DfE July 2022, or any other item that the school rules identify as an item which may be searched for.

13.3 Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

14. Racist Incidents

14.1 Our policy on racist incidents acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

15. Prevention and Early Help

15.1 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

15.2 The school community will therefore:

15.2.1 Ensure and maintain an ethos where children feel secure and are encouraged to talk and are always listened to. The Early Help process will involve identifying children, communicating with parents (when appropriate) and referring to appropriate agencies. Staff understand that learners with SEN and disabilities can be particularly vulnerable and are duly vigilant.

15.2.2 Ensure that all children know there are adults in the school whom they can approach if they are worried or in difficulty.

15.3 Include in the curriculum opportunities for SMSC and PSHE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. The RSE curriculum teaches children about positive relationships.

15.4 Ensure, whenever possible, that we have at least two emergency contacts for every child in school in case of emergencies and in case there are welfare concerns in the home. This form is sent home annually to be completed and will be monitored by SLT.

16. Radicalisation

16.1 The current threat of radicalisation in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The school is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

16.2 All pupils and teachers have the right to speak freely and voice their opinions. However, free speech is not an unqualified privilege but is subject to laws and policies governing equality, human rights, community safety and community cohesion.

16.3 We seek to protect children against the messages of all violent extremism. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak to the Designated Safeguarding Lead. Staff use their judgement in identifying children who may be at risk of radicalisation. If there is a concern a referral will be made to the Channel Programme via Children Social Care 0208379 5555 or the Prevent Education Team – prevent@enfield.gov.uk.

17. Specific Safeguarding Issues: Child Sexual Exploitation and Trafficking, Child Criminal Exploitation, County Lines, Honour Based Abuse (including Forced Marriage & Female Genital Mutilation), Sexting (Sharing of nudes and semi nude images and videos), Child on Child abuse, Serious Violence

- 17.1 The school keeps itself up-to-date with the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation. Staff understand and will be able to recognise child criminal and sexual exploitation. They recognise the vulnerability of children involved and know that the indicators may be different for boys and girls. Child sexual exploitation is a form of sexual abuse and can be a one-off occurrence or might happen over time. We are aware of our local context and therefore the risks associated with CCE and County Lines. The latter refers to criminal activity in which organised criminal groups in cities establish networks to move and supply drugs to towns and rural areas, often using young people to carry, store and sell them.
- 17.2 All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or college, 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. It is important to be aware that the grooming processes are similar for all forms of child exploitation: criminal, county lines, sexual and radicalisation.

18. Female Genital Mutilation

(See Guidance Mandatory Reporting of Female Genital Mutilation: Procedural Information January 2020 DfE)

Whilst all staff should speak to the designated safeguarding lead (or a deputy) with regard to any concerns about female genital mutilation (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. It is recommended that you make a report orally by calling 101, the single non-emergency number. Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate. In most cases 'reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day'.

- 18.1 Our staff are supported to recognise warning signs and indicators in relation to specific issues, including such issues in an age-appropriate way in their curriculum.
- 18.2 The school works with and engages our families and communities to talk about such issues.

- 18.3 Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- 18.4 Our designated Child Protection Team will seek and obtain specific advice and guidance as necessary.
- 18.5 The school will engage experts and use specialist material to support the safeguarding preventative work we do.
- 18.6 Our policy through the school's values, ethos and behaviour policies provide the basic platform to ensure children are given the support to respect themselves and others, stand up for themselves and protect each other.

19. Sharing Nudes and Semi Nudes

The school follows the Guidance *Sharing Nudes and Semi Nudes: Advice for Education Settings working with Children and young People* UK Council for Internet safety (UKCIS) December 2020

This advice uses the term 'sharing nudes and semi-nudes' to mean the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline.

20. Child on Child Abuse

- 20.1 There is a zero –tolerance approach to child on child abuse. Child on child abuse includes bullying, physical abuse, sexual violence and sexual harassment, sharing of nude and semi-nude videos and images, upskirting and so called initiation ceremonies. Incidents of this nature are taken extremely seriously. They are investigated and logged by SLT and parents are informed as necessary. All staff recognise and challenge inappropriate behaviour between children. Staff remain vigilant and understand that even if there are no reports of peer on peer abuse in school, it may still be happening. If they have any concerns they will speak to the Designated Safeguarding Lead or Deputy Designated Safeguarding Leads.
- 20.2 Children are encouraged to report any incidents of abuse to staff in school who listen to the child and take appropriate action. This will involve following our Behaviour Policy and when necessary involving a member of the Senior Leadership Team. Incidents are logged by SLT.
- 20.3 The "Sexual violence and sexual harassment between children in schools and colleges" guidance was updated in 2021 and is in part 5 of Keeping Children Safe in Education 2025. Training on this area is included in our 3 year training and updates are provided as appropriate. We recognise that children may not find it easy to talk about their abuse verbally. We are aware of signs and behaviours that may indicate abuse and also know the importance of overheard conversations and reports from friends. If allegations are found

to be false, the DSL will consider if the child has been abused by someone else or if further support is needed.

20.4 Guidance on risk factors of involvement in serious violence are listed in KCSIE 2025. They include: being male; being absent or permanently excluded from school; having experienced child maltreatment and having been involved in offending.

20.5 Children who are LGBT can be targeted by other children. Sometimes a child who is perceived by other children to be LGBT (whether they are or not) can also be vulnerable. It is important that these children have a trusted adult with whom they can be open.

21. Domestic abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That 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 (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

22. Health & Safety

22.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

23. Children Missing in Education and Children Absent from Education

We follow the statutory guidance Working Together to Improve School Attendance (August 2024) and work closely with LA Children's Services where absence indicates a safeguarding concern.

19.1 The latest version of KCSIE (September 2025) sets out guidance to schools when pupils arrive at the school.

19.2 When children are added to the admissions register, we **must** record the expected start date of the pupil. If the young person does not arrive on the start date, we will contact the local authority at the earliest opportunity.

19.3 For admissions to the school, apart from at the "start of the school's youngest year", schools are required to notify the local authority "**within five days** when a pupil's name is added to the admission register and provide all the information held within the admission register about the pupil".

19.4 Pupils whose name is deleted from the school roll

When a pupil leaves the school, the admission register must also record:

- the name of the pupil's new school; and
- the expected start date at the new school

The school must inform the local authority and supply the following information:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- if applicable, the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the grounds under which the pupil's name is to be deleted from the admission register.

19.5 A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

19.6 Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. The school's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to the local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

19.7 Elective Home education

Although many children have positive experiences of home education, some children may be less visible to services which are there to keep them safe and supported. If a parent/carer expresses an intention to educate their child at home, the local authority, school and other professionals should work together to coordinate a meeting with the parent. This is particularly important if the child has SEND, is vulnerable or has a social worker. We are familiar with guidance for local authorities on elective home education (DfE 2019)

24. Safer recruitment

The Governing Body and Head Teacher will ensure that all the procedures are followed by the staff and they are responsible for ensuring that the school has sufficient senior staff trained in Safer recruitment. Guidance will be followed as set out in the latest version of KCSIE (September 2025).

25. Online Safety (also see Online Safety Policy)

25.1 Our Online Safety policy is a separate document which recognises the need to have strategies to protect children in the digital world. It includes clear guidance about the use of mobile phones and smart technology.

25.2

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
Content risks include:
Disinformation – false information which is deliberately intended to mislead
Misinformation – false or inaccurate information
Conspiracy Theory – a belief that some secret, but influential organisation is responsible for an event or phenomenon
- **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 scams

26. Filtering and Monitoring

The school follows guidance set out in Guidance/meeting-digital-and-technology standards-in- schools-and-colleges/filtering-and-monitoring-standards-forschools- and-colleges March 2023. The Governing Body, Headteacher and Senior Leadership Team ensure that school provides children with a safe environment in which to learn. There is an appropriate filtering and monitoring system in place, Senso, which is reviewed annually by the DSL, IT Curriculum Lead and IT technician and relevant staff know how to escalate concerns when identified.

All staff are aware that all network traffic in and out of the school is filtered by Senso which offers a very robust solution and the school rarely, if ever, has issues with inappropriate access to external resources. While certain sites/resources are completely blocked by Senso, the school does have some control over accessing commonly used resources such as YouTube etc, and the levels of restrictions applied to such resources. This is generally set at the highest level that does not impact on teaching and learning. The DSL/DDSL monitor activity on a regular basis and respond immediately when notified about a concern/alert.

The Governing Body, Headteacher and Senior Leadership Team ensure that school has an appropriate level of protection in place in order to safeguard our systems. This is reviewed annually to keep up with evolving cyber-crime technologies. We are aware that filtering and monitoring requirements also apply to the use of generative AI in schools and refer to DfE guidance as necessary: <https://www.gov.uk/government/publications/generative-ai-product-safety-expectations/generative-ai-product-safety-expectations>.

Key Contacts

Name	Role	Email	Tel no
Sarah Tridgell	DSL Mental Health Lead	safeguarding@st-matthews.enfield.sch.uk	02088041666
Rebecca Harris	Deputy DSL	safeguarding@st-matthews.enfield.sch.uk	02088041666
Carly Grout	Deputy DSL	safeguarding@st-matthews.enfield.sch.uk	02088041666
Gulen Halil	Deputy DSL	safeguarding@st-matthews.enfield.sch.uk	02088041666
Deborah Dykins	Safeguarding Governor & Co Chair	ddykins@st-matthews.enfield.sch.uk	Messages via School Office 02088041666
Elise Sandham	Co Chair of Governors	esandham@st-matthews.enfield.sch.uk	Messages via School Office 02088041666

The three safeguarding partners have equal and joint responsibility – Enfield Council, Police and NHS Enfield Clinical Commissioning Group.

LA Designated Officer (LADO)	Bruno Capelo Where there is a risk of immediate serious harm to a child a referral should be made to Children's Social Care immediately	02083792850 safeguardingservice@enfield.gov.uk
Children Multi agency safeguarding Hub (MASH Team)		02083795555 childrensmash @enfield.gov.uk Emergency Duty Team 02083791000 Anyone can make a referral
MASH CP Enquiries	Tony Demetriou	02083795555 antony.demetriou@enfield.gov.uk
The Safeguarding Partnership Team		02083792270/2578 safeguardingenfield@enfield.gov.uk
Director of Childrens and Families Services	Tony Theodoulou	02083791454 anne.stoker@enfield.gov.uk
Prevent – Enfield	Evie Gibson	02081484352 evie.gibson@enfield.gov.uk
Childline		08001111
Local Police –non emergency		101
NSPCC Helpline		08008005000

		help@nspcc.org.uk
NSPCC FGM Helpline		08000283550
National Domestic Abuse 24 hour Helpline		08082000247