

St Michael's Church of England Primary School

Enfield

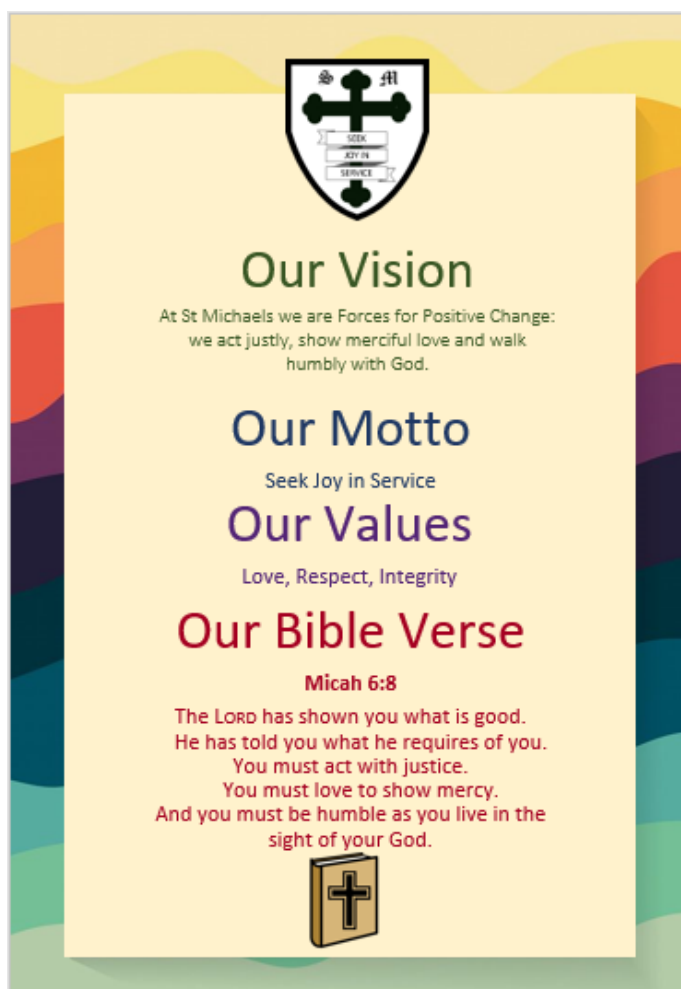
Child Protection and Safeguarding Policy

Including Safer Recruitment, Allegations Against Staff and Low-Level Concerns

Our School Values

Love • Respect • Integrity

These values underpin every aspect of safeguarding at St Michael's. We act with love for every child's wellbeing, respect for their dignity and rights, and integrity in all our actions and decisions.



Approved by:	Governing Body	Date: January 2026
Last reviewed:	January 2026	KCSIE 2025 compliant
Next review:	January 2027	Reviewed by Headteacher & Chair of Governors

Important Contacts

Role / Organisation	Name	Contact Details
Designated Safeguarding Lead (DSL)	Lisa Cordaro	0208 363 2724
Deputy DSL	Jennifer Mayho Jade-Simone Bacon Karen Ayres	0208 363 2724
Local Authority Designated Officer (LADO)	Andreas Kyriacou	020 8132 0369 07958 662072 andreas.kyriacou@enfield.gov.uk safeguardingservice@enfield.gov.uk
Chair of Governors	Juliette Doggett	0208 363 2724
Enfield MASH (previously SPOE)		0208 379 5555
LADO Referrals		safeguardingservice@enfield.gov.uk
Police Safeguarding Hub		0208 733 5139
Emergency Duty Out-of-Hours Social Worker		0208 379 1000
Channel Helpline		020 7340 7264
NSPCC Helpline		0808 800 5000

1. Aims

St Michael's Church of England Primary School is committed to safeguarding and promoting the welfare of all children in our care. Guided by our values of Love, Respect and Integrity, we aim to ensure that:

- Every child is loved, valued and protected — reflecting our Christian ethos and values
- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues
- A culture of openness, trust and vigilance is maintained throughout the school community

2. Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education 2025 (in force from 1 September 2025) and Working Together to Safeguard Children 2023, and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our local safeguarding partners.

Key legislation underpinning this policy includes:

- Section 175 of the Education Act 2002 — places a duty on schools to safeguard and promote the welfare of pupils
- The Children Act 1989 (and 2004 amendment) — provides the framework for care and protection of children
- The School Staffing (England) Regulations 2009 — sets out requirements for the single central record and safer recruitment
- Section 5B(11) of the Female Genital Mutilation Act 2003 (as amended by the Serious Crime Act 2015) — places a mandatory duty on teachers to report FGM
- The Rehabilitation of Offenders Act 1974 — outlines when people with criminal convictions can work with children
- The Safeguarding Vulnerable Groups Act 2006 — defines regulated activity in relation to children
- Counter-Terrorism and Security Act 2015 (Prevent duty) — outlines schools' duties regarding radicalisation and extremism
- The Human Rights Act 1998
- The Equality Act 2010 and the Public Sector Equality Duty
- The Childcare (Disqualification) and Childcare Act 2006
- Working Together to Improve School Attendance (statutory guidance, updated 2025)

3. Definitions

Safeguarding and promoting the welfare of children means (in line with KCSIE 2025 and Working Together 2023):

- 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
- 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

Abuse, neglect and exploitation (KCSIE 2025 terminology) is a form of maltreatment of a child. Somebody may abuse, neglect or exploit 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 the ill treatment of others. This can be particularly relevant in relation to the impact of all forms of domestic abuse on children, including where they see, hear or experience its effects.

Children includes everyone under the age of 18.

Children who are lesbian, gay, bisexual, or gender questioning — KCSIE 2025 uses this updated terminology (replacing 'trans'). Staff should create a culture where all pupils feel safe to speak out. The school takes a thoughtful, supportive approach to gender-questioning children, considering their broad range of needs in partnership with parents and available guidance from the Equality and Human Rights Commission (EHRC).

Autism — this policy uses the term 'autism' in line with KCSIE 2025 and current SEND guidance, replacing previous references to 'autism spectrum disorder'.

4. Equality Statement

Guided by our values of Love, Respect and Integrity, we are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN), disabilities, autism or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are living in difficult situations, e.g. temporary accommodation, or where there are issues of substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage or radicalisation
- Are asylum seekers or from new migrant families
- Are at risk due to their own or a family member's mental health needs
- Are looked-after or previously looked-after children (see section 12)
- Are in kinship care arrangements (see section 12)
- Have unexplainable and/or persistent absences from education
- Are absent from education as a warning sign of safeguarding concerns, including sexual abuse or exploitation

5. Roles and Responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and governors in the school. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education within a whole-school approach that reflects our values of Love, Respect and Integrity, and maintains a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This is underpinned by our:

- Behaviour policy
- Pastoral support system
- Planned programme of Relationships, Sex and Health Education (RSHE) — inclusive, regularly delivered, and updated in line with the DfE's revised RSHE guidance (September 2026 implementation). Topics include:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship (including coercive and controlling behaviour)
 - Sexual consent, exploitation, abuse, grooming, harassment, rape, domestic abuse, honour-based violence (including FGM and forced marriage)
 - Digital safety, including AI, deepfakes and online harms
 - Misogyny, gender and mental health

5.1 All Staff

All staff will:

- Read and understand Part 1 and Annex B of KCSIE 2025 and review this guidance at least annually
- Sign a declaration at the beginning of each academic year confirming they have reviewed the guidance
- Reinforce the importance of online safety when communicating with parents
- Provide a safe space for pupils who are lesbian, gay, bisexual or gender questioning to speak out and share their concerns
- Record all concerns, discussions and decisions made, including the rationale for those decisions (KCSIE 2025)

5.2 The Designated Safeguarding Lead (DSL)

The DSL is a member of the senior leadership team. Our DSL is Lisa Cordaro. The DSL takes lead responsibility for child protection and wider safeguarding.

When the DSL is absent, the deputies — Jade-Simone Bacon (Headteacher), Karen Ayres and Jennifer Mayho — will act as cover. If all are unavailable, Mary McGunnigle (Deputy Headteacher) will act as cover.

The DSL holds and shares information appropriately, keeping detailed written records including instances where referrals may or may not have been made to another agency, and the rationale for such decisions (KCSIE 2025).

5.3 The Governing Body

The governing body will facilitate a whole-school approach to safeguarding and evaluate and approve this policy annually. All governors will read KCSIE 2025 in its entirety. The chair of governors will act as case manager in the event of an allegation against the headteacher. A link governor is appointed to monitor the effectiveness of this policy.

5.4 The Headteacher

The headteacher is responsible for the implementation of this policy, including ensuring that all staff (including temporary staff and volunteers) are informed of our safeguarding systems as part of induction, and that the DSL has appropriate time, funding, training and resources.

5.5 Virtual School Heads

Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker. From September 2025 (KCSIE 2025), this role is extended to include promoting the educational outcomes of children in kinship care. They should engage with DSLs, SENCOs, social workers, mental health leads and others.

6. Confidentiality

Timely information sharing is essential to effective safeguarding. Fears about sharing information must not be allowed to stand in the way of the need to protect children. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Staff should refer to the DfE Data Protection Guidance for Schools for further information on data protection compliance (KCSIE 2025).

Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.

7. Recognising Abuse and Taking Action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue. Any reference to the DSL in this section includes deputy DSLs.

7.1 If a Child is Suffering or Likely to Suffer Harm, or in Immediate Danger

Make a referral to children's social care and/or the police immediately. Anyone can make a referral. Tell the DSL as soon as possible.

Role / Organisation	Name	Contact Details
LADO Referrals		safeguardingservice@enfield.gov.uk 0208 379 2850
Enfield MASH		0208 379 5555
Police Safeguarding Hub		0208 733 5139
Emergency Duty Out-of-Hours		0208 379 1000

7.2 If a Child Makes a Disclosure

Reflecting our value of Love, staff should:

- Listen and believe them; allow time to talk freely; do not ask leading questions
- Stay calm and do not show shock or upset
- Tell the child they have done the right thing in telling you
- Explain what will happen next; do not promise to keep it a secret
- Write up the conversation as soon as possible in the child's own words; stick to facts
- Sign, date and pass to the DSL; or make a referral directly if necessary

7.3 Female Genital Mutilation (FGM)

FGM is illegal in the UK and a form of child abuse, neglect and exploitation. Any teacher who discovers that FGM has been carried out on a girl under 18 must immediately report this to the police. This is a mandatory statutory duty.

7.4 If You Have Concerns About a Child

Where possible, speak to the DSL first to agree a course of action. If the DSL is not available, this should not delay appropriate action. You can seek advice at any time from the NSPCC helpline on 0808 800 5000.

7.5 If You Have Concerns About Extremism

Note: The preventing radicalisation section of KCSIE 2025 remains under review following the publication of a new definition of extremism in March 2024. Staff should continue to follow our existing procedures and the DSL will provide updates as new guidance is issued.

Where there is a concern, the DSL will consider the level of risk and decide which agency to refer to, including Channel. The DfE dedicated helpline is 020 7340 7264. In an emergency, call 999 or the anti-terrorist hotline on 0800 789 321.

7.6 Mental Health Concerns

Mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. If you have a mental health concern that is also a safeguarding concern, take immediate action. Services available include: Trained Mental Health First Aiders, Level 2 Counselling (Place2Be), Trained Drawing and Talking facilitator.

7.7 Concerns About a Staff Member, Supply Teacher, Volunteer or Contractor

Report concerns to the headteacher as soon as possible, or use the secure email: lowlevelconcerns@st-michaels.enfield.sch.uk. If concerns relate to the headteacher, speak to the Chair of Governors (Juliette Doggett). Where appropriate, the school will inform Ofsted within 14 days.

7.8 Child-on-Child Abuse

We recognise that children are capable of abusing their peers. In line with our values, abuse will never be tolerated or passed off as 'banter' or 'part of growing up'. All incidents are recorded securely on CPOMS and/or Arbor. The DSL will take the lead role in any disciplinary process and will support both victims and alleged perpetrators.

For support with sexual thoughts or behaviours, staff can signpost young people to the Lucy Faithfull Foundation's Shore Space confidential chat service (KCSIE 2025).

7.9 Sharing of Nudes and Semi-Nudes ('Sexting')

Any incident involving the sharing of nude or semi-nude images must be reported to the DSL immediately. Staff must not view, copy, share or delete imagery. A referral will be made to children's social care given the primary age of our children. All incidents and decisions are recorded in line with section 14 of this policy.

7.10 Reporting Systems for Pupils

Guided by our value of Respect, we take every child's wishes and feelings seriously. We put systems in place for pupils to confidently report abuse, reminding children regularly that they can speak to any trusted adult about any concern.

8. Online Safety and the Use of Mobile Technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material. Our approach is based on the four key categories of risk set out in KCSIE 2025:

Content	Being exposed to illegal, inappropriate or harmful content — including pornography, fake news, misinformation, disinformation (including fake news), conspiracy theories, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism (updated KCSIE 2025)
Contact	Being subjected to harmful online interaction — including peer-to-peer pressure, commercial advertising, and adults posing as children to groom or exploit them
Conduct	Personal online behaviour that causes harm — including making, sending and receiving explicit images, and online bullying
Commerce	Risks such as online gambling, inappropriate advertising, phishing and financial scams

Additional KCSIE 2025 requirements include:

- Generative AI — staff are directed to the DfE's Generative AI product safety expectations. Schools must establish clear policies for AI use, ensure staff oversight, and train both staff and pupils on rights and responsibilities
- Misinformation and disinformation — explicitly identified as safeguarding harms; staff are trained to help pupils critically evaluate online content
- Cyber security — schools are directed to the DfE's cyber security standards for schools
- Filtering and monitoring — the DfE's self-assessment tool is used to ensure our systems meet current standards
- Staff use of mobile phones — limited to non-contact time when pupils are not present; staff will not photograph pupils on personal devices

9. Notifying Parents or Carers

Where appropriate, the DSL will discuss concerns with a child's parents or carers. If notifying parents would increase risk to the child, this will first be discussed with children's social care. In cases of child-on-child abuse, we will normally notify parents or carers of all children involved, working with police and/or social care on information sharing.

10. Pupils with Special Educational Needs, Disabilities (including Autism) or Health Issues

We recognise that pupils with SEN, disabilities (including autism — KCSIE 2025 terminology), or certain health conditions are three times more likely to be abused than their peers. Additional barriers can exist when recognising abuse in this group. Our SENCO supports the Child Protection Team in putting appropriate specialist measures in place. Any abuse involving pupils with SEND requires close liaison between the DSL and the SENCO.

11. Pupils with a Social Worker

Pupils may need a social worker due to safeguarding or welfare needs. The DSL and all staff will work with and support social workers to help protect vulnerable children. Decisions about responding to unauthorised absence, providing pastoral or academic support, and other matters will always consider the child's safety, welfare and educational outcomes.

12. Looked-After, Previously Looked-After and Kinship Care Children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children, previously looked-after children and (from KCSIE 2025) children in kinship care arrangements safe.

Our designated teacher for looked-after children is Karen Ayres (SENCO). The designated teacher will work closely with the DSL and with Virtual School Heads, including discussing how Pupil Premium Plus funding can best support children's personal education plans. Virtual School Heads now have extended responsibility for children in kinship care (KCSIE 2025) and may be able to provide additional training, support or funding.

13. Complaints and Concerns About School Safeguarding Policies

13.1 Complaints Against Staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see Appendix 3).

13.2 Other Complaints

Any concerns regarding pupils or premises should be directed to the DSL or a member of the Child Protection Team in the first instance.

13.3 Whistle-Blowing

Any member of staff with concerns over the practice of a colleague should report to the Headteacher. Concerns relating to the Headteacher should be reported directly to the Chair of Governors (Juliette Doggett). The Headteacher or Chair of Governors will contact the LADO and follow their advice. Our values of Integrity and Respect mean that all concerns are taken seriously and handled with care.

14. Record-Keeping

All safeguarding concerns, discussions, decisions made and the rationale for those decisions must be recorded in writing (KCSIE 2025). Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome
- Instances where referrals may or may not have been made to another agency, and the rationale

Concerns and referrals are kept in a separate child protection file for each child. All information is recorded electronically on CPOMS (secure, accessible only to the Safeguarding Team). Confidential records will be held securely.

When a child moves to another school, the DSL will forward the child protection file securely within 5 days (in-year transfer) or the first 5 days of the new term.

15. Training

15.1 All Staff

All staff will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety. Training is updated at least annually and will include the KCSIE 2025 changes. All staff receive Prevent awareness training. All volunteers receive appropriate training.

15.2 The DSL and Deputies

The DSL and deputies undertake child protection and safeguarding training at least every 2 years, update their knowledge and skills at least annually, and undertake Prevent awareness training.

15.3 Governors

All governors receive safeguarding and child protection training (including online safety) at induction, regularly updated. The Chair of Governors receives additional training in managing allegations against the headteacher.

15.4 Recruitment — Interview Panels

At least one person on any interview panel will have undertaken safer recruitment training covering KCSIE 2025 and local safeguarding procedures.

16. Monitoring Arrangements

This policy will be reviewed annually by Jade-Simone Bacon (Headteacher) in conjunction with Juliette Doggett (Chair of Governors) and input from other relevant staff. At every review, it will be approved by the full governing body.

17. Links with Other Policies

This policy links to the following school policies and procedures:

- Behaviour
- Staff Code of Conduct
- Complaints
- Health and Safety
- Attendance (including Working Together to Improve School Attendance — statutory, 2025)
- Online Safety
- Equality
- Relationships, Sex and Health Education (updated DfE guidance — implementation September 2026)
- First Aid
- Curriculum
- Designated Teacher for Looked-After and Previously Looked-After Children
- Privacy Notices and Data Sharing Agreements
- Allegations Against Staff
- Generative AI Use in School

Appendix 1: Types of Abuse, Neglect and Exploitation

Note: In line with KCSIE 2025, the heading and terminology throughout this policy has been updated from 'abuse and neglect' to 'abuse, neglect and exploitation'. Exploitation is included to remind us that abuse may occur outside the home, including online.

Physical Abuse

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, though it may also occur alone. It may involve conveying to a child that they are worthless or unloved, serious bullying (including cyber-bullying), or exposure to domestic abuse including where they see, hear or experience its effects (KCSIE 2025).

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. Sexual abuse is not solely perpetrated by adult males — women and other children can also commit acts of sexual abuse. It can occur online as well as in person.

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.

Exploitation

Exploitation — including child sexual exploitation (CSE) and child criminal exploitation (CCE) — involves an individual or group taking advantage of an imbalance of power to coerce, control, manipulate or deceive a child. The victim can be exploited even when the activity appears consensual. It does not always involve physical contact and can happen online.

Appendix 2: Safer Recruitment and DBS Checks

Our safer recruitment procedures are compliant with KCSIE 2025. We ensure that at least one person on any interview panel has undertaken safer recruitment training. All pre-appointment checks are recorded on the Single Central Record (SCR). We verify identity, obtain enhanced DBS certificates (with barred list information for regulated activity), verify right to work in the UK, and carry out additional checks for overseas applicants.

Governors hold an enhanced DBS check (without barred list information unless in regulated activity) and a section 128 check. Volunteers new to regulated activity hold an enhanced DBS check with barred list information.

Alternative Provision: In line with KCSIE 2025, we obtain written confirmation from any alternative provision provider that appropriate safeguarding checks have been carried out on their staff, and that the provider will inform us of any arrangements that might put a child at risk. We review alternative provision arrangements at least every half term.

Appendix 3: Allegations of Abuse Made Against Staff (Including Low-Level Concerns)

Section 1: Allegations That May Meet the Harm Threshold

This section applies where it is alleged that a current member of staff, supply teacher, volunteer or contractor has behaved in a way that has harmed a child, may have harmed a child, possibly committed a criminal offence, or behaved in a way indicating they may pose a risk of harm to children. This includes behaviour inside and outside of school.

A case manager (headteacher, or chair of governors if the allegation concerns the headteacher) will lead any investigation. Suspension will not be the default position. The case manager will liaise with the LADO and, where appropriate, with police and children's social care. We will inform Ofsted of any allegations of serious harm as soon as reasonably possible and always within 14 days.

Section 2: Low-Level Concerns

A low-level concern is any concern — no matter how small — that an adult working in or on behalf of the school may have acted in a way inconsistent with the staff code of conduct. Examples include being overly friendly with children, taking photographs of children on a personal mobile phone, or engaging with a child on a one-to-one basis in a secluded area.

Low-level concerns should be reported to the DSL and the headteacher via: lowlevelconcerns@st-michaels.enfield.sch.uk. All concerns are recorded securely and reviewed for patterns. Our value of Integrity means we encourage staff to report any concern, however small, and we respond sensitively and proportionately.

Appendix 4: Specific Safeguarding Issues

Absence from Education

In line with KCSIE 2025, being absent from education (not just missing) can be a warning sign of a range of safeguarding concerns, including sexual abuse and sexual exploitation. The term 'deliberately missing education' has been replaced with 'unexplainable and/or persistent absences from education'. Following Working Together to Improve School Attendance (now statutory, 2025), attendance is every educator's responsibility.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

Both CCE and CSE are forms of abuse, neglect and exploitation. Victims can be exploited even when the activity appears consensual. If any staff member suspects CCE or CSE, they will discuss this with the DSL who will trigger local safeguarding procedures, including referral to children's social care and the police.

Child-on-Child Abuse

Our school has a zero-tolerance approach to all forms of child-on-child abuse, including bullying, physical abuse, sexual violence and harassment, sharing of nudes and semi-nudes, upskirting and initiation/hazing. Staff are trained to recognise the indicators and signs. For support, young people can access the Lucy Faithfull Foundation's Shore Space confidential chat service (KCSIE 2025).

Domestic Abuse

Children can be adversely affected by domestic abuse and/or violence at home. In line with KCSIE 2025, harm may be caused where children see, hear or experience its effects. If police are called to a domestic abuse incident involving children in the household, they will inform the DSL before the child arrives at school the following day.

Online Safety — Misinformation and AI

In line with KCSIE 2025, misinformation, disinformation and conspiracy theories are identified as content risks under online safety. The school also addresses the safe use of generative AI, directing staff and pupils to the DfE's Generative AI product safety expectations.

Preventing Radicalisation

Note: This section remains under review following the publication of a new definition of extremism (March 2024). Schools continue to follow the Prevent duty under the Counter-Terrorism and Security Act 2015. The DSL undertakes Prevent awareness training and staff are trained to identify children at risk of being drawn into terrorism.

FGM and Forced Marriage

All forms of honour-based abuse are abuse and will be handled and escalated as such. See section 7.3 for the mandatory statutory duty on teachers regarding FGM. For forced marriage concerns, the DSL will seek advice from the Forced Marriage Unit on 020 7008 0151.

Kinship Care

From September 2025 (KCSIE 2025), Virtual School Heads have extended responsibility for children in kinship care. Schools should update their safeguarding registers to include children in kinship or informal care arrangements and liaise with the VSH to access additional support. These children may not have official 'looked-after' status, but their vulnerabilities are equally real.

Our School Values

Love • Respect • Integrity

These values underpin every aspect of safeguarding at St Michael's. We act with love for every child's wellbeing, respect for their dignity and rights, and integrity in all our actions and decisions.

St Michael's Church of England Primary School

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