ALL SAINTS
Multi Academy Trust

St Cleopas CE Primary Academy

Child Protection Policy and Procedures

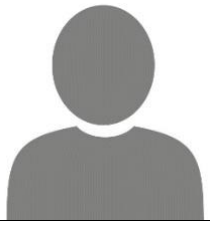
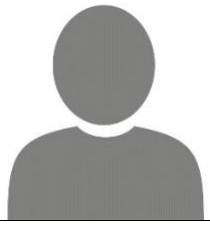
Date: September 2026

Next review due by September 2027

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Our designated safeguarding staff

			
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Aims

1. Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in keeping them safe. To fulfil this responsibility effectively, all professionals must ensure their approach is child-centred. This means that they must always consider what is in the best interests of the child.
2. These procedures are for all staff, parents, governors, volunteers and the wider school community. They form part of the safeguarding arrangements for our school. They should be read in conjunction with the trust's policies on safeguarding, safer recruitment and selection, staff code of conduct, health and safety and acceptable use of ICT, and the school's policies on behaviour (including the anti-bullying strategy and approach to physical intervention) and educational visits policy. They should also be read in conjunction with Keeping Children Safe in Education (Department for Education). Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education 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 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
    - taking action to enable all children to have the best outcomes

Expectations

3. All staff and volunteers must sign to confirm they have read and agree to these procedures before they start working with us, and whenever these procedures change. All children and their families will be provided with these procedures before enrolment. It is important for families to be aware of actions staff may take if there are any concerns for a child's safety, and for them to understand that they might not be consulted before action is taken. Knowing about child protection procedures ahead of time helps parents to engage better in the process, meaning that change is more likely to take place.
4. All adults working in our school who have contact with pupils are in positions of trust. Staff and volunteers should understand their responsibilities to safeguard and promote the welfare of pupils, including through family help. This means that staff and volunteers:
    a. are responsible for their own actions and behaviour and must avoid any conduct which would lead any reasonable person to question their motivation or intentions
    b. must work, and be seen to work, in an open and transparent way
    c. must acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded
    d. must discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern
    e. must apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief or sexual orientation
    f. must not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children
    g. must be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure and Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the Teaching Regulation Agency (TRA).

Family help

5. Family help means providing support as soon as a problem emerges, at any point in a child's life. Providing family help is more effective in promoting the welfare of children than reacting later.

What support do we offer?	In school, our Safeguarding team are available to support and advise families. We can signpost or refer families to relevant services or agencies for further help and can offer support to the children in school. Where necessary, the school can open an EHAT / CAF (common assessment framework) which will help our families to access the help they need; whether from a Family Support Practitioner, from Social Services or other external agencies.

What sort of concerns could we support you with?	At St Cleopas, we can offer support and advice on a range of issues, including: domestic violence, family break ups, school attendance, housing concerns, financial worries and debts, abuse or neglect, behaviour management and parenting, bereavement and loss, bullying and online safety. We will aim to help as much as we can with any issue you feel is having a negative impact on your child. Always come and speak to us if you are concerned.
When should you contact the school with your concerns?	Contact us when you feel a concern is having a negative impact on your child. We will always try to meet with you or give you a call quickly, to find out what the problem in and arrange what we can do to support with your concern.
How will safeguarding procedures be effective in supporting	The Safeguarding team have all received training to deal with varying issues and concerns. As described in this document and in our Safeguarding policy, the school has clear procedures to follow if we feel that a child is in danger. Where there are concerns raised, the school will follow our reporting procedures and the team with work with the families and all relevant agencies.
Who might the school refer to?	Children and Young People's Services The School Nurse Speech and Language Therapist Educational Psychologist Education Welfare Office (Attendance) Seedlings
Who might the school signpost families to?	The Citizens Advice Bureau Your GP or Health Visitor The Food Bank Children and Adolescent Mental Health Service (CAMHS)
Supporting Policies	The policies below may give you further information regarding your concern. These are available on our website or you can request a paper copy from the school office. Safeguarding Policy Special Needs Policy Behaviour Policy

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

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

7. All staff should be aware of the indicators of abuse, neglect and exploitation and understand that safeguarding incidents and behaviours can be associated with factors outside the school and/or can occur between children. Staff should also recognise that safeguarding concerns can arise through a combination of vulnerabilities, experiences and circumstances. Staff should always maintain an

attitude of "it could happen here". Children may not feel ready or know how to tell someone they are being abused, neglected or exploited and may not recognise their experiences as harmful. Any concerns should be recorded and shared with the Designated Safeguarding Lead (DSL) without delay.

Staff should be particularly alert to children who:

- Have unexplained injuries, frequent injuries or injuries that are inconsistent with the explanation provided.
- Display sudden changes in behaviour, presentation, attendance, engagement or academic performance.
- Show signs of neglect, including poor hygiene, inadequate clothing, persistent hunger, tiredness or unmet medical needs.
- Experience difficulties with mental health or emotional wellbeing.
- Are persistently absent from education, regularly late, or subject to repeated suspensions or exclusions.
- Are at risk of child criminal exploitation (CCE), child sexual exploitation (CSE), county lines activity, trafficking or modern slavery.
- May be experiencing domestic abuse within the family.
- May be at risk of serious violence, gang involvement, weapon carrying or weapon-related harm.
- Are vulnerable to radicalisation or extremism.
- Experience online abuse, including grooming, coercion, cyberbullying, online exploitation, sextortion, exposure to harmful content or inappropriate contact online.
- Are involved in sharing, creating or being targeted by nude or semi-nude images, including AI-generated or manipulated imagery.
- Are affected by substance misuse, including alcohol, drugs or the misuse of prescribed medication.
- Have special educational needs and/or disabilities (SEND), recognising that these children can face additional barriers to recognising abuse and reporting concerns.
- Are young carers, privately fostered, living in challenging family circumstances or experiencing homelessness.

8. Staff should also be aware that children may be subjected to child-on-child abuse. This can include, but is not limited to:
    - Bullying, including cyberbullying.
    - Physical abuse.
    - Sexual violence and sexual harassment.
    - Upskirting.
    - Initiation or hazing-type violence.
    - Abuse within intimate personal relationships between peers.
    - Harmful sexual behaviour.
    - Online abuse.
    - Discriminatory behaviour and prejudice-based abuse, including racism, faith-based prejudice and other forms of hate-related behaviour.

9. Staff should recognise that prejudice-based incidents, discrimination, racism and other forms of identity-based harm can have a significant impact on a child's wellbeing, safety and mental health. Such concerns should be taken seriously, recorded appropriately and considered within the school's safeguarding response where necessary.

10. Any member of staff who has concerns about a child's welfare should act immediately in accordance with this policy and report their concerns to the DSL or a Deputy DSL. If a child is in immediate danger or at risk of significant harm, a referral should be made to Children's Social Care and/or the Police in accordance with local safeguarding procedures.

11. All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or be being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

Online Safety

12. The school recognises that technology provides children with many educational and social benefits. However, it can also present safeguarding risks. Online safety is therefore approached as a safeguarding issue and is embedded within the school's safeguarding culture.

13. The school aims to protect children in accordance with the four key areas of online risk:
    - Content - being exposed to illegal, inappropriate or harmful content, including misinformation, disinformation, extremist material, pornography, self-harm content and harmful online challenges.
    - Contact - being subjected to harmful online interaction with other users, including peer pressure, commercial advertising, grooming, exploitation and coercion.
    - Conduct - personal online behaviour that increases the likelihood of, or causes, harm, including bullying, sharing inappropriate images, abuse, harassment and harmful interactions.
    - Commerce - risks associated with online gambling, inappropriate financial transactions, scams, phishing and financial exploitation.

14. The school recognises the increasing use of artificial intelligence (AI) technologies and the safeguarding risks these may present. Staff will remain vigilant to concerns relating to AI-generated content, including manipulated images, deepfakes, AI-generated nude or semi-nude imagery, misinformation and online abuse facilitated through AI technologies.
    The school will ensure that:
    - appropriate filtering and monitoring systems are in place and regularly reviewed;
    - online safety is taught through the curriculum and reinforced throughout school life;
    - staff receive regular online safety training as part of safeguarding training;
    - online safety concerns are reported and managed in line with the school's safeguarding procedures;
    - children understand how to seek help if they encounter harmful or upsetting content online;
    - parents and carers are provided with information and support regarding online safety where appropriate.

15. Any online safety concern that places a child at risk of harm will be treated as a safeguarding concern and managed in accordance with this policy.

16. It is essential that children are safeguarded from potentially harmful and inappropriate online material. We adopt whole school approaches to online safety to protect and educate pupils, students and staff in their use of technology and establish mechanisms to identify, intervene and escalate concerns as appropriate.

17. Our school takes a whole-school approach to online safety, teaching pupils to use technology safely and responsibly. Appropriate filtering and monitoring systems are in place, and staff report any concerns to the DSL. Clear rules manage the use of mobile phones, smart watches and other connected devices on school premises. Online safety risks and procedures are regularly reviewed, and staff and pupils receive appropriate guidance and training.

Child-on-Child Abuse

18. Our school recognises that children can abuse other children and that child-on-child abuse can occur both inside and outside of school, including online. Such abuse will always be taken seriously and will never be dismissed as "banter", "part of growing up", "just having a laugh" or "boys being boys".

19. All staff should recognise that child-on-child abuse is a safeguarding concern and may include, but is not limited to:

- bullying (including cyberbullying, prejudice-based bullying and discriminatory bullying);
- physical abuse, including hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- sexual violence;
- sexual harassment;
- causing someone to engage in sexual activity without consent;
- consensual and non-consensual sharing of nude and semi-nude images and videos;
- sharing, creating or distributing AI-generated nude or semi-nude images;
- upskirting;
- initiation or hazing-type violence and rituals;
- abuse within intimate personal relationships;
- racist, faith-based, homophobic, biphobic, transphobic, sexist or other discriminatory behaviour;
- serious violence, including threats involving weapons;
- exploitation, coercion, intimidation or manipulation.

20. The school recognises that child-on-child abuse can have a significant impact on victims and may result in emotional harm, physical injury, trauma, attendance difficulties and barriers to learning.

21. Children who are alleged to have harmed others may themselves have experienced abuse, neglect or adverse childhood experiences. Therefore, when responding to incidents, the school will consider the needs and circumstances of all children involved whilst ensuring that victims are supported and protected.

22. The school will:

- maintain a culture where abuse is not tolerated;
- ensure pupils understand acceptable and unacceptable behaviour;
- encourage children to report concerns and ensure that they are listened to;
- investigate all reports promptly and proportionately;
- support victims and take action to prevent recurrence;
- work with parents, carers and external agencies where appropriate;

- record all incidents and safeguarding concerns in accordance with school procedures.

23. Any incident involving child-on-child abuse will be assessed on a case-by-case basis by the Designated Safeguarding Lead (DSL) and managed in line with statutory guidance, local safeguarding procedures and the school's Behaviour Policy and Child-on-Child Abuse procedures.

How to respond

24. If you have a concern about a child's wellbeing, based on:
    a. something the child or their parent has told you
    b. something another child has told you
    c. something you have noticed about the child's behaviour, health, or appearance
    d. something another professional said or did

    Pass all concerns immediately to the Designated Safeguarding Lead (DSL) or a Deputy DSL if they are not available.

25. Even if you think your concern is minor, the Designated Safeguarding Lead (DSL) may have more information that, together with what you know, represents a more serious worry about a child. It is never your decision alone how to respond to concerns – but it is always your responsibility to share concerns, no matter how small.
    e. **Do not investigate** but decide whether you need to clarify your concerns by asking the child or parent open questions (beginning with words like who, how, why, what, where and when) and being careful not to lead them. **Do not discuss your concerns with the parent(s) if this may increase the risk to the child.**
    f. If you have heard a disclosure of abuse or are talking with a child or parent about your concerns, let them know what you will do next. For example, 'I am worried about your bruise and I need to tell Mrs Smith (the DSL) so that she can help us think about how to keep you safe.'
    g. **Inform the DSL immediately.** If the DSL is not available, inform a Deputy DSL. If none of the designated safeguarding staff or headteacher are available, you must make the referral yourself. Details of how to do this are at the end of these procedures.
    h. As soon as possible after the event, make a written record following the school's procedures: All safeguarding concerns are recorded promptly on CPOMS and shared with the Designated Safeguarding Lead (DSL) or a Deputy DSL. Staff without access to CPOMS must report the concern directly to the DSL/DDSL as soon as possible and complete the school's safeguarding concern form so that the information can be recorded appropriately. If a child is at immediate risk of harm, concerns must be reported to the DSL/DDSL immediately and not delayed while completing a written record. If there was a disclosure, record the words of the child or parent rather than your interpretation. Include analysis of what you saw or heard and why it is a cause for concern.

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

Who to pass concerns on to

27. Names, photos and contact details for the DSL, Deputy DSL(s), Designated Teacher for looked-after and previously looked after children, Safeguarding Governor, Headteacher, Chair of the local

governing body and relevant trust Director of Education are provided at the beginning of these procedures. Details of how to make a referral to the local authority are at the end.

Concerns about another adult in the school

28. Safeguarding concerns about another adult in the school that may meet the harms threshold set out below, must be referred to the Headteacher (or whoever is fulfilling the role in their absence) without delay. If the concerns are about the Headteacher (or a relative of the Headteacher working at the school) they must be referred to the relevant trust Director of Education. They will contact the Local Authority Designated Officer (LADO) within one working day in respect of all cases that may meet the harms threshold, i.e. in which it is alleged that a person who works with children has:
    a. Behaved in a way that has harmed a child, or may have harmed a child;
    b. Possibly committed a criminal offence against or related to a child;
    c. Behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
    d. Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

    If you feel your concern has not been responded to appropriately, please contact the Trust Lead on Safeguarding (williamss@allsaintsmat.org)

29. Low level concerns that do not meet the harms threshold set out above, should also be reported to the Headteacher. If they are about the Headteacher (or a relative of the Headteacher working at the school), they should be reported to the Director of Education. If they are about a member of the trust central team, they should be reported to the Chief Executive Officer. All low level concerns will be recorded in writing by the person to whom they are reported. The record should include details of the concern, the context in which the concern arose, action taken and the rationale for decisions.

30. The term 'low level' concern does not mean that it is insignificant. A low level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a nagging doubt – that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff (and persons in a position of trust) code of conduct, including inappropriate conduct outside of work, but that does not meet the harms threshold for referral to the LADO. Examples of such behaviour could include, but are not limited to:
    - being over friendly with children;
    - having favourites;
    - taking photographs of children on their mobile phone;
    - engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
    - humiliating pupils.

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

Whistleblowing

31. If you are concerned about poor or unsafe practice or potential failures in the school's safeguarding regime, these should be raised with the Headteacher or the Chair of the local governing body, in the first instance. Please refer to the Trust's whistleblowing policy.

32. The NSPCC Whistleblowing Advice Line is available for those who do not feel able to raise concerns regarding child protection failures internally. You can call: 0800 028 0285. This line is available from 8:00 to 20:00, Monday to Friday or email: help@nspcc.org.uk.

Reviewing these procedures

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

Contact details for the local authority

34. To seek advice before making a referral to the local authority contact : Multi Agency Safeguarding Hub (MASH) 0151 459 2606
35. To make a referral to the local authority contact: Children at risk (MARF referrals) - Liverpool City Council