

## St Mewan School Safeguarding Suite – School level appendix

### Contact Details

| Role                                                                 | Name                                                                                                     | Contact Details                                                                  |
|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Headteacher                                                          | Mark Lloyd                                                                                               | <a href="mailto:dsl@stm.celtrust.org">dsl@stm.celtrust.org</a>                   |
| Designated Safeguarding Lead (DSL)                                   | Jo Constantine                                                                                           | <a href="mailto:dsl@stm.celtrust.org">dsl@stm.celtrust.org</a>                   |
| Operational DSL                                                      | Jo Constantine                                                                                           | <a href="mailto:dsl@stm.celtrust.org">dsl@stm.celtrust.org</a>                   |
| Deputy DSL(s)                                                        | Mark Lloyd<br>Jodie Tyers<br>Anneliese Rogers                                                            | <a href="mailto:dsl@stm.celtrust.org">dsl@stm.celtrust.org</a>                   |
| Safeguarding Team members                                            | Jo Constantine<br>Mark Lloyd<br>Jodie Tyers<br>Anneliese Rogers<br>Josh Tyers<br>(safeguarding governor) | <a href="mailto:dsl@stm.celtrust.org">dsl@stm.celtrust.org</a>                   |
| Mental Health Lead                                                   | Jodie Tyers                                                                                              | <a href="mailto:dsl@stm.celtrust.org">dsl@stm.celtrust.org</a>                   |
| Young Carer Lead                                                     | Jodie Tyers                                                                                              | <a href="mailto:dsl@stm.celtrust.org">dsl@stm.celtrust.org</a>                   |
| Medical First Aid Lead                                               | Andrew Gibson                                                                                            | <a href="mailto:agibson@stm.celtrust.org">agibson@stm.celtrust.org</a>           |
| Health Care Plan Lead                                                | Jo Constantine                                                                                           | <a href="mailto:jconstantine@stm.celtrust.org">jconstantine@stm.celtrust.org</a> |
| Online Safety Lead                                                   | Paul Trudgeon                                                                                            | <a href="mailto:ptrudgeon@stm.celtrust.org">ptrudgeon@stm.celtrust.org</a>       |
| Member of SLT responsible for supporting children with medical needs | Jo Constantine                                                                                           | <a href="mailto:dsl@stm.celtrust.org">dsl@stm.celtrust.org</a>                   |
| Designated Teacher for children in care                              | Jo Constantine                                                                                           | <a href="mailto:dsl@stm.celtrust.org">dsl@stm.celtrust.org</a>                   |
| Child-on-Child abuse lead                                            | Jo Constantine                                                                                           | <a href="mailto:dsl@stm.celtrust.org">dsl@stm.celtrust.org</a>                   |

### Trust contact details

| Role                         | Name           | Contact Details                                                        |
|------------------------------|----------------|------------------------------------------------------------------------|
| Director of Inclusion        | Amy Daniels    | <a href="mailto:dsl@celtrust.org">dsl@celtrust.org</a>                 |
| Trust Safeguarding Lead      | Heidi Spurgeon | <a href="mailto:dsl@celtrust.org">dsl@celtrust.org</a>                 |
| CELT Lead Attendance Officer | Emily Bennett  | <a href="mailto:attendance@celtrust.org">attendance@celtrust.org</a>   |
| Inclusion Officer            | Rebecca Soby   | <a href="mailto:rsoby@celtrust.org">rsoby@celtrust.org</a>             |
| Safeguarding Trustee         | Jon Newnes     | <a href="mailto:jnewnes@gov.celtrust.org">jnewnes@gov.celtrust.org</a> |

|                   |                 |                                                                            |
|-------------------|-----------------|----------------------------------------------------------------------------|
| Chair of Trustees | Stuart Radnedge | <a href="mailto:sradnedge@gov.celtrust.org">sradnedge@gov.celtrust.org</a> |
|-------------------|-----------------|----------------------------------------------------------------------------|

### Local contact numbers

| Role                  | Name                                              | Contact Details                                |
|-----------------------|---------------------------------------------------|------------------------------------------------|
| Safeguarding Concerns | Multi-Agency Support and Safeguarding Hub (MASSH) | 0300 1231 116<br>Out of hours:<br>01208 251300 |
| Safety                | Police                                            | 999                                            |

## Contextual Issues

### Our local contextual information:

|                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Main issues identified in our locality are:                      | Our additional actions or strategies in place to mitigate the threat to our children are:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Domestic Abuse                                                   | <p><b>Prevent and reduce harm</b> through a strong safeguarding culture, clear policies and procedures, staff training and regular awareness-raising with pupils and families.</p> <p><b>Build staff confidence to recognise signs of domestic abuse</b>, including changes in behaviour, emotional wellbeing, attendance, presentation, relationships or attainment and to understand how domestic abuse may affect children differently. Meet and Greet.</p> <p><b>Promote healthy and respectful relationships</b> through the curriculum, including work around consent, boundaries, emotional wellbeing, equality, respect and recognising unhealthy behaviour.</p> <p><b>Create safe opportunities for disclosure</b>, ensuring pupils know who they can talk to and that concerns will be listened to sensitively and taken seriously.</p> <p><b>Respond promptly to concerns</b>, following our safeguarding procedures and making sure concerns are recorded accurately and shared with the DSL or DDSL.</p> <p><b>Participate in Operation Encompass</b>, working in partnership with the police so that, where appropriate, the school can be informed when a child has been present during or exposed to a domestic abuse incident. This enables us to provide timely, appropriate support and monitor the child's wellbeing.</p> <p><b>Assess risk and prioritise the child's safety</b>, taking account of the impact of domestic abuse on the child and any immediate or escalating risks.</p> <p><b>Work with external agencies where appropriate</b>, including children's social care, the police, health services and specialist domestic abuse services, to ensure children and families receive coordinated support.</p> <p><b>Support affected pupils in school</b>, providing a safe and consistent environment, appropriate pastoral support and reasonable adjustments where domestic abuse is affecting attendance, learning or wellbeing.</p> <p><b>Support parents/carers safely and appropriately</b>, recognising that contact with families must be managed sensitively so that it does not increase risk to the child or non-abusive parent/carer.</p> |
| Well being and mental health – anxiety, low mood and self esteem | <p><b>Promote positive mental health and emotional wellbeing</b> through a supportive school culture, PSHE and the wider curriculum, helping pupils develop emotional literacy, resilience, coping strategies, positive relationships and healthy self-esteem.</p> <p><b>Identify concerns early</b>, with staff remaining alert to changes in mood, behaviour, attendance, presentation, friendships, engagement, academic performance or emotional wellbeing that may indicate a pupil is struggling.</p> <p><b>Provide a safe and trusted adult</b>, ensuring pupils have opportunities to talk to an adult they feel comfortable with and can share worries or concerns in a safe, supportive and non-judgemental environment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|                                    | <p><b>Utilise our Pastoral Support Lead</b> to provide targeted pastoral support, check-ins and interventions for pupils experiencing low mood, anxiety, low self-esteem or other emotional wellbeing difficulties.</p> <p><b>Work with our School Mental Health Practitioner</b> to provide additional early intervention, advice and support for pupils experiencing mental health difficulties, and to help staff and families understand how best to support them.</p> <p><b>Work closely with parents/carers</b>, where appropriate and safe to do so, to share concerns, identify support strategies and ensure a consistent approach between home and school.</p> <p><b>Work with external agencies and professionals and refer to specialist services where necessary</b>, including <b>CAMHS (Child and Adolescent Mental Health Services)</b> when a pupil's needs require a higher level of specialist assessment or intervention than can be provided within school.</p> <p><b>Follow safeguarding procedures where concerns indicate increased risk</b>, including where there are concerns about self-harm, suicidal thoughts, significant deterioration in mental health or other factors that may place the child at risk of harm.</p> <p><b>Monitor and review the impact of interventions</b>, adapting support as the pupil's needs change and escalating concerns where existing strategies are not sufficiently reducing the risk or improving wellbeing.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Welfare, including injury concerns | <p><b>Identify concerns early</b>, with staff remaining alert to unexplained, repeated, unusual or concerning injuries, as well as changes in a child's behaviour, mood, attendance, presentation or general wellbeing.</p> <p><b>Listen carefully to the child</b>, providing opportunities for them to talk to a trusted adult and ensuring their explanation of any injury is heard, recorded accurately and taken seriously.</p> <p><b>Record injuries and concerns appropriately</b>, including the nature of the injury, the child's account, relevant observations and any patterns or changes over time.</p> <p><b>Monitor patterns and cumulative concerns</b>, recognising that individual incidents may appear low-level but a combination of injuries, welfare concerns or changes in presentation may indicate a greater level of risk.</p> <p><b>Refer concerns promptly to the Designated Safeguarding Lead (DSL)</b>, who will assess the information in the wider safeguarding context and determine the appropriate response.</p> <p><b>Maintain a safe and supportive environment</b>, ensuring pupils know they can speak to a trusted adult if they feel worried, unsafe or concerned about what is happening at home.</p> <p><b>Use our Pastoral Support Lead</b> to provide additional pastoral support, regular check-ins and monitoring where concerns about welfare are affecting a child's emotional wellbeing.</p> <p><b>Work with parents/carers appropriately and safely</b>, seeking information and sharing concerns where this is appropriate, while recognising that parental contact may need to be carefully managed where there is a potential safeguarding risk.</p> <p><b>Work with external agencies where necessary</b>, including children's social care, health professionals and the police, where concerns indicate that a child may be at risk of harm or requires additional support.</p> <p><b>Escalate concerns appropriately</b>, following statutory safeguarding procedures where there is reasonable cause to suspect abuse, neglect or significant harm.</p> |

## Child on Child Abuse

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| How do Learners report concerns:           | <p>Learners will be provided with clear, accessible and well-promoted ways to report concerns and will be encouraged to speak to a trusted adult or by using the worry boxes in their classroom. All reports will be taken seriously. A learner will never be made to feel that they are creating a problem by reporting abuse, bullying or harassment, nor will they be made to feel ashamed for making a report. A learner may ask a friend or trusted peer to help them report a concern.</p> <p>All members of the school team will listen to and respond to learners' concerns safely and appropriately. Throughout the year, all pupils are encouraged to think about and identify the trusted adults they can talk to if they have a worry or concern.</p> <p>All concerns must be reported to the DSL immediately and managed in accordance with Part Five of Keeping Children Safe in Education 2026 and the Trust's Child-on-Child Abuse policy.</p> <p>For support with bullying, children can contact Childline on 0800 1111.</p> |                      |
| How do parents and Carers report concerns: | <p>Parents and carers are encouraged to raise concerns at the earliest opportunity. They can report concerns about child-on-child behaviour directly to a trusted member of the school team, either verbally, by telephone or in writing. Concerns should be shared as soon as possible so that the school can listen, respond appropriately and ensure the safety and wellbeing of all pupils.</p> <p>All concerns must be reported to the DSL immediately and managed in accordance with Part Five of Keeping Children Safe in Education 2026 and the Trust's Child-on-Child Abuse policy.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                              |                      |
| Anti Bullying Lead:                        | Jo Constantine                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | dsl@stm.celtrust.org |

## Online Safety

|                                         |                                                                                                                                                                                                                                                                                                                                                                                              |                            |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| IT Lead:                                | Paul Trudgeon                                                                                                                                                                                                                                                                                                                                                                                | ptrudgeon@stm.celtrust.org |
| How do Learners report online concerns: | <p>We encourage all pupils to tell a trusted adult if something online makes them feel worried, scared, uncomfortable or confused. They will not be in trouble for speaking up.</p> <p>Children should:</p> <ul style="list-style-type: none"> <li>• Tell a teacher, parent/carer or another trusted adult.</li> <li>• Stop communicating with anyone who makes them feel unsafe.</li> </ul> |                            |

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                               |
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|                                                      | <ul style="list-style-type: none"> <li>Use the Report and Block functions on websites and apps where appropriate.</li> </ul>                                                                                                                                                                                                                                                                                                  |
| How do parents and Carers report online concerns:    | <p>Parents and carers should report any online safety concerns to the school's Designated Safeguarding Lead (DSL) or another member of the safeguarding team as soon as possible.</p> <p>Concerns about online sexual abuse or how someone has been speaking to a learner online can be reported to the CEOP safety centre.</p> <p><a href="#">CEOP Safety Centre</a></p> <p>If a child is in immediate danger, call 999.</p> |
| Filtering Provider:                                  | Smoothwall                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Monitoring Provider:                                 | Test filtering                                                                                                                                                                                                                                                                                                                                                                                                                |
| Staff receiving safeguarding monitoring alerts:      | <p>J Constantine (DSL)</p> <p>M Lloyd (DDSL)</p>                                                                                                                                                                                                                                                                                                                                                                              |
| Date of most recent filtering and monitoring review: | 11.9.26                                                                                                                                                                                                                                                                                                                                                                                                                       |

## Attendance Information

| Role                                                                                                                         | Name                             | Contact Details                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Senior leader responsible for the strategic approach to attendance                                                           | Mark Lloyd                       | dsl@stm.celtrust.org                                                                                                                                    |
| Attendance Officer                                                                                                           | Jo Olds                          | secretary@stm.celtrust.org                                                                                                                              |
| The name and contact details of school staff who pupils and parents should contact for more detailed support with attendance | <p>Mark Lloyd</p> <p>Jo Olds</p> | <p><a href="mailto:dsl@stm.celtrust.org">dsl@stm.celtrust.org</a></p> <p><a href="mailto:secretary@stm.celtrust.org">secretary@stm.celtrust.org</a></p> |

## **Attendance Registration Times**

Learners are expected to be in school at a good time for the start of the morning register.

Where a learner attends a registration session but does not attend subsequent lessons, we will treat this as a truancy and non-attendance matter in accordance with the behaviour policy and engage parents/carers where necessary.

- The start of the school day is 8.40am
- Learners can arrive at the school site from 8.25am onwards
- There is breakfast club available from 7.30am
- Registration opens at 8.40am and closes at 9.10am. Pupils arriving after registration opens but before registration closes are deemed as late 'before registration closes'.
- Learners arriving after 9.10am are considered 'late after registration has closed'. They will lose their mark for the whole session and the absence is recorded as 'unauthorised'.
- Afternoon register is taken at 12.15pm (EYFS), 12.30pm (KS1) and 12.50pm (KS2)
- The school day ends at 3.10pm

Parents are expected to inform the school by 8:30am if their child is absent by calling 01726 74887 select the attendance option or by emailing [stmattendance@stm.celtrust.org](mailto:stmattendance@stm.celtrust.org) giving the reason for absence.

## **How the school is promoting and incentivising good attendance**

- Positive welcome for all children daily at the learner entrance (Meet and Greet)
- Providing a sense of belonging for learners through the learning and teaching framework
- Daily interactions between teachers and all pupils in their class
- Welcoming children back after they have been absent for any reason.
- Regular assemblies and newsletter items promoting good attendance.
- Clear communication to parents/carers regarding attendance.
- Supportive meetings held regularly at school or parent request