



Child Protection and Safeguarding Policy

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Section 1

At Fielding Primary, the Governing Board ask all staff, volunteers and contractors to be alert to safeguarding concerns and to think the unthinkable, 'it could happen here'.

1. Introduction – Safeguarding Children

School staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse or neglect at an early stage. Keeping Children Safe in Education 2025 (KCSIE) and Working Together to Safeguard Children 2023 puts a statutory responsibility on the Governing Board to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

Staff and Governors at Fielding Primary are aware that many pupils are the victims of different kinds of abuse and that they can be subjected to social factors that have an adverse impact upon their lives – including domestic violence, including where they see, hear or experience its effects, substance misuse, bullying, mental health, exploitation and radicalisation. We also acknowledge that safeguarding incidents could happen anywhere, both inside and outside of school, on public transport and online.

This policy takes into account the following guidance

- [Working Together to Safeguard Children 2024](#)
- [London Safeguarding Children Partnership Child Protection Procedures](#)
- [Prevent Duty Guidance for England And Wales, 2024](#)
- [What to do if you are Worried a Child is Being Abused](#)
- [The Equality Act 2010 and the Public Sector Equality Duty](#)

At Fielding we have a culture of safeguarding that supports the arrangements to:

- provide help and support to meet the needs of pupils as soon as problems emerge
- protect pupils from maltreatment, whether that is within or outside the home, including online.
- identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation
- manage safe recruitment practices and allegations about adults who may be a risk to pupils
- ensure that pupils grow up in circumstances consistent with the provision of safe and effective care, taking action to enable all pupils to have the best outcomes.

2. Aims

The aims of this policy are:

- to support pupil's development in ways that will foster security, confidence and independence
- To raise the awareness of both teaching and non-teaching staff (paid and unpaid) of the need to safeguard pupils and of their responsibilities in identifying and reporting possible cases of abuse.
- to give special consideration to those pupils with Special Educational Needs and/or disabilities, those who are looked after or previously looked after by the local authority, and those who have or have had a social worker, recognising that additional barriers can exist for this group of pupils.
- to provide a systematic means of monitoring pupils known or thought to be at risk of harm.

- to emphasise the need for good levels of communication between all members of staff.
- to develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- to minimise risk of child-on-child abuse.
- to develop and promote effective working relationships with other agencies and safeguarding partners: police, social services and health,
- to ensure that all adults within our school who have access to pupils have been checked as to their suitability.

3. Children's wishes & worries

When determining what action to take in response to a safeguarding concern, we will ensure that the pupil's wishes and feelings are taken into account. Pupils will be given the opportunity to have their views heard. All systems and process described below have the pupil's best interests at heart. We will be solution focused and look at the welfare and wellbeing of the whole child and the impact of the wider context around them, including views of any professionals involved with the family, to gain a clear understanding of the situation before making a decision about the action to be taken. We know that even if abuse is taking place, pupils may not be ready to disclose. We talk to pupils in assembly, termly, and more frequently in class and in RSHE lessons about how they can report concerns and worries. Pupils are encouraged to use the worry box in their classroom, the online worry box (worrybox@fielding.ealing.sch.uk), learning mentor drop-ins and the adults in school to tell us about abuse that may be taking place.

4. The Designated Safeguarding Lead (designated child protection teacher).

The Designated Safeguarding Lead (DSL) is **Clare Haines**. The Deputy Designated Safeguarding Lead is **Peter Dunmall**. In the absence of the Designated and Deputy Designated Safeguarding Leads, **Karen Esprit** will assume responsibility for child protection matters in the main school. **Tracy Cherry** is the Designated Lead for Fielding Nursery and in her absence any member of the Leadership Team (assistant head teachers and SENDCO)

The Designated Safeguarding Lead for activities outside the school day (extended provision) is **Karen Esprit**.

Those named above and all members of the Leadership Team have received child protection training and will liaise in accordance with London Child Protection Procedures, and Ealing HR procedures.

5. Procedures and Responsibilities

We will follow the procedures set out by the Ealing Safeguarding Children Partnership Board and take account of guidance issued by the DfE to ensure

- we have a designated senior leader for child protection who has received appropriate training and support for this role.
- we have a nominated governor responsible for child protection.
- every member of staff (including temporary and supply staff and volunteers) and the governing board knows the name of the designated person responsible for child protection and their role.
- staff induction includes the school's Child Protection and Safeguarding Policy, Online Safety, Ealing Code of Conduct and details of the Designated Safeguarding Lead.
- all staff, contractors and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the designated safeguarding lead.

- that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out our obligations on the website.

We will:

- notify named social worker if there is an unexplained absence of more than one day of a pupil who is subject to a child protection plan.
- develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at case conferences
- keep records of concerns about children, even where there is no need to refer the matter immediately
- keep all records securely in-line with UK GDPR and shared in line with guidance.
- adopt and follow procedures where an allegation is made against a member of staff or volunteer and report to the Local Authority Designated Officer (LADO), as appropriate, within 24 hours if the thresholds for harm have or may have been met
- ensure safe recruitment practices are always followed by having at least one person on each interview panel who has completed the Safer Recruitment training, following stringent pre-employment vetting checks, ensuring staff are DBS checked at the appropriate level and entered on the Single Central Record (SCR) and references are taken up and kept on file.
- ensure risk assessments are made on volunteers who are not in regulated activity.

6. The Role of the Governing Board:

- To appoint a member of the Leadership Team as the Designated Safeguarding Lead (DSL)
- To appoint a Designated Teacher (DT) for Looked After and Previously Looked After pupils.
- To ensure that policies, procedures, and training are effective and always comply with the current guidance.
- To have a named governor responsible for Looked After Children, Previously Looked After Children and children subject to a child protection plan.
- To make at least one focus visit per term to audit child protection and safeguarding procedures.
- To review the child protection & safeguarding policy annually
- To participate in training on induction and then annually, including one member of the board to be trained in safer recruitment.
- To support school leaders in adopting a zero-tolerance approach to child-on-child sexual violence and harassment.
- To ensure the behaviour policy includes measures to prevent bullying.
- To ensure that all staff undergo safeguarding and child protection training, including online safety, which includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring –at induction. The training will be regularly updated. Induction and training will be in line with any advice from the safeguarding partners.

7. The role of the Head teacher

- To promote child protection and safeguarding as a priority.
- To support the designated safeguarding lead in logging and reporting child protection concerns, ensuring they are able to attend conferences and core group meetings.
- To support the designated safeguarding lead in developing the key knowledge and skills needed to encourage the culture of listening and reducing barriers to disclosure.
- To support the Governing Board in their child protection and safeguarding role.
- To ensure all recruitment is carried out appropriately in line with part 3 of KCSIE.
- To ensure the single central record is maintained and up to date.

- To deal with allegations of abuse which are made against staff, contractors, or volunteers in line with part 4 of KCSIE (2024/2024).
- To liaise with the “case manager” and the designated officer at the local authority for child protection concerns in cases which concern a staff member, volunteer or supply teacher

8. The role of the Designated Safeguarding Lead (DSL)

- To take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place.
- Ensure filtering and monitoring systems are not only in place but are effective, age-appropriate, and reviewed regularly in line with DfE standards, this includes checking the systems at least twice weekly, in addition to any real time alerts.
- The DSL is responsible for understanding AI-related risks and ensuring staff are trained accordingly.
- To raise the awareness of teaching, support staff and trainee teachers, of the need for child protection and of their responsibilities in identifying and reporting possible cases of abuse, including child sexual harassment, exploitation, female genital mutilation (FGM), and radicalisation.
- To ensure all paid staff are issued with a copy of the summary of ‘Keeping Children Safe in Education’. Part 1 and Annex B, and volunteers and contractors are provided with Annex A.
- To ensure staff induction includes the school’s Child Protection and Safeguarding Policy, Ealing Code of Conduct, online safeguarding training and training on responsibilities regarding filtering and monitoring.
- To promote educational outcomes by working with the DT to share information about welfare, safeguarding and child protection issues that pupils, including those who have had or have a social worker, are experiencing or have experienced harm, with teachers and leadership staff.
- To make referrals to children’s services, Channel and the police as necessary.
- To liaise with the headteacher to inform him of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult.
- To liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- To act as a source of support, advice and expertise for all staff, including harmful sexual behaviour.
- To provide a systematic means of monitoring pupils thought to be at risk.
- To emphasise the need for good levels of communication between all staff.
- To develop a structured internal procedure to be followed by all members of the school community in cases of suspected abuse.
- To promote understanding and build relationships with other agencies in order to work together more effectively.
- To act as a point of contact for safeguarding partners.
- To work with the leader for Personal Development to:
 - promote pupil’s emotional development in ways which foster security, confidence, and independence.
 - promote online safety through the taught curriculum and with parents through regular updates
 - promote tolerance and mutual respect through the teaching of our core values and explicitly teaching pupils about the protected characteristics
 - ensure the statutory duties for relationship and health education are met through the curriculum.

- To develop a network of support which would be made known to staff or parents: e.g. details of parent support groups; parent networks; relevant telephone numbers
- To seek advice from and report cases to Children's Social Care or early help
- To attend training at least every two years, and update knowledge annually by keeping up to date with changes in legislation.
- To display the name and role of the DSL clearly around the school to inform parents, staff, volunteers, and agency workers.
- To monitor the online worrybox

9. Role of Staff

School staff are particularly important as they are in a position to identify concerns early, provide help for pupils, and prevent concerns from escalating.

All staff have a responsibility to provide a safe environment in which pupils welfare is promoted, barriers reduced so that they can learn.

- All staff should be prepared to identify pupils who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
- Any staff member who has a concern about a pupil's welfare should follow the referral processes as set out in this policy. Even if a direct disclosure has not been made by a pupil.
- Staff are expected to support social workers and other agencies following any referral.
- The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard pupil's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

10. Keeping Adults informed:

i. Staff

All staff, including supply teachers, trainee teachers, other visiting staff and those supporting school trips, are informed of the Designated Safeguarding Lead's name and the school's policy for the protection of pupils:

- During their first induction to the school
- Through the provision of a copy of this policy
- Through the 'Safeguarding Advice for Volunteers and Visitors' booklet
- Information on relevant notice boards
- Whole staff training or briefing meetings
- Reminders at the beginning of each year
- A quick reference guide is circulated to contractors and for those staff in Nursery, and contractors (Appendix G)

ii. Volunteers

As part of their induction, volunteers are provided with a copy of 'Safeguarding Advice for Volunteers and Visitors' (Appendix D). They are informed of who the Designated Safeguarding Lead is and given a copy of the Safeguarding Code of Conduct and Annex A of KCSIE 2025. Volunteers are asked to complete and online record to verify documents have been read and understood. All volunteers engaged in regulated activity will be required to have an Enhanced DBS and Barred list check. A risk assessment will be completed for those not in regulated activity. Before starting in role those in regulated activity complete online safeguarding training.

11. Response to allegations or suspicions of abuse

All staff and adults in school need to be alert to the signs of harm and abuse. They should report any concerns if not immediately, as soon as possible, the same day to the Designated Safeguarding Lead or (or deputy) via the online system MyConcern. If in any doubt staff should consult with the Designated Safeguarding Lead.

If a pupil makes a disclosure to a teacher or other member of staff or adult that gives rise to concerns about possible abuse, or if a member of staff/adult working in school believes a child is in immediate danger or at risk of harm, **the member of staff/adult must act promptly. He/she should not investigate** but should speak to the DSL immediately. If speaking to the DSL will unduly delay the process, the member of staff should make a referral to children's services and/or police immediately. If a referral is made without the DSL's knowledge, the DSL should be informed as soon as possible. All concerns, discussions and decisions made, and the reasons for those decisions should be recorded in writing on MyConcern. See flow chart, Appendix A.

If a pupil has a worry or concern, they can share this by:

- Speaking to any adult in school
- Adding it to the worry box in the classroom
- Attending the learning mentor drop-in
- Adding it to the online worrybox at **worrybox@fielding.ealing.sch.uk**

For all concerns, Myconcern will be used to record detailed and accurate records including, records of discussions and decisions made and the rationale for those decisions.

During any period of school closure if staff have a concern about a pupil, they should continue to follow the process outlined in this policy, this includes making a report via MyConcern, which can be done remotely. The DSL will receive this remotely. Staff are reminded of the need to report any concern immediately and without delay.

12. Early Help and Inter-agency working

The aim of Early Help is to support families to support themselves, to prevent problems from escalating and to reduce the number of families needing statutory interventions. We are committed to identifying and working with families who may benefit from 'early help'. We do this in the following ways:

- 'Family Links' parenting programme.
- Inter-agency assessment using the Ealing's Early Help Assessment (EHAP)
- Referrals to the Ealing SAFE (Supportive Action for Families in Ealing) team
- Liaison with Ealing Family Information Service
- Following the NPCC guidance [When to call the police](#)
- Termly drop-in sessions with visiting professionals for parents to attend

13. Confidentiality

Staff have the professional responsibility to share relevant information about the protection of pupils with other professionals particularly investigating agencies. If a pupil confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he/she has a responsibility to refer for the pupil's own safety. Within that context, the child should, however, be reassured that the matter will be disclosed only to the people who need to know about it. Staff who receive the information about pupils and families in the course of their work should have the information only within professional context. Child protection records are stored securely on the electronic safeguarding system, MyConcern.

Personal information about all pupils' and their families is regarded by those who work in this school as confidential. All staff will aim to maintain this confidentiality, all records relating to child protection incidents will be maintained by the Designated Safeguarding Lead and only shared as is consistent with the protection of pupils.

14. Parents

We work with parents to support the needs of their child. All schools are required to consider the safety of each pupil, and should a concern arise professional advice will be sought prior to contacting parents. The school aims to help parents understand that the school, like all others, has a responsibility for the welfare of all pupils, if needed early help will be signposted. School will let parents know that we have a duty to refer cases to the Social Services with we are concerned about the welfare of a child.

This policy is available to all parents on the school website. Printed copies can be requested from the school office.

15. Contextual safeguarding issues in the wider context

Staff have an awareness that factors outside of the school could contribute to abuse taking place, and it is therefore emphasised that there needs to be active consideration of these risks. This included the specific safeguarding issues highlighted in sections 16b, and sections 21, 22 and 23. The DSL and Deputy DSLs are kept up to date with specific safeguarding concerns in the local community which may impact on individual pupil's lives through attendance at weekly updates from Ealing LA as well as receiving regular e-bulletins from recognised safeguarding organisations.

16a. Training

We have a commitment to training and attendance at inter-agency child protection meetings. Time is given to enable this commitment to be met. Whole staff training on child protection, including online safety takes place each academic year. Regular updates and training scenarios are shared during weekly staff briefing meetings.

The Designated Safeguarding Lead and deputies take part designated lead training every two years and receive updated training annually. This includes training on the role of safeguarding agencies.

The school recognises its duty for all school staff to take part in 'Prevent' training to eliminate the risk of vulnerable pupils becoming involved in terrorism. Prevent training takes place every two years.

For new staff joiners and volunteers safeguarding training takes place on induction to the school. Induction will include:

- This safeguarding and child protection policy,
- behaviour policy (which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);
- Ealing Code of Conduct

16b. Training on Specific Safeguarding Issues:

All staff will read Part 1 of KCSIE 2025. Staff not working directly with children may read Annex A, as determined by the DSL

All staff are aware of the mandatory requirement for teachers to report Female Genital Mutilation (FGM) to the police and are trained to recognise the signs and symptoms of this specific safeguarding issue.

Annual training will also include updates on the following specific safeguarding issues and other safeguarding issues in the wider context:

- child abduction and community safety incidents
- children and the court system
- children missing from education, home or care
- child sexual exploitation (CSE) [CSE definition and guide for practitioners](#)
- child criminal exploitation: county lines
- child on child abuse/child on child (including bullying, cyberbullying and up-skirting)
- children with family members in prison
- cyber crime
- domestic abuse
- FGM
- forced marriage (including marriage under the age of 18)
- health conditions
- homelessness
- so called honour-based abuse (Including forced marriage and FGM)
- fabricated or induced illness
- faith abuse/private fostering [Children Act 1989 Private Fostering](#)
- mental health
- modern slavery
- preventing radicalisation, the Prevent Duty and Channel programme
- serious violence
- sexual violence and sexual harassment between children

Further guidance on the above issues can be found in Annex B of KCSIE.

17a. Pupils with Special Educational Needs and Disabilities

We recognise that pupils who have a special educational needs and/or disability (SEND) can face additional safeguarding challenges, both online and offline. Additional barriers can exist when recognising abuse and neglect in this group of pupils. These include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's disability without further exploration
- being more prone to peer group isolation than other pupils
- the potential for pupils with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs online
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, we provide additional pastoral support through named mentors and class teachers.

17b. Support for pupils with ill mental health

We recognise that 1 in 10 pupils may have ill mental health in the school life and that there are a range of triggers for this. All adults in school are alert to this. Concerns will be added to our online safeguarding system, MyConcern. Our Learning Mentor and Mental Health First Aider is Narinder Rehal, Support and advice will be provided for class teacher, pupil and parents. If needed a EHAP will be opened and a Team Around the Family (TAF) will be indicated to look at external routes for support. We recognise that there can be stigma associated with talking about ill mental health, we include this in our taught curriculum to educate pupils about ill mental health and how

to seek help for themselves or help friends who may be experiencing this. Our Learning Mentor holds 2 lunchtime drop-ins **each week** for pupils in key stage 2 to directly access support.

Gender-questioning pupils

We will follow the DfE's statutory guidance on supporting gender-questioning children, ensuring a cautious, evidence-based approach in partnership with parents and clinical professionals.

The Cass review identified that caution is needed for pupils questioning their gender as there remain many unknowns about the impact of social transition. Pupils who are gender questioning may have wider vulnerabilities, including having complex mental health and psychological needs, including, for some, a diagnosis of autism spectrum disorder and/or attention deficient hyperactivity disorder. School will work in partnership with parents to seek clinical help and advice to explore the broad range of an individual's needs.

18. Pupils who are Looked After and Previously Looked After

The Designated Teacher (DT) for pupils who are Looked After (LAC) and Previously Looked After (PLAC) is Claire Chadwick (AHT-SENDCo). The designated teacher liaises directly with the LA virtual head regarding the provision for LAC and those pupils who have a social worker. The designated safeguarding governor is also the designated governor for LAC and PLAC.

Staff are aware of the impact of Adverse Childhood Experiences on pupil outcomes, pupils who are looked after or previously looked after have a clear learning plan implemented to meet their emotional and social needs and to aid them fulfil their academic potential. This is overseen by Claire Chadwick.

19. Curriculum

We have a commitment to safeguarding pupils and equipping them with the skills to understand their rights, appropriate sanctions, and the difference between appropriate and inappropriate touching. We also promote pupils' mental wellbeing through our values-based ethos and MindUP curriculum.

In Years R – 6 sessions such in RSHE, including relationship education and health education will be used to assist pupils in developing such skills. Pupils will take part in a termly 'Keeping Safe' assembly.

Children taught in Nursery learn to keep safe and healthy so that they are ready for school. All children will be taught about online safety and keeping themselves safe from harm, including the risk of exploitation and grooming.

Online safety is a taught part of our RSHE & computing curriculums for pupils in all age groups. In order to teach pupils to use technology including the internet and AI, RSHE and computing curricula explicitly address critical thinking and media literacy.

Our RSHE curriculum will be updated in line with the revised DfE guidance expected in September 2025, ensuring it remains age-appropriate, inclusive, and evidence-based

20. Child-on-child abuse, including bullying and cyberbullying

All staff recognise that pupils can abuse their peers and that it can, and does, happen here. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. We recognise that pupils who are or are perceived to be lesbian, gay, bisexual or gender questioning can be targeted by other pupils. All pupils are reminded who their trusted adults are in school, and a safe space to talk.

We also recognise the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour and anti-bullying policies, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, up-skirting or sexually inappropriate pictures or videos (including nudes or semi-nudes) see section 21.

21. Child-on child-abuse, including sexual violence and harassment

This section should be read alongside part 5 of KCSIE 2025. When considering incidents of harmful sexual behaviour between children, we will consider age and stage of development. Staff may consider the Brook Traffic Light Tool and/or Hackett’s Continuum of harmful sexual behaviour (see appendix J) and consult a DSL.

We recognise that children who display harmful sexual behaviour have often experienced their own abuse and trauma, appropriate support will always be given to all parties involved.

If a report of sexual violence or harassment is made, staff will reassure pupils that it is being taken seriously. The response to reports of child-on-child sexual violence and sexual harassment will be decided on a case-by-case basis. The DSL (or a deputy) will take the lead, supported by other agencies as required. The DSL (or deputy) will:

- consult the sexual harassment flow chart (Appendix I)
- complete a risk and needs assessment (appendix H)
- determine how to manage and/or escalate the report

The following considerations will be made when receiving a disclosure of child-on-child sexual abuse

- The wishes of the victim and how they want to proceed
- The nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour
- The ages and developmental stages of the pupils involved
- Any power imbalance between the pupils. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- Whether the alleged incident is a one-off or part of a sustained pattern of abuse

Where a referral is going to be made to Children's Services and/or the police, we will speak to the relevant agency to discuss next steps and how the alleged perpetrator will be informed.

We recognise that even if there are no reported cases of child-on-child abuse, that it may still be taking place.

22. Serious Violence

Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our pupils develop the social and emotional skills they need to thrive. Staff are trained to recognise both the early warning signs that pupils may be at risk of getting involved in gangs as well as indicators that a pupil is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risk. Indicators are:

- Unexplained gifts/new possessions - these can indicate pupils have been approached by/involved with individuals associated with criminal networks/gangs
- Increased absence from school
- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

23. Domestic abuse

We recognise that witnessing, including where pupils see, hear or experience its effects, domestic abuse can have a lasting impact on the wellbeing of pupils. Staff are trained to recognise signs of domestic abuse and that this can include, but is not limited to, psychological, physical, sexual, financial or emotional abuse.

Pupils can be victims of domestic abuse. All pupils can witness and be harmed by the effects of domestic abuse that occurs between family members. If a child discloses domestic abuse, or domestic abuse is suspected, this will be recorded on MyConcern and the Ealing domestic abuse matrix will be completed. If thresholds are met, a referral to Children's Services will be made.

We work in partnership with the Metropolitan Police and Children's Services to identify and provide appropriate support to pupils who have experienced domestic incidents; this scheme is called Operation Encompass.

The purpose of Operation Encompass is to safeguard and support those who have been involved in, or witness to a domestic incident. Domestic abuse impacts on pupils in a number of ways. Pupils are at increased risk of physical injury during an incident, either by accident or because they attempt to intervene. Even when not directly injured, children are greatly distressed by witnessing the physical and emotional suffering of a parent.

Operation Encompass has been created to highlight this situation. It is the implementation of key partnership working between the police and schools. The aim of sharing information with local schools is to allow key adults i.e. DSL or Deputy DSL the opportunity of engaging with the child and to provide access to support that allows them to remain in a safe but secure familiar environment. The Ealing Multi-Agency Safeguarding Hub (MASH) known as ECIRS will notify the DSL of all domestic incidents where one or more of our pupils has been present, via an online notification system. On receipt of any information, the DSL will decide on the appropriate support the pupil requires. All information sharing and resulting actions will be undertaken in accordance with the Metropolitan Police and MASH Encompass Protocol Data Sharing Agreement. We will record and store this information in accordance with the record keeping procedures outlined in this

policy. The purpose and procedures in Operation Encompass have been shared with all parents and governors, and is detailed as part of this Safeguarding Policy and published on our website.

24a. Children who are Absent from Education (CAE)

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 follows the DfE statutory guidance '[Children missing education' 2016](#) and Ealing's [CME policy](#) which is based on DfE guidance: [Working together to Improve School Attendance, 2024](#). All staff are provided with information regarding the procedures to follow for children missing education on induction. We hold two contact numbers for all pupils. See Appendix E for in school procedures.

Staff recognise that children absent from education can also be a sign of child criminal exploitation, including the involvement in county lines, and/or can be an indication of neglect.

24b. Elective Home education

Where a parent/carers has expressed their intention to remove a pupil from school with a view to educating at home, we will inform Ealing LA (or pupil's home LA) and coordinate a meeting with parents/carers where possible before the pupil is taken off role.

24c. Supporting pupils not in school during any period of school closure

We recognise that school is a protective factor for pupils and any period of school closure can affect the mental health of pupils and/or their parents.

Where a pupil is the edge of social care support, or who would normally receive pastoral-type support in school, a robust communication plan will be put place for that pupil. Details of this plan will be recorded on MyConcern, as should a record of contact have made.

The communication plan can include: remote contact, phone contact, door-step visits. Other individualised contact methods considered will be recorded. The DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

The school will continue to share safeguarding messages on its website.

24d. Pupils missing education as a result of suspensions or exclusions

Where pupils have "experienced multiple suspensions, is at risk of being permanently excluded from school, behaviour will be viewed through a safeguarding lens. School will work with the pupil and family to identify and put in place support needed, including, where a need is identified, a referral for early help.

25. Reasonable Force

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain pupils. This can range from guiding a pupil to safety by the arm, to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. We believe that positive handling should be the last resort.

Staff follow our behaviour policy at all times, in the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals. However, we recognise that, although rare, there are circumstances when it is appropriate for staff in to use reasonable force 'positive handling' to safeguard pupils. The headteacher, deputy head and SENDCO are trained in the use of positive handling (Team-Teach). See Physical Handling policy for further details.

26. Allegations of abuse against staff, volunteers and supply teachers

Also read: 'Dealing with allegations and low-level concerns policy'.

All school staff, volunteers and supply teachers should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual pupils or parents to be conducted with or in view of other adults. All staff understand that they are employed in a 'position of trust' and that inappropriate behaviour with or towards pupils is unacceptable.

This part of the policy relates to cases of allegations that might indicate that a member of staff, volunteer or supply teacher have met the 'harm threshold' and would pose a risk of harm if they continue to work with pupils in their present position if they have:

- behaved in a way that has harmed a child or may have harmed a child.
- possibly committed a criminal offence against or related to a child.
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (known as transferable risk).

If a staff member, volunteer or supply teacher suspect that another adult in school has behaved in the above way, including online they must refer this directly to the headteacher. We also understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the headteacher.

The headteacher on all such occasions will discuss the content of the allegation with the LA Designated Officer (LADO) for Child Protection. The LADO for Ealing is Natalie Cernuda ASV@ealing.gov.uk, 020 8825 8930

If the allegation made to a member of staff concerns the headteacher, the Chair of Governors should be consulted directly, they will consult with the LAs Lead Officer for Child Protection (LADO).

Any cases that result in dismissal or where a person leaves the school's employment due to risk or actual harm to a child will be referred to the Disclosure and Barring Service and the Teacher Regulation Agency where appropriate).

Concerns that do not meet the harm threshold

We promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school are dealt with promptly and appropriately. The Governing Board recognise that some concerns (including online) about the conduct of staff (or other adults working or volunteering in school) do not meet the harm threshold set out above. These concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a pupil, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. Any such concerns will be taken seriously and recorded on a secure spreadsheet. This enables us to identify concerning, problematic or inappropriate behaviour early

and minimise the risk of abuse; ensuring that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with our ethos and values.

27. Safer Recruitment

The headteacher, deputy head, assistant headteachers, HR administrator, SENDCO, Nursery Manager and Childcare manager have received Safer Recruitment training. In addition to these named members of staff, at least one member of the Governing Board will be trained. Appropriate pre-appointment checks, including online social media checks, will be made for all staff and volunteers undertaking regulated activity as per the guidance in part 3 of KCSIE (2024). Each staff selection panel will contain at least one member trained in safer recruitment. See Recruitment and Selection Policy for further details. Records of these checks will be saved on the single-central record (SCR) which is stored electronically on Sentry.

Volunteers in regulated activity will be subject to the same level of scrutiny as employed members of staff. Agency teachers and other contractors will have their suitability vetted and guaranteed by their employer. Where this vetting is verified, visiting teachers and professionals will not be asked to provide a copy of their DBS certificate.

We are alert to transferable risk, where a member of staff or volunteer is involved in an incident outside of school which did not involve children, but which could have an impact on their suitability to work with children. Before appointments are confirmed, social media searches will be conducted for all staff, volunteers and governors.

Where another body provides services or activities separately, using the school premises, the Governing Board will ensure that the body concerned has appropriate policies and procedures in place in regard to safe recruitment and safeguarding pupils. A copy of the organisations child protection policy will be kept on file. If an allegation relating to an incident that happens when an individual or organisation are using the school premises, we will follow these safeguarding procedures, including informing the LADO.

28. Technology, AI, remote education, mobile phones, camera use (including Early Years Foundation Stage)

Appropriate use of technology, including use of AI, mobile phones, which capture photographs or video is essential at Fielding Primary School. The use of mobile phones and other recording devices such as iPads and Surface Pros does not detract from the quality of supervision and care of children.

While in school, practitioners are able to use their personal mobile phone during their break times or when working away from pupils. While working with pupils or in areas where pupils are present phones must be switched off and kept out of the reach of pupils and parents, in a secure area accessible only to staff. All staff are made aware of their duty to follow this procedure. (See acceptable use policy for further information). Personal mobile devices should not be used in EYFS.

Online safety in and out of school

Fielding provides a safe environment, including online in and out of school. This includes the use of online monitoring and filtering systems. These systems comply with DfE filtering and monitoring standards. Where pupils use computers in school, appropriate supervision will be in

place. Online use by pupils and staff is monitored and screened twice weekly, using online monitoring software Securus.

We follow DfE guidance on the safe use of generative AI in education and ensure our filtering and monitoring systems are reviewed regularly to mitigate AI-related risks such as; risks associated with misinformation, disinformation (including fake news), and conspiracy theories, particularly in online space

It is important that all staff who interact with pupils, including online, continue to look out for signs a pupil may be at risk. Any such concerns will be dealt with as per this policy and where appropriate referrals will be made to Children's Services and as required, the police.

Online teaching or any recorded webinars or video clips must follow the following code of conduct:

- any use of online learning tools and systems will be in line with privacy and data protection/GDPR requirements
- no 1:1s, groups only
 - In the case of 1:1 mentoring, a second adult will join the call with video switched off.
- staff and pupils must wear suitable clothing, as must anyone else in the household
- any computers used must be in appropriate areas, for example, not in bedrooms; and the background should be blurred
- the live class must be recorded so that if any issues were to arise, the video can be reviewed
- live classes must be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day
- language must be professional and appropriate, including any family members in the background
- staff must only use platforms provided by Fielding to communicate with pupils, this will be Microsoft Teams
- staff must record, the length, time, date and attendance of any sessions held.

Pupils are not permitted to use mobile phones in school.

29. Preventing radicalisation

We recognise that pupils may be susceptible to radicalisation into terrorism. will Concerns about radicalisation will be addressed as a safeguarding concern as set out in this policy.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils, staff or visitors will always be challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and the Code of Conduct for staff.

When operating this policy, we use the following accepted Governmental definition of extremism which is:

'radicalisation is the process of a person legitimising support or, use of, terrorist violence.'

In addition, we protect our pupils from the risk of radicalisation, by

- Using filters on the internet
- Monitoring internet use
- Vetting staff, visitors and volunteers who come into school to work with the pupil.

The contact details for the Ealing Prevent team are, preventschoolsinfo@ealing.gov.uk or 020 8825 9849.

A voluntary CHANNEL referral can be made via ECIRS, using the Ealing Prevent referral form. Further information can be found at <https://www.egfl.org.uk/services-children/safeguarding/anti-radicalisation-prevent-duty>.

30. Whistleblowing

All staff should be aware of their duty to raise concerns about the attitude and actions of colleagues. (See Whistleblowing policy).

Staff are provided with the contact details of the Chair of Governors, LADO and the NSPCC Whistleblowing Advice Line.

31. Links to other policies

This should be read alongside and in conjunction with other policies regarding the safety and welfare of pupils and these together make up the suite of policies to safeguard and promote the welfare of pupils in this school.

- Ealing Code of Conduct
- Behaviour handbook, including: bullying and physical intervention
- Health and Safety:
- Recruitment and Selection
- Equality Policy and Objectives
- Online Safety Policy and acceptable use policies
- Supporting Medical Needs in School
- Intimate care
- Data protection policy
- Reporting low level concerns, allegations against adults

32. Links to Key Documents and Information -

[Ealing Code of Conduct for staff](#)

[Making a Referral \(ECIRS\)](#)

[Keeping Children Safe in Education](#)

[Working Together to Safeguard Children](#)

[What to do if you are worried a child is being abused](#)

[EGFL – Safeguarding](#)

[Responding to Allegations of Abuse Against Teachers and adults working in schools](#)

[Ealing Thresholds of Need](#)

[Prevent Duty](#)

[Ealing Prevent Toolkit](#)

[NSPCC Whistleblowing Advice Line](#)

[FGM – What to do if you are concerned](#)

33. Supervision and caseload discussion

Once in every half-term period the wider safeguarding team, including: the DSL DDSLs, Attendance Officer, Learning Mentor and SENDCO, will meet to discuss caseloads, referrals and trends in data. These meetings also serve as reflective supervision to protect the emotional wellbeing of DSLs and safeguarding staff.

Section 2

Child Protection and Safeguarding Procedures – Guidance for Staff

1. What is child abuse?

We use the following definitions:

- **Neglect** - the persistent or significant neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or persistent failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.
- **Physical** - physical injury to a child, whether deliberately inflicted or knowingly not prevented, this includes FGM (Female Genital Mutilation)
- **Sexual** - the sexual exploitation of a child or young person for an adult's or another young person's own sexual gratification; the involvement of children or young people in sexual activities of any kind (including exposure to pornography) which they do not understand, to which they are unable to give informed consent or that violate normal family roles.
- **Emotional** - persistent or significant emotional ill-treatment, including witnessing domestic abuse, or rejection, resulting in severe adverse effects on the emotional, physical and/or behavioural development of a child.

All staff are trained to be aware of the following specific safeguarding issues:

- Self-Harm (see Appendix B)
- Private Fostering
- Fabricated or Induced Illness
- Preventing Radicalisation
- FGM
- Child Sexual Exploitation

Radicalisation

Staff should be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or artwork promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others Anti-Western or Anti-British views

2. Reporting to the Designated Safeguarding Lead

Any concern must be discussed with the Designated Safeguarding Lead or a member of the LT in her absence, as soon as possible and at least by the end of the teaching session, concerns should be recorded on 'MyConcern.'

The Designated Safeguarding Lead will plan a course of action as a matter of urgency and ensure that a written record is made. The head will be informed. *If speaking to the DSL will unduly delay*

the process, the member of staff should make a referral to children's services and/or police immediately. If a referral is made without the DSL's knowledge, they should be informed as soon as possible. All concerns, discussions and decisions made, and the reasons for those decisions should be recorded in writing.

The Designated Safeguarding Lead will decide whether, in the best interests of the child, the matter needs to be referred to Children's Services. Ealing's Thresholds of Need Guidance will be consulted. **If there are concerns that the child may be at risk, the school is obliged to make a referral.** Unless there are concerns that one or both of the parents may be the possible abuser (sexual or physical), the parents will be informed immediately. In the case of a disclosure of sexual or physical abuse where a parent is the alleged abuser a conversation between school and children's services will take place as to who is the best agency to inform parents.

The Designated Safeguarding Lead or Head may seek clarification or advice and consult with the Duty Social Worker before a referral is made. No decision to refer a case to Children's Services will be made without the fullest consideration and on appropriate advice. See flow chart, appendix A. **The safety of the child is our first priority.**

Referrals to outside agencies will usually be made by DSL or DDSL, although any adult may raise concerns directly with Children's Services.

Immediate response to the child

It is vital that our actions do not abuse the child further or prejudice further enquiries, for example:

- Listen to the pupil, if you are shocked by what is being said try not to show it
- It is OK to observe bruises but not to ask a child to remove or adjust their clothing to observe them
- If a disclosure is made the pace should be dictated by the pupil without them being pressed for detail by being asked such questions as "what did they do next?" or "where did they touch you?". It is our role to listen not to investigate. Use **TED**
 - Tell me more
 - Explain that to me
 - Describe that/what happened
- Follow up with open questions and prompts such as: "is there anything else you want to tell me?" or "yes?" or "and?"
- Accept what the pupil says. Be careful not to burden them with guilt by asking questions such as "why didn't you tell me before?"
- Do acknowledge how hard it was for them to tell you this
- Don't criticise the perpetrator, this may be someone they love
- **Don't promise confidentiality**, reassure the pupil that they have done the right thing, explain whom you will have to tell (the Designated Safeguarding Lead) and why. It is important that you don't make promises that you cannot keep such as "I'll stay with you all the time" or "it will be alright now".

Recording Information

- Make some brief notes at the time or immediately afterwards; record the date, time, place and context of the disclosure or concern, recording facts and not assumption and interpretation. Notes must be signed and dated, and incidents logged on My Concern', if for any reason this is not available then the 'Reporting a Concern' form should be used. – Appendix C.
- Observed injuries and bruises are to be recorded on the Recording Injuries Diagram and uploaded to MyConcern or on the 'Body Map' tool on MyConcern.
- Note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into "proper terms").

- It is important to keep any original notes and pass them to the Designated Safeguarding Lead.
- All referrals to Children's Services must be sent in written form using the agreed template and followed up by phone call.
- All referrals should be clearly documented on MyConcern, including decision making process.

3. Transfer of Records

When a pupil transfers to another school

If the pupil is subject to a Child Protection or Child in Need Plan their Social Worker will be contacted by the Designated Safeguarding Lead and informed of the transfer. The Designated Safeguarding Lead will also make direct contact with the lead at the new school.

When a pupil changes schools (mid-year or usual transition points), child protection records will be passed on to the Designated Safeguarding Lead at the receiving school, these will be sealed unless there is a current on-going concern. Once the receiving school has confirmed they have received the records, all copies in school will be archived

If a child leaves to an unknown school, the LA Children Missing Education procedures will be followed, and CP records will be kept for 3 years.

When a pupil transfers from another school

A request will be sent to the original school to clarify whether there are child protection concerns. See Appendix F 'File Transfer procedures'.

4.Support

i. Pupils and families

The school recognises that pupils who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school maybe the only stable, secure and predictable element in the lives of pupils at risk.

This school will endeavour to support pupils through:

- The curriculum to encourage self-esteem and self-motivation
- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
- The implementation of school behaviour management policies
- A consistent approach, which recognises and separates the cause of the behaviour from that which the pupil displays.
- Regular liaison with other professionals and agencies who support pupils and their families
- A commitment to develop productive, supportive relationships with parents, whenever it is in the pupil's interests to do so.
- The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

iii. Staff

Receiving a disclosure or observing signs of abuse can be very distressing staff should discuss their feelings with the Designated Safeguarding Lead or other senior member of staff.

Incidents of a child protection nature can affect staff not directly involved, meetings should be used to support staff in this situation. The LA Lead Officer for Child Protection can facilitate such meetings if requested

The class teacher may be asked to attend a Strategy Meeting. They will need to take the completed referral pro-forma, school attendance records and any other information the school may hold. The class teacher may be required to attend a child protection case conference for which they should provide a report in liaison with the Designated Safeguarding Lead. The Designated Safeguarding Lead will be available to support and advise the class teacher.

5. Case Conferences and Core Group Meetings

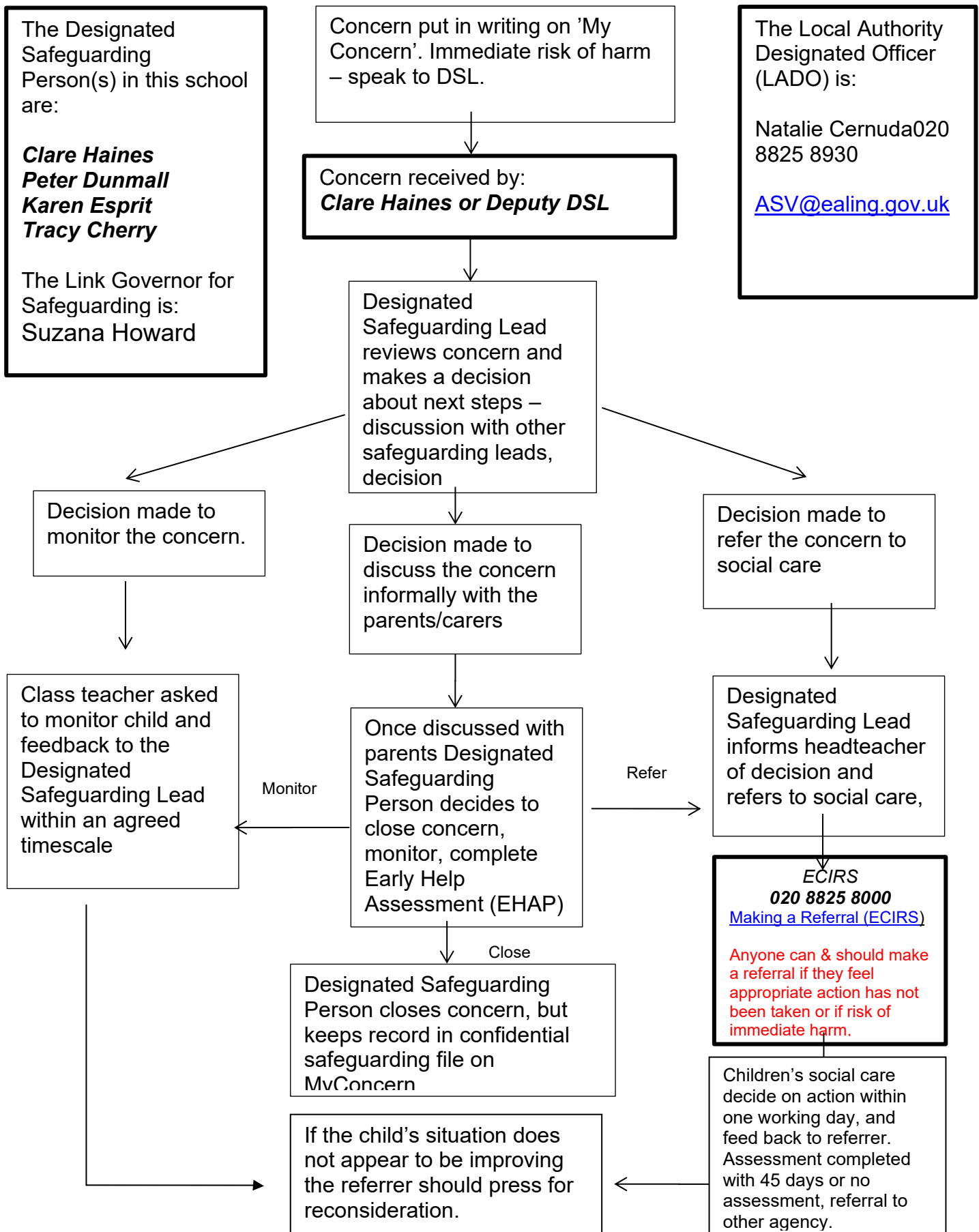
The Designated Safeguarding Lead will liaise with the class teacher to complete a report for Case Conferences. The Ealing Multi-agency report format will be used. The report will be discussed with parents at least three days before the Case Conference. The report will then be securely emailed to Children's Social Care for distribution at the meeting.

It is generally a requirement for the teacher to attend a Child Protection Case Conference. Where possible they will be accompanied by the Designated Safeguarding Lead, but this may not always be possible. During the meeting, the chair will gather all information and assess the risks, all who attend will be asked for their view in respect of registration.

If a child is subject to a child protection plan a Core Group will be agreed. All core group members meet regularly (at least monthly) to monitor the progress the Child Protection Plan and Core Assessment. Attendance at these meetings will be given priority.

Where no registration has taken place pupils may be subject to a Child in Need Plan.

Appendix A – Raising Concerns about a child



Appendix B – Self Harm

Listen, talk to and include the young person throughout the process

Immediate Intervention Flow Chart for _____ School

1. Discover or informed of a self-harm incident

2. Assess the need for urgent action

Does the pupil require immediate medical care?

NO

YES

Heavy bleeding, overdose
OR
unconscious - call 999 for
an ambulance*

3. Are YOU the right person to deal with this incident? Are you the Child Protection (CP) Lead or self-harm designated member of staff?

YES

NO

Contact
your CP
Lead

Reassure the pupil
and decide on best
course of action

Discuss with CP Lead
to determine best
course of action

4. Decide on what is the best course of action based on the young person's injuries and emotional state? Is the young person at imminent danger?

YES

NO

Take the young person to A&E

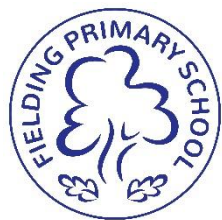
Administer First Aid at school

5. Once the young person is stabilised, both physically & emotionally, you need to gather more information and plan ongoing support.

Refer to the ongoing support guidance

*NICE guidance suggests all cases of children or young people under the age of 16 that attend A&E after harming themselves should be admitted to a paediatric ward for assessment (WLMHT & Ealing Children's Social Care 2013).

Appendix C – Reporting Form (to be used if MyConcern not available)



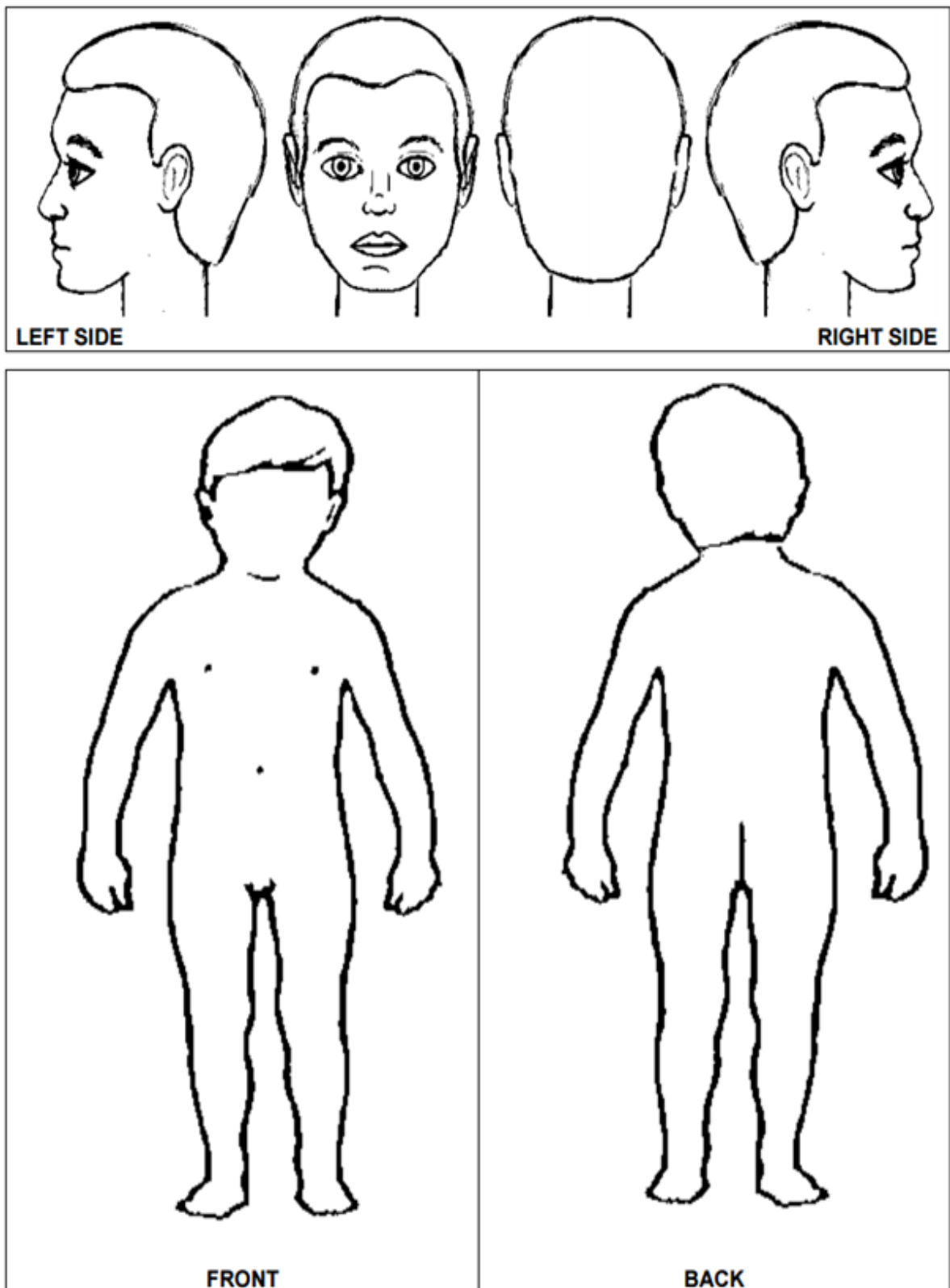
Item number: _____

Child Protection

Initial note of concern/incident report

Section 1: Details of the Child		
Name of Child:		Class:
Sex: Male <input type="checkbox"/> Female <input type="checkbox"/>	Age:	Date of Birth:
Section 2: Your details:		
Your name:	Your position:	Date/time of Incident:
Section 3: Your report:		
Are you reporting your own concerns or responding to concerns raised by someone else?		
<input type="checkbox"/> Responding to my own concerns <input type="checkbox"/> Responding to concerns raised by someone else	If responding to concerns raised by someone else, please provide their name and position within the organisation:	
Please provide details of the incident or concerns you have, including times, dates or other relevant information (such as a description of any injuries / whether you are recording fact, opinion or hearsay):		
The Child/Young person's account, if it can be given, of what has happened and how:		
Please provide details of the person alleged to have caused the incident / injury		
Please provide details of any witnesses to the incident(s):		Signature:
Section 4 – Designated Safeguarding Person:		
Received information date/time:		
Actions:		Signature:

Recording Injuries – Body Map





Safeguarding Advice for Volunteers and Visitors

This leaflet is designed to help parents, carers, volunteers and visitors to our school to understand the expected behaviour around our pupils in order to ensure their safety and wellbeing.

Keeping Pupils Safe

We are committed to promoting the safeguarding and wellbeing of every pupil.

Our aim is to provide a safe and secure environment for our pupils, staff, volunteers and visitors. We appreciate the help that you are able to give us and hope that you enjoy working in our school.

This leaflet contains information that will be helpful. If you need any more information, or have any questions, please do not hesitate to ask.

What are my responsibilities?

As a visitor or volunteer you will be issued with a badge when you sign in, this should be worn at all times. Please remember to sign out before leaving the premises.

Volunteers will be required to sign the volunteer code of conduct. Supply teachers are required to sign our 'Acceptable use Policy' for the use of technology in school.

All supply teachers, regular visitors and volunteers will require a Disclosure and Barring Service Enhanced Clearance. If you do not have one of these then you will be supervised while working with our pupils.

Safeguarding and Child Protection

Our Designated Safeguarding Lead is Clare Haines, Deputy Head. If you are worried about the welfare or treatment of a child during your visit, please inform member of admin team that you wish to speak to the safeguarding lead.

If a child tells you something has happened

If a child tells you something, or you suspect a child is being abused or at risk of being abused tell the class teacher or Mrs Haines immediately.

Stay calm, listen to the child, and keep any questions to a minimum.

Reassure the child they were right to tell, record in the child's own words what has been said. Tell the child that you have to tell someone, act promptly and immediately.

For further information Please see our Child Protection and Safeguarding Policy available from the school office.

Mobile Telephones

While working with pupils or in areas of the school where pupils circulate you are asked not to use your mobile phone. Phones should be switched off and stored safely out of the reach of pupils.

In the event of a fire:

A continuous bell will sound

All classrooms have clearly displayed fire safety procedures.

If you discover a fire or hear the fire alarm:

- Leave by the nearest route (see fire details in classroom)
- Sound the alarm on route
- DO NOT STOP to collect personal belongings
- Close all doors on route
- DO NOT RE-ENTER the building
- Assemble in the designated area

- If you are working with pupils, and it is safe to do so, return them to their muster point via the outside of the building.

In-vacuation:

An intermittent bell will sound

All classrooms have clearly displayed in-vacuation procedures.

- Check Teams for further guidance, this may include:
 - Return to classroom
 - Lock all doors

Preventing Extremism

We have adopted the Government definition of extremism:

“Vocal or active opposition to fundamental British values such as democracy, the rule of law and tolerance of different faiths and beliefs.”

There is no place for extremist views of any kind in school, should you have any concerns please ask to speak to a member of the Leadership Team immediately.

How do I ensure my behaviour is always appropriate?

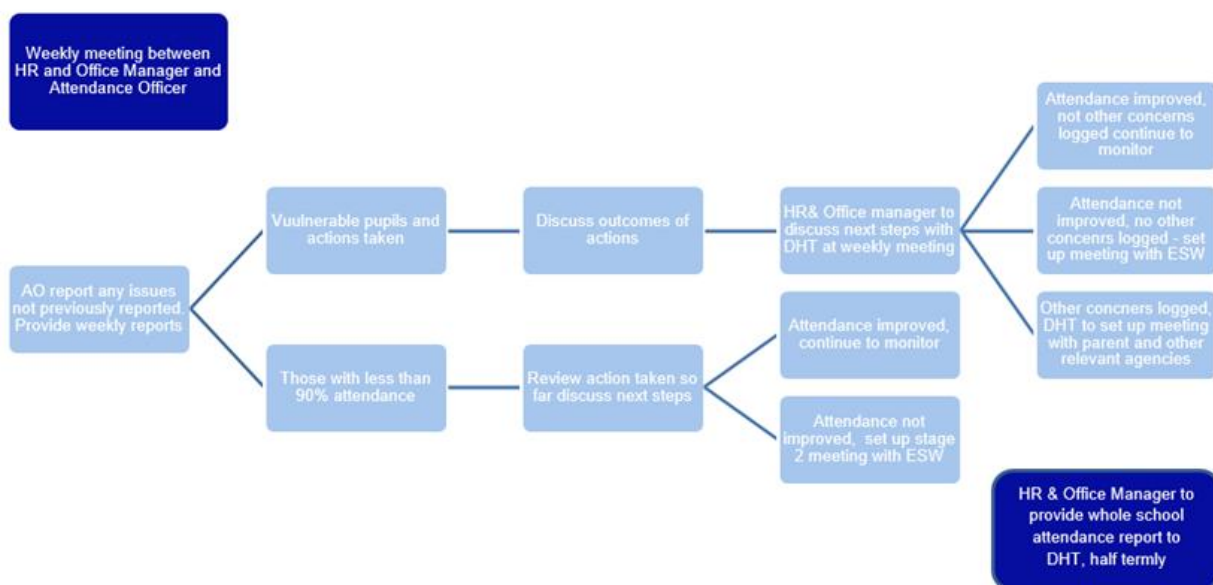
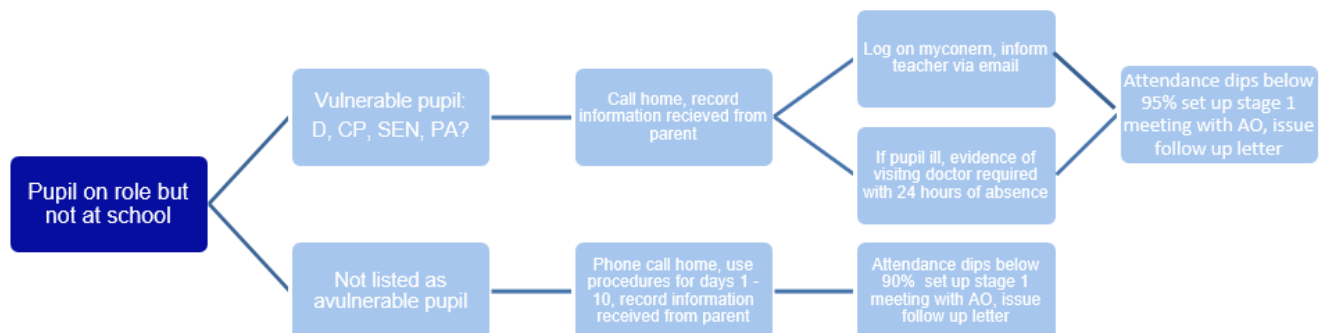
If you are asked to work 1-1 with a child, always keep the door open.

Please do not photograph the pupils.

Any unprofessional contact with pupils may leave you vulnerable to an allegation of abuse being made against you.

This leaflet has been given to you to ensure you understand what is expected of you when you visit Fielding Primary School. If you are unclear about anything in this leaflet, please speak to a member of staff.

Appendix E – Decision Making Flowcharts for Children Missing Education

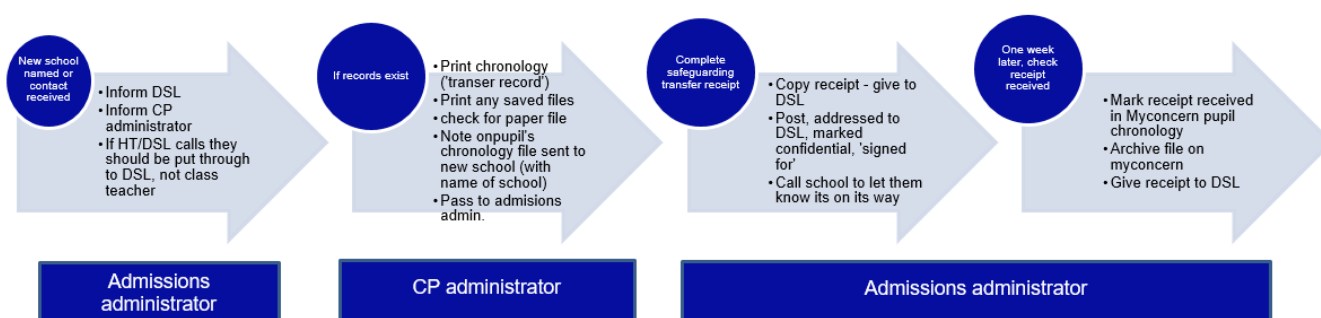


Appendix F – Safeguarding records transfer procedures



Safeguarding records Transfer procedures

Leaver (mid-year or end of Year 6)







Joiner



Appendix G – Quick Reference Guide for Nursery staff and caterers

	Safeguarding prompt sheet ISS
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<p>Name of DSL: Clare Haines (Deputy head)</p> <p>Deputy DSL: Peter Dunmall (Head)</p> <p>Tracy Cherry (Nursery manager)</p> <p>Karen <u>Esprit</u>(Childcare manger)</p> <p>Ealing Children's Services (ECIRS):</p> <p>020 8825 8000</p> <p>Safeguarding policy:</p> <p>https://www.fieldingprimary.com/policies/</p>	<p>Signs of abuse:</p> <ul style="list-style-type: none">• Significant changes in behaviour• Deterioration in well being• Unexplained bruising or small marks• Comments made by children which cause concern• Role play by children that cause concern• Sexualised behaviour/language• Signs of neglect including not having the correct clothing/shoes• Children watching or viewing things on the internet or other media that are not age appropriate.		
<p>If a child makes a disclosure about abuse you must:</p> <ul style="list-style-type: none">• Listen• Record• Tell <p>Listen: Use open questions (TED)</p> <ul style="list-style-type: none">• Tell me more• Explain that to me• Describe what happened <p>Record: on Initial note of concern form (yourself)</p> <p>Tell: Clare, Pete, Tracy or Karen</p>	<p>If you have concerns about a member of staff:</p> <ul style="list-style-type: none">• You must tell Pete, unless it is about Pete and then contact the Chair of Governors.• You can use the whistle blowing policy• You can contact the LADO: asv@ealing.gov.uk 020 8825 8930		
<p>Specific safeguarding concerns you should be alert to</p> <ul style="list-style-type: none">• FGM (Female Genital Mutilation): if you have concerns that a child may have been cut or about to be cut you must inform a DSL immediately• Peer on peer abuse: including inappropriate touching, bullying• Domestic violence or substance misuse in the home• Serious violence: perhaps an older sibling or parent is involved in serious violence – signs of this unexplained injuries, gifts, absence from school			
			
Clare Haines	Peter Dunmall	Karen Esprit	Tracey Cherry



Safeguarding prompt sheet

Nursery

<p>Name of DSL: Clare Haines</p> <p>Deputy DSL: Peter Dunmall Tracy Cherry Karen Esprit</p> <p>Ealing Children's Services (ECIRS): 020 8825 8000</p> <p>Safeguarding policy: https://www.fieldingprimary.com/policies/</p>	<p>Signs of abuse:</p> <ul style="list-style-type: none">• Significant changes in behaviour• Deterioration in well being• Unexplained bruising or small marks• Comments made by children which cause concern• Role play by children that cause concern• Sexualised behaviour/language• Signs of neglect including not having the correct clothing/shoes• Children watching or viewing things on the internet or other media that are not age appropriate.
<p>If a child makes a disclosure about <u>abuse</u> you must:</p> <ul style="list-style-type: none">• Listen• Record• Tell <p>Listen: Use open questions (TED)</p> <ul style="list-style-type: none">• Tell me more• Explain that to me• Describe what happened <p>Record: on MyConcern (yourself) https://www.myconcern.education/</p> <p>Tell: Tracy</p> <p>If the DSLs are not on the premises and you have immediate concerns, you must call ECIRS or the police (out of hours)</p>	<p>If you have concerns about another member of staff:</p> <ul style="list-style-type: none">• You must tell <u>Pete</u>, <u>unless</u> it is about Pete and then contact the Chair of Governors.• You can use the whistle blowing policy• You can contact the LADO: Maggie Scarlett asv@ealing.gov.uk 020 8825 8930
<p>Specific safeguarding concerns you should be alert to</p> <ul style="list-style-type: none">• Online safety: Many 3- and 4-year-olds have access to a tablet or smart phone. Most know how to access YouTube and other online websites.<ul style="list-style-type: none">◦ Risks: Viewing inappropriate material, grooming, radicalisation• FGM (Female Genital Mutilation): if you have concerns that a child may have been cut or about to be cut you must inform a DSL immediately (teachers' duty to report to police)• Peer on peer abuse: including inappropriate touching, bullying• Domestic violence or substance misuse in the home• <u>Serious</u> violence: perhaps an older sibling or parent is involved in serious violence – signs of this unexplained injuries, gifts, absence from school	

Appendix H: Child on child Sexual violence and harassment risk assessment

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS
<p>Details of the incident</p> <p>Record details of the incident from the point of view of both children</p>	<ul style="list-style-type: none"> • How serious is the incident? Was it a crime? • Do we need to make arrangements to limit contact between the children involved? (If the allegation relates to rape, assault by penetration, or sexual assault, the answer is automatically yes) • How did the school find out about it? Was it reported directly or by someone else with knowledge of the incident? 			<p>Use this column to record additional information that may be relevant</p> <p>For example, previous, unrelated behaviour incidents</p>	
Social risks	<ul style="list-style-type: none"> • Do the children share a peer group? Are people in their friend group likely to take sides? • Do they both attend your school? • Do other people know about the incident? Do those people understand: <ul style="list-style-type: none"> ○ Who they can talk to if they have concerns about the people involved, or about their own safety and wellbeing ○ The importance of confidentiality ○ If, and how, they may need to be involved in any further investigations • Are they likely to be the subject of gossip, bullying or further harassment? • Have there been previous incidents of sexually inappropriate behaviour within their peer group(s)? • Do they risk being alienated from their friend group(s) as a result of this incident? 				

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS
Physical risks	<ul style="list-style-type: none"> • Do they feel, or continue to feel, physically threatened by the other child? • Do you have reason to believe they pose a continued risk to the safety and wellbeing of the victim, or other pupils and staff? • Are they at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers) • Do they share classes/break times/etc.? • Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school? How can such contact be limited? 				
Environmental risks	<ul style="list-style-type: none"> • Do they live in a home where violence or abuse has occurred? • Do they live in or near an area or location known to police to be high risk for sexual harassment or assault? • Are they active on social media? If so, how? Do they know how to protect themselves from online grooming? • What activities do they take part in outside of school? • Are parents clear about: <ul style="list-style-type: none"> ○ How the school (and partner agencies) are handling the incident? ○ Confidentiality? ○ The conduct expected of them while an investigation is ongoing? 				

DATE	UPDATES MADE	REASONS FOR UPDATES	UPDATES MADE BY
	E.g, "Updated lunchtime arrangements"	E.g, "Feedback from Child A"	

Appendix I – Sexual violence, flow chart

PART FOUR: RESPONSE TO REPORTS

Summary of responses

Definitions

Sexual Violence
Rape
Assault by penetration
Sexual assault

Sexual Harassment
Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment

Record-keeping
Remember, to record all concerns, discussions, decisions and reasons for decisions.

REPORT RECEIVED
(from the victim or third-party)
[Onsite, offsite or online]

Victim reassured

- taken seriously and kept safe
- confidentiality not promised
- listen to victim, non-judgementally
- record the disclosure (facts as reported)
- two staff present (one being the DSL, or reported to DSL as soon as possible)
- victim sensitively informed about referral to other agencies
- if victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see 'Sexual Violence and Sexual Harassment' paragraph 43)
- parents of victim informed

Anonymity
Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst pupils in the school.

Considerations
(Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours)
Immediately: Consider how to support the victim and the alleged perpetrator

- wishes of the victim
- nature of the alleged incident
- ages of the children
- development stage of the child
- any power imbalance
- one-off, or part of a pattern of behaviour
- any ongoing risks
- other related issues and wider context

MANAGE INTERNALLY
One-off incidents which the school believes that the child(ren) are not in need of early help or statutory intervention, which would be appropriate to deal with internally under the school's behaviour policy or anti-bullying policy.

EARLY HELP
Non-violent Harmful Sexual Behaviours
(see Harmful Sexual Behaviours Framework (NSPCC) and the Brook Traffic Light Tool)

REFER TO SOCIAL CARE
All incidents where a child has been harmed, is at risk of harm or is in immediate danger.
Social Care staff will decide next steps. Be ready to escalate if necessary.

REFER TO POLICE
All incidents of rape, assault by penetration or sexual assault.
Discuss next steps with police, for example, disclosing information to other staff, informing alleged perpetrator and their parents.

RISK ASSESSMENT
Case-by-case basis

RISK ASSESSMENT
Immediately

Do not wait for outcome of referral before protecting victim.

Emphasis on victim being able to continue normal routines.

Alleged perpetrator removed from any classes with victim (also consider shared spaces and journey to/from school)
[Not a judgement of guilt]

SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR
(see separate page)

SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR
(see separate page)

DISCIPLINARY MEASURES TAKEN
(see school's Behaviour Policy/Anti-bullying Policy)

DISCIPLINARY MEASURES TAKEN
(may be undertaken based on balance of probabilities, unless prejudicial or unreasonable)

Ensure actions do not jeopardise the investigation
School to work closely with police and/or other agencies

CRIMINAL PROCESS ENDS

- ▶ **Conviction or Caution:** follow behaviour policy, consider Permanent Exclusion. If pupil remains in school, make clear expectations; keep victim and perpetrator apart. Consider victim's wishes.
- ▶ **Not Guilty:** Support victim and alleged perpetrator
- ▶ **No Further Action:** Support victim and alleged perpetrator

Source:
Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2018)

SVSH Flow Chart for Schools 2018 v.1.1

Appendix J: Categorising sexual harassment and violence and related inappropriate sexual behaviour.

Our categories:

Socially inappropriate touching	Concerning Sexual behaviour targeted towards others	Sexual Harassment
Behaviour that is socially unacceptable. e.g. touching another's genitals, breast or bottom. Exposing own genitals, breasts or bottom. (Could be age-appropriate 'Green Behaviours') <i>Record on Bromcom</i>	Problematic sexual behaviour Behaviour that causes concern Record on <i>Bromcom</i> and <i>MyConcern</i>	Behaviours that cause harm. Abusive sexual behaviour, imbalance of power. Touching, with intent jokes, taunting. Sexual remarks about clothes or appearance (online or off-line) Sexual name calling. <i>Record on Bromcom and MyConcern</i>

Reference tools

Brook Traffic Light Tool (for use by those professionals who have received training)

GREEN LIGHT BEHAVIOURS ARE SEXUAL BEHAVIOURS THAT ARE TYPICAL AND DEVELOPMENTALLY APPROPRIATE. EXPRESSING SEXUALITY THROUGH SEXUAL BEHAVIOUR IS NATURAL, HEALTHY AND A PART OF GROWING UP.

ORANGE LIGHT BEHAVIOURS ARE SEXUAL BEHAVIOURS WHICH CAUSE CONCERN.

RED LIGHT BEHAVIOURS ARE SEXUAL BEHAVIOURS WHICH INDICATE OR CAUSE HARM.

NSPCC Harmful sexual behaviour (Hackett 2010)

[Responding to children who display sexualised behaviour \(nspcc.org.uk\)](https://www.nspcc.org.uk/keeping-children-safe/sexual-behaviour-issues/)

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> • Developmentally expected • Socially acceptable • Consensual, mutual, reciprocal • Shared decision making 	<ul style="list-style-type: none"> • Single instances of inappropriate sexual behaviour • Socially acceptable behaviour within peer group • Context for behaviour may be inappropriate • Generally consensual and reciprocal 	<ul style="list-style-type: none"> • Problematic and concerning behaviours • Developmentally unusual and socially unexpected • No overt elements of victimisation • Consent issues may be unclear • May lack reciprocity or equal power • May include levels of compulsivity 	<ul style="list-style-type: none"> • Victimising intent or outcome • Includes misuse of power • Coercion and force to ensure victim compliance • Intrusive • Informed consent lacking, or not able to be freely given by victim • May include elements of expressive violence 	<ul style="list-style-type: none"> • Physically violent sexual abuse • Highly intrusive • Instrumental violence which is physiologically and/or sexually arousing to the perpetrator • Sadism

Ref: <https://www.stopitnow.org.uk/resources/>

Identifying the behaviour of children under 5 years old

We have used a traffic light framework to help you in identifying if a behaviour is GREEN, AMBER or RED



These are natural and expected behaviours

This doesn't mean that you would want these behaviours to continue, but they do provide an opportunity to talk, teach, explain about what is appropriate.

- Attempting to touch or curiosity about other children's genitals
- Attempting to touch or curiosity about breasts, bottoms or genitals of adults
- Role play games e.g. mummies and daddies, doctors and nurses
- Interest in body parts and what they do
- Touches/ rubs own genitals when nappy is being changed, when going to sleep, when tense, excited or afraid
- Explores differences between males and females, boys and girls
- Asks about the genitals, breasts, babies
- Has erections
- Likes to be naked
- Interested in watching people doing bathroom functions
- Interested in having / bathing a baby
- Puts something in the genitals or rectum for curiosity or exploration



These can be of concern and have the potential to be outside safe and healthy behaviours if they persist

They require a response from a protective adult, extra support and close monitoring.

- Continues to touch/rub genitals in public after being told many times not to do so
- Continuous questions about genital differences after all questions have been answered
- Touches the genitals, breasts of adults not in the family and asks to be touched
- Interest in watching bathroom functions does not wane
- Puts something in genitals or rectum of self or other frequently or after being told 'no'
- Rubbing up against other children with clothes off or on
- Pulling other children's pants down/ skirts up/trousers down against their will



These are outside healthy and safe behaviours

These behaviours can signal a need for immediate protection and support from a childcare professional, e.g. health visitor, GP or social worker. As a first step the Stop It Now! helpline is one place you could go for advice and guidance. Call 0808 1000 900.

- Touches/rubs self in public or in private to the exclusion of normal childhood activities
- Plays male or female roles in an angry, sad or aggressive manner
- Expresses fear and/or disgust of own or opposite gender
- Sneakily touches adults' private parts
- Uses coercion or force in role play games with other children
- Persists in putting something in own or another child's genitals or rectum, even if painful
- Simulated or real intercourse without clothes or engages in oral sex
- Doing any of the above in secret

Responding to observed behaviour of children under 5 years old

Below we have provided some examples of scenarios that fall under the Green, Amber and Red categories of behaviour. We have also provided some suggestions on how to respond to these behaviours. These have been provided as a guide, and it is important to remember, that even if a behaviour falls under the Green category, this doesn't mean that the behaviour should be encouraged. Each behaviour offers an opportunity to talk with children about keeping themselves and others safe and to let them know that you are someone who will listen. It is important to respond calmly.



A 3 year old boy and a 3 year old girl are found playing in the wendy house in the garden, and are showing each other their underwear.

Responding to this behaviour:

- Explain that there are parts of the body that are private
- Distract them by removing them from the situation and suggesting an alternative activity



A 4 year old boy and a 4 year old girl are found lying on the bedroom floor together, with the boy lying on top of the girl. They are clothed and the girl says they were playing 'mummies and daddies'. This is the first time either have been found to be engaging in behaviour like this.

Responding to this behaviour:

- Describe the unwanted behaviour clearly
- Explain to the children that this behaviour is not OK
- Distract them by removing them from the situation and suggesting an alternative activity



A four year old boy regularly tries to coerce other children to touch his genitals whilst playing, demanding in an aggressive way that they touch his private parts. He is also frequently found rubbing his own genitals to the point at which it is painful for him.

Responding to this behaviour:

- Describe his behaviour clearly to him
- Point out that his behaviour is not acceptable and is impacting on others
- Prohibit the behaviour
- Call the Stop It Now! helpline on 0808 1000 900 for advice and guidance
- Consider seeking advice and support from a childcare professional, e.g. GP, health visitor or social worker

Identifying the behaviour of children aged between 5-11 years

We have used a traffic light framework to help you in identifying if a behaviour is GREEN, AMBER or RED



These are natural and expected behaviours

This doesn't mean that you would want these behaviours to continue, but they do provide an opportunity to talk, teach, explain about what is appropriate.

- Increased sense of privacy about their body
- Body touching and holding own genitals
- Masturbation, usually with awareness of privacy
- Curiosity about other children's genitals involving looking at and/or touching the bodies of familiar children
- Curiosity about sexuality e.g. questions about babies, gender, relationships, sexual activity
- Telling stories or asking questions using swear words, 'toilet' words or names for private parts
- Use of mobile phones and Internet in relationships with known peers



These can be of concern and have the potential to be outside safe and healthy behaviours if they persist

They require a response from a protective adult, extra support and close monitoring.

- Self masturbation in preference to other activities, whether in private or in public or with peers, and/or causing self injury
- Explicit talk, art or play of sexual nature
- Persistent questions about sexuality despite being answered
- Persistent nudity and/or exposing private parts in presence of others
- Persistently watching or following others to look at or touch them
- Pulling other children's pants down or skirts up against their will
- Persistently mimicking sexual flirting behaviour too advanced for age, with other children or adults
- Touching genitals/private parts of animals
- Covert/secret use of mobile phone and Internet with known and unknown people which may include giving out identifying details
- Attempts to do any of the above in secret



These are outside healthy and safe behaviours

These behaviours can signal a need for immediate protection and support from a childcare professional, e.g. GP or social worker. As a first step the Stop It Now! helpline is one place you could go for advice and guidance. Call 0808 1000 900.

- Compulsive masturbation to the point of self harm or seeking an audience
- Disclosure of sexual abuse
- Persistent bullying involving sexual aggression
- Simulation of, or participation in, sexual activities, including sexual behaviour with younger or less able children, e.g. oral sex, sexual intercourse
- Accessing the rooms of sleeping children to touch or engage in sexual activity
- Presence of a sexually transmitted infection
- Any sexual activity with animals
- Use of mobile phones and Internet for sending or receiving sexual images

Responding to observed behaviour of children aged 5-11 years

Below we have provided some examples of scenarios that fall under the Green, Amber and Red categories of behaviour. We have also provided some suggestions on how to respond to these behaviours. These have been provided as a guide, and it is important to remember that, even if a behaviour falls under the Green category, this doesn't mean that the behaviour should be encouraged. Each behaviour offers an opportunity to talk with children about keeping themselves and others safe and to let them know that you are someone who will listen. It is important to respond calmly.



A 9 year old boy who, whilst reading, puts his hand in and out of his underpants when there are other people present in the room.

Responding to this behaviour:

- Describe the unwanted behaviour clearly
- Explain that there is a time and a place for touching private parts of the body
- Distract him by removing him from the situation



During outside playtime, a 9 year old boy asks two girls aged 5 and 6 years old if they would 'sex' with him and show their 'boobs' to him.

Responding to this behaviour:

- Describe their behaviour clearly
- Remind the children what is appropriate behaviour and that some parts of the body are to remain private
- Explain to the children that the boy's behaviour is not OK and discuss how the girls could respond
- Distract by removing them from the situation



An 8 year old girl prevents a 5 year girl from leaving her bedroom, pulls down her knickers and also shows her private parts to her. The younger girl is frightened. The 8 year old has been heard using sexual language.

Responding to this behaviour:

- Describe her behaviour clearly
- Point out that her behaviour is not acceptable and is impacting on others
- Prohibit the behaviour
- Consider seeking advice and support from a childcare professional, e.g. GP, health visitor or social worker
- Call the Stop It Now! helpline on 0808 1000 900 for advice and guidance

Further information on how to protect children from sexual harm and abuse is available at: stopitnow.org.uk If you are ever in doubt, please seek advice and guidance from the Stop It Now! helpline on 0808 1000 900. For further information on sexual