



Child Protection and Safeguarding Policy

September 2026

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Key Contacts

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Deputy Designated Safeguarding Leads	Peter Dunmall (Head teacher) Tracy Cherry Karen Esprit	As staff handbook (mobile) 020 8567 9524 (school)	admin@fielding.ealing.sch.uk tcherry.307@lgflmail.org kesprit1.307@lgflmail.org
Headteacher	As above		
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Ealing Safeguarding Children Partnership	http://www.ealingscp.org.uk/		
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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

Fielding Primary School is committed to safeguarding and promoting the welfare of all children. Safeguarding and promoting the welfare of children is everyone's responsibility. All staff, governors, volunteers, contractors and visitors have a role to play in protecting children from harm and promoting their welfare.

We recognise that:

- children can be abused, neglected, exploited or harmed by adults and other children
- safeguarding incidents can occur inside and outside school, at home, in the community and online
- children may not always feel ready or able to tell someone they are being harmed
- safeguarding concerns are rarely standalone events and often involve multiple overlapping issues
- all staff should maintain an attitude of: "It could happen here."

The welfare of the child is our paramount concern and all decisions will be made in the child's best interests.

This policy should be read alongside:

- KCSIE 2026
- Working Together to Safeguard Children
- Behaviour Policy
- Staff Code of Conduct
- Online Safety Policy
- Allegations and Low-Level Concerns Policy
- Recruitment and Selection Policy

2. Aims

This policy aims to:

- protect pupils from maltreatment
- prevent impairment of children's mental and physical health or development
- ensure children grow up in circumstances consistent with safe and effective care
- promote educational outcomes through safeguarding practice
- provide effective systems for identifying and responding to concerns
- support early identification and intervention
- ensure children feel safe, listened to and supported
- maintain a culture of vigilance throughout the school

3. Safeguarding Culture

Fielding Primary School promotes a whole-school approach to safeguarding.

Safeguarding underpins all aspects of school life including:

- leadership
- curriculum
- behaviour
- attendance
- SEND provision
- online safety

- recruitment
- staff development
- wellbeing support

Children are encouraged and supported to speak to trusted adults if they have concerns. Systems for reporting concerns are well-publicised, accessible and regularly promoted.

4. Roles and Responsibilities

The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads

The Designated Safeguarding Lead (DSL) is **Clare Haines**.

The Deputy Designated Safeguarding Leads are **Peter Dunmall**, **Karen Esprit**, **Tracy Cherry**

The Designated Safeguarding Lead for activities outside the school day (extended provision) is **Karen Esprit**, and for the Nursery, **Tracy Cherry**

The named Safeguarding Governor is **Frank Hardy**.

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.

Governing Board

The Governing Board will:

- ensure safeguarding arrangements comply with statutory guidance
- appoint a suitably trained DSL and deputy DSLs
- appoint a safeguarding governor
- ensure safeguarding is embedded across school systems
- ensure effective filtering and monitoring arrangements are in place
- review safeguarding arrangements annually
- receive safeguarding and child protection training on induction and regular updates thereafter
- provide strategic challenge and support

Headteacher

The Headteacher will:

- ensure safeguarding remains a school priority
- support the DSL in fulfilling their duties
- ensure policies and procedures are implemented effectively
- manage allegations against adults working in school
- oversee safer recruitment practices
- maintain the Single Central Record

Designated Safeguarding Lead

The DSL has lead responsibility for safeguarding and child protection.

The DSL will:

- manage safeguarding referrals
- support staff with safeguarding concerns
- oversee safeguarding records
- work with safeguarding partners and external agencies
- promote educational outcomes for vulnerable pupils
- oversee online safety and filtering/monitoring arrangements
- act as Key Adult for Operation Encompass
- ensure safeguarding training is delivered and updated

- support staff wellbeing when managing safeguarding concerns
- ensure safeguarding files are transferred promptly when children move schools and that safeguarding records are maintained in accordance with data protection requirements

Deputy DSLs are trained to the same standard and carry out safeguarding duties when required.

All Staff

All staff:

- are responsible for safeguarding children
- must read at least Part One of KCSIE 2026
- must report concerns immediately
- must not assume another person has taken action
- must maintain professional curiosity
- must act in the best interests of the child

5. Children's wishes & Feelings

When determining what action to take, the school will take account of the child's wishes and feelings wherever possible.

Children are supported to share concerns through:

- trusted adults
- class worry boxes
- online reporting systems
- learning mentor support
- pastoral support systems
- curriculum opportunities
- termly safeguarding assemblies and safeguarding awareness activities

Children will be reassured that safeguarding concerns are taken seriously.

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

6. Reporting Concerns

Any member of staff who has concerns about a child must:

1. Act immediately. **If a child is at immediate risk of harm, the DSL/DDSL must be contacted immediately. A referral to Children's Social Care and/or the Police must be made without delay.**
2. Record concerns on MyConcern.

The absence of the DSL must never delay action. If the DSL is unavailable, all adults in school are provided with guidance on how to contact ECIRS to make a referral.

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.

7. Early Help and Family Help

The school recognises the value of providing support at the earliest opportunity.

Staff should be alert to children who may benefit from:

- universal services
- community-based early help
- targeted Family Help
- statutory intervention

The school will work with families and partner agencies to provide support before concerns escalate wherever possible. 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

Where concerns increase or support is ineffective, referrals to Children's Social Care will be made without delay.

8. 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.

9. Information Sharing and Confidentiality

Effective safeguarding depends upon timely information sharing.

The school recognises that:

Data protection legislation does not prevent the sharing of information for safeguarding purposes. Information will be shared lawfully, proportionately and in the best interests of children.

Fears about sharing information must never prevent action being taken to safeguard a child.

Child protection information will only be shared with those who need to know.

Working with 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, unless this would put the pupil at further risk of harm. In this case a discussion will take place with children's services about how the parents will be told. This policy is available to all parents on the school website. Printed copies can be requested from the school office.

10. Vulnerable Children

Any child may be vulnerable to abuse or neglect.

Particular consideration is given to children who:

- have SEND
- have disabilities
- have medical conditions
- have a social worker
- have previously had a social worker
- are looked after or previously looked after
- are young carers
- experience poor mental health
- are absent from education
- are vulnerable to exploitation
- are affected by domestic abuse

Children with SEND, Disabilities and Medical Conditions

Children with SEND, disabilities and medical conditions may face additional safeguarding challenges.

These can include:

- communication barriers
- increased dependency upon adults
- greater vulnerability to bullying or exploitation
- difficulty recognising abuse
- assumptions that indicators of abuse relate solely to disability or medical need
- difficulty reporting concerns

Staff remain alert to these additional risks.

Safeguarding concerns may also arise where a child's medical needs are repeatedly not met or essential medication is not provided.

Children with a Social Worker

Children who currently have, or have previously had, a social worker may be at increased risk of harm and educational disadvantage.

The DSL will ensure this information is taken into account when making safeguarding and welfare decisions.

The DSL 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 or child in need plan.

Looked After and Previously Looked After Children

The designated teacher works alongside the DSL, Virtual School and external agencies to promote the educational achievement, welfare and safeguarding of looked after and previously looked after children.

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.

Young Carers

The school recognises that young carers may experience additional pressures affecting attendance, wellbeing, behaviour and attainment.

Appropriate support will be provided where needs are identified.

11. Mental Health

The school recognises the important link between safeguarding and mental health.

Mental health concerns may:

- indicate abuse, neglect or exploitation
- increase vulnerability
- require safeguarding intervention

Concerns relating to mental health will be considered through safeguarding procedures where appropriate.

Pupils' mental health is supported through our universal offer of MindUP and targeted support through our mental health provision continuum.

12. Child-on-Child Abuse

We recognise that children can abuse other children 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.

Child-on-child abuse can occur:

- within school
- outside school
- online

The school maintains a zero-tolerance approach.

Child-on-child abuse may include:

- bullying
- prejudice-based bullying
- cyberbullying
- physical abuse
- sexual harassment
- sexual violence
- harmful sexual behaviour
- abuse within intimate relationships
- initiation or hazing behaviour
- sharing nudes or semi-nudes including AI-generated images
- online abuse

The school recognises that abuse may be taking place even where there are no reports.

Children are encouraged and supported to report concerns.

All allegations will be recorded, risk assessed and managed appropriately.

Support will be provided to:

- victims
- alleged perpetrators

- other affected children

When considering incidents of harmful sexual behaviour between children trained safeguarding staff will use the Brook Traffic Light Tool and/or Hackett's Continuum of Harmful Sexual Behaviour.

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.

13. Serious Violence

The school recognises that serious violence can have a significant impact on the safety, wellbeing and educational outcomes of children. Staff are trained to identify indicators that a child may be at risk of, or involved in, serious violence, including criminal exploitation, county lines activity, gang involvement or carrying a weapon. Concerns relating to serious violence, including expressed intent to carry or use a weapon, will be treated as safeguarding concerns and reported immediately to the Designated Safeguarding Lead (DSL). The DSL will assess risk, implement appropriate support and safety planning, and work with relevant agencies, including Children's Services and the Police, where required. Through our curriculum, pastoral support and positive relationships, we aim to develop pupils' resilience, emotional wellbeing, conflict resolution skills and understanding of healthy and respectful relationships.

14. Online Safety

Online safety forms an integral part of safeguarding.

The school addresses risks relating to:

Content

Exposure to harmful, illegal or inappropriate content.

Contact

Harmful interactions with adults, peers or AI systems.

Conduct

Online behaviour that causes harm.

Commerce

Scams, gambling, phishing and financial exploitation.

The school:

- maintains filtering and monitoring systems LGFL web filtering and Securus
- reviews filtering and monitoring arrangements annually
- records reviews and actions taken
- teaches online safety through the curriculum
- follows DfE guidance on AI
- trains staff on emerging risks including AI-generated content, deepfakes and misinformation

Fielding operates as a mobile phone-free environment for pupils.

15. Domestic Abuse and Operation Encompass

The school recognises the significant impact domestic abuse can have on children.

We participate in Operation Encompass and receive notifications regarding domestic abuse incidents affecting pupils.

The DSL, acting as Key Adult, will ensure information is managed appropriately and support is put in place for affected children.

16. Children Missing Education and Attendance

The school recognises that attendance may be affected by safeguarding concerns and therefore poor attendance will not be viewed solely as a behavioural issue, but will always be considered through a safeguarding lens

Attendance concerns will always be considered through a safeguarding lens.

This is particularly important for children who:

- have a social worker
- are vulnerable
- are at risk of exploitation
- experience repeated absences
- are subject to suspension or exclusion

The school follows all statutory attendance and children missing education guidance. The attendance administrator is part of the wider safeguarding team and attends the half-termly safeguarding supervision and case discussion meetings. In addition the DSL and attendance administrator meet half termly to monitor attendance.

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.

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.

17. Preventing Radicalisation

The school recognises its duties under the Prevent Duty.

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

Concerns relating to radicalisation will be treated as safeguarding concerns.

Staff receive regular training to help identify vulnerability to radicalisation and know how to respond appropriately.

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 for 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>.

18. Gender Questioning Children

The school follows current DfE guidance relating to children who are questioning their gender.

The school will not initiate social transition.

Requests for support will be considered individually, taking account of:

- safeguarding
- the child's best interests

- the rights and welfare of other children
- parental views
- professional advice where required

Parents will normally be involved unless doing so would place the child at risk of significant harm. Decisions will be recorded and reviewed regularly.

19. Allegations Against Adults

The school follows KCSIE Part Four and the Local Authority Allegations and Low-Level Concerns Policy.

Concerns about adults working in school will be managed promptly and appropriately.

Where required, concerns will be referred to:

- the LADO
- the Disclosure and Barring Service
- the Teaching Regulation Agency

The school promotes an open and transparent safeguarding culture. All staff are trained how to use our online staff safeguarding platform to report concerns about adults working in school.

20. Whistleblowing

All staff should feel able to raise concerns about poor or unsafe safeguarding practice.

Concerns should normally be raised through school procedures.

Where necessary, staff may also use external whistleblowing routes, including the NSPCC Whistleblowing Advice Line.

21. Safer Recruitment

The school follows safer recruitment procedures in accordance with KCSIE.

This includes:

- identity checks
- references
- qualification verification
- online searches
- DBS checks
- barred list checks where required
- right to work checks

Volunteers undertaking regulated activity will be subject to the same safeguarding checks as employees.

The HR administrator and all members of the senior leadership team have completed safer recruitment training.

22. Use of School Premises by External Organisations

Where external organisations use school premises, the school will seek assurance that appropriate safeguarding arrangements are in place.

Safeguarding requirements will be included within hiring and usage agreements.

23. Training

All staff & volunteers receive safeguarding and child protection training at induction.

Staff complete safeguarding update training annually.

DSLs undertake training at least every two years and receive regular safeguarding updates to keep their knowledge current.

Governors receive safeguarding training on induction and regular updates.

Training on Specific Safeguarding Issues:

All staff will read Part 1 of KCSIE.

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

In addition staff complete termly training about specific forms of abuse and safeguarding issues. Focusing on one of the specific areas of safeguarding from KCSIE Annex A (pg 155). Staff also take part in weekly scenario discussions that are drawn from examples in school or that are topical.

24. Record Keeping and Transfer of Records

Safeguarding records are stored electronically on Myconcern for pupils and 'Staff Safeguarding' for adults.

All safeguarding records will be:

- accurate
- factual
- timely
- secure

Records will include:

- a summary of concerns
- decisions made
- actions taken
- outcomes

When pupils move schools:

Child protection files will be transferred securely (preferably electronically) within five school days of an in-year transfer or within the first five school days of a new term. Confirmation of receipt will be obtained.

25. 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 serves as reflective supervision to protect the emotional wellbeing of DSLs and safeguarding staff.

26. Monitoring and Review

This policy will be reviewed annually by the Governing Board or sooner where:

- statutory guidance changes
- local safeguarding arrangements change
- lessons are learned from safeguarding incidents or reviews

Section 2

Child Protection and Safeguarding Procedures – Guidance for Staff

Receiving a disclosure

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

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**
 - **T**ell me more
 - **E**xplain that to me
 - **D**escribe 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?" Think: who, when, what, why and how?
- 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. – see appendix
- 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 urgent referrals to Children's Services must be called in and followed up in written form using the agreed template.
- All referrals should be clearly documented on MyConcern, including decision making process.

Support for Staff

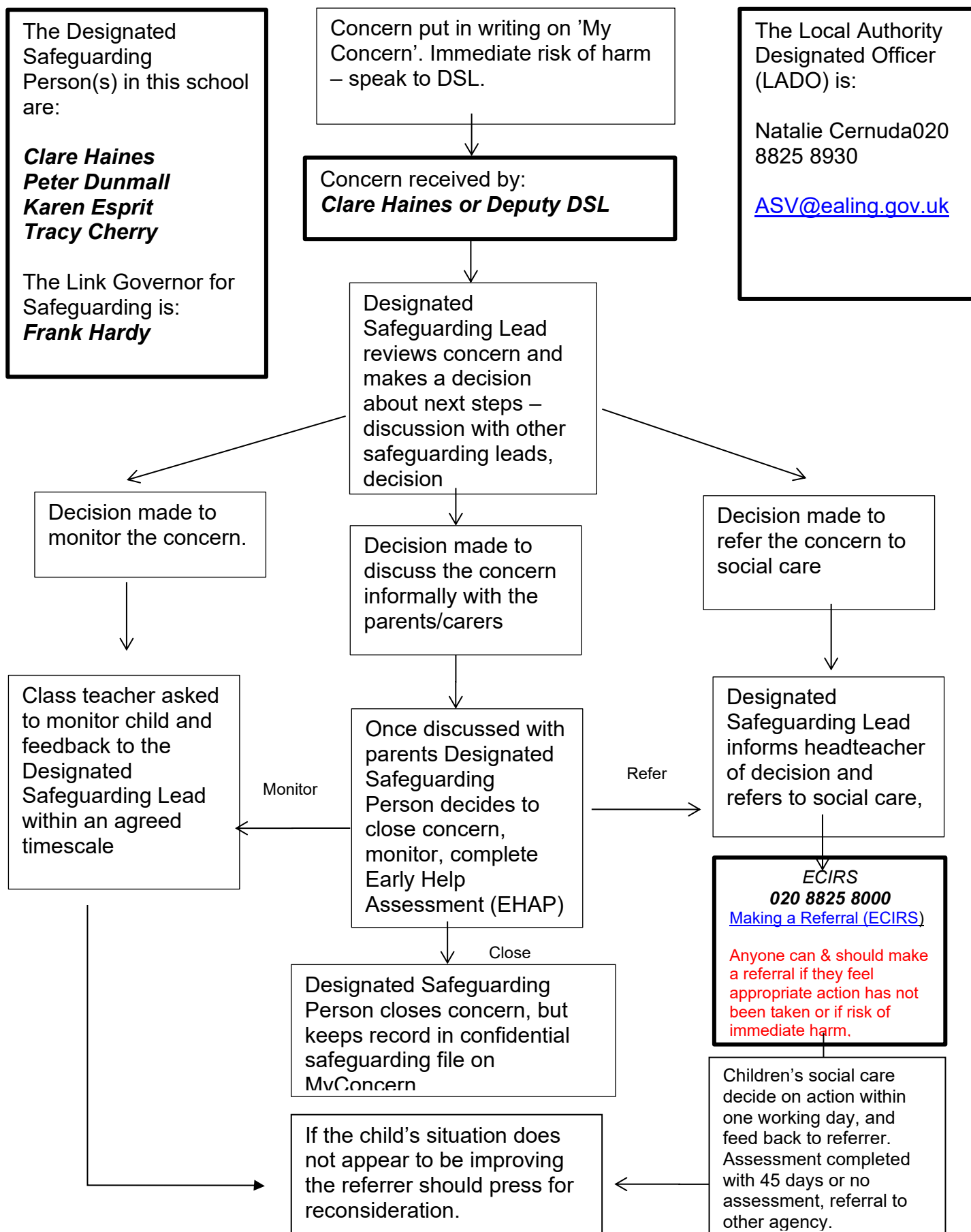
Receiving a disclosure or observing signs of abuse can be very distressing staff should discuss their feelings with the Designated Safeguarding Lead or other senior member of staff.

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. The Designated Lead will attend strategy meeting and Child Protection Case Conferences.

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.

Appendix A – Raising Concerns about a child





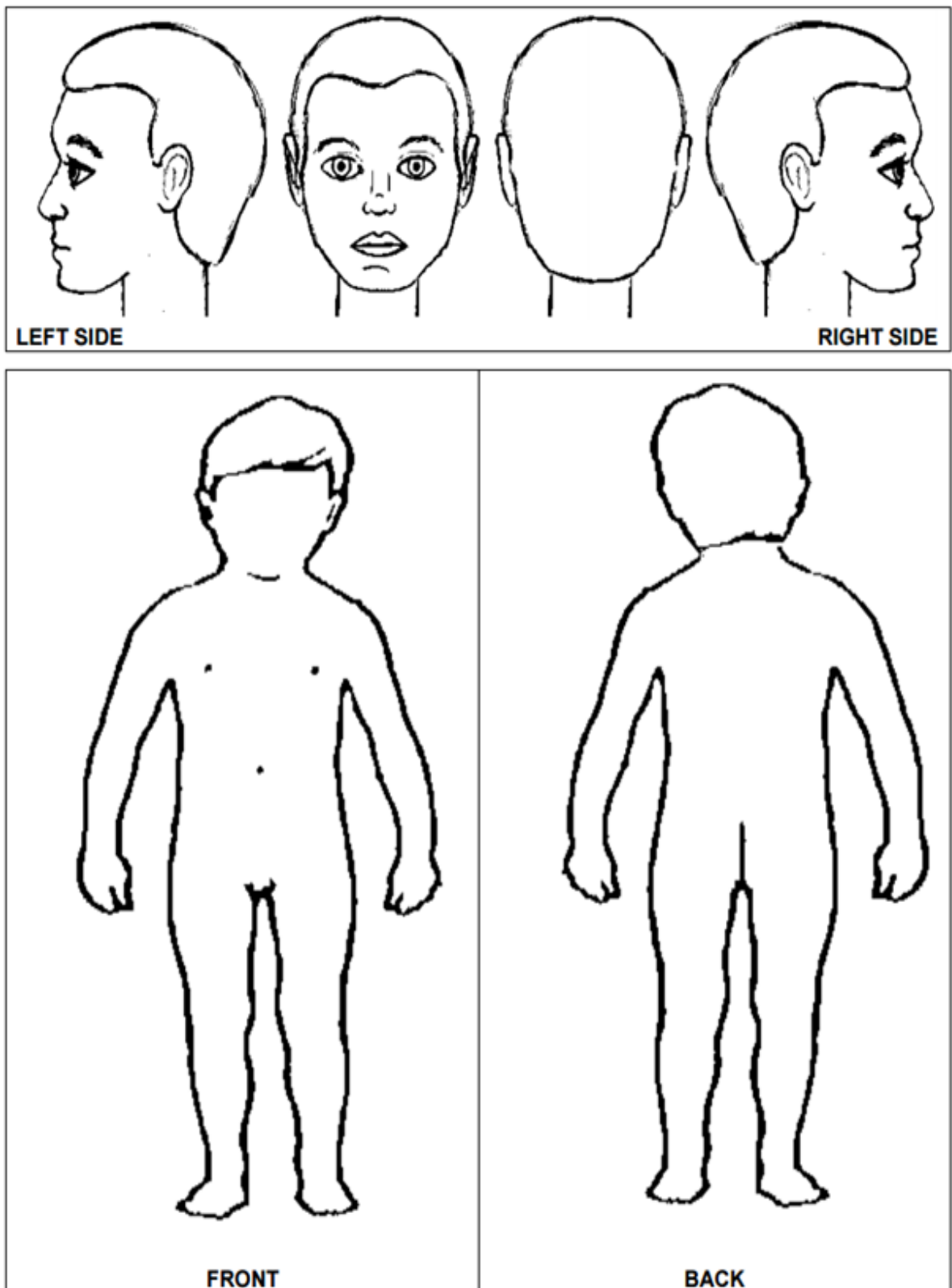
Item number: _____

Child Protection

Initial note of concern/incident report

Section 1: Details of the Child		
Name of Child:		Class:
Sex: Male ☐ Female ☐	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?		
☐ Responding to my own concerns ☐ 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





Advice for Volunteers and Visitors

This leaflet explains the safeguarding arrangements and expected conduct for all parents, carers, volunteers and visitors. Everyone who comes into contact with children at Fielding Primary School has a responsibility to safeguard and promote their welfare, and this guidance supports that shared responsibility.

Our school values of **Respect, Resilience, Empathy and Reflection** guide the way we work with children and each other. We ask all visitors and volunteers to uphold these values and contribute to a culture where pupils feel safe, respected and supported to thrive.

Keeping Pupils Safe

At Fielding Primary School, safeguarding and promoting the welfare of children is everyone's responsibility. We are committed to providing a safe, secure and supportive environment where all pupils feel protected, valued and able to thrive.

This leaflet outlines the safeguarding procedures and expected conduct for parents, carers, volunteers and visitors. By following this guidance, you help us to maintain a safe environment and support the wellbeing of all pupils.

If you require any further information or are unsure about any aspect of safeguarding, please speak to a member of staff.

What are my responsibilities?

All adults in school have a responsibility to safeguard and promote the welfare of children. As a visitor or volunteer you will be issued with a visitor badge when you sign in. This should be worn and visible at all times whilst on site. Please remember to sign out before leaving the premises.

All agency teachers, trainee teachers, regular visitors and volunteers undertaking regulated activity are required to have the appropriate Disclosure and Barring Service (DBS) clearance in line with statutory guidance.

Visitors and volunteers must:

- Follow the instructions of school staff at all times.
- Report any safeguarding concern immediately.
- Maintain appropriate professional boundaries with pupils.
- Wear their visitor badge at all times.
- Follow the school's procedures for mobile phones, photography and online safety.
- Never assume that someone else has reported a concern.

Safeguarding and Child Protection

Our Designated Safeguarding Lead (DSL) is Clare Haines.

If you are worried about a child, concerned about their welfare, or observe something that causes concern, you must report this immediately. Please speak to a member of the administration team and ask to speak to the DSL.

If Clare Haines is unavailable, you will be directed to one of our Deputy Designated Safeguarding Leads.

It is important to remember that:

- If you see something, hear something or are worried about something, report it immediately.
- Do not investigate concerns yourself.
- If a child tells you something
- If a child makes a disclosure, or you believe a child may be at risk of harm:
- Stay calm and listen carefully.
- Take what the child says seriously.
- Allow the child to speak freely.
- Reassure the child that they were right to tell you.
- Explain that you cannot keep information secret and that you will need to share it with people who can help.
- Do not ask leading questions or investigate.
- Do not promise confidentiality.
- Report the concern immediately to the DSL or Deputy DSL.
- Where possible, make a brief written note of what was said using the child's own words and pass this to the DSL.

For further information, please see the school's Child Protection and Safeguarding Policy, available from the school office and on the school website.

Mobile Phones and Photography

To help keep children safe:

- Personal mobile phones must not be used whilst working with pupils or in areas where pupils are present.
- Phones should be switched off or silenced and stored securely.
- Visitors and volunteers must not photograph, film or record pupils unless specifically authorised by the Headteacher.
- School systems and devices must only be used in accordance with the school's acceptable use procedures.
- Any concerns regarding online safety or the use of technology should be reported to a member of staff immediately.

Emergency Medication

Some pupils at Fielding Primary School have medical conditions that require immediate access to life-saving medication, including inhalers and adrenaline auto-injectors (EpiPens).

Visitors and volunteers should:

- Follow the instructions of school staff regarding any pupil with a medical need.
- Ensure that any medication provided for a pupil remains with that pupil or the supervising member of staff at all times.
- Never move, administer or supervise medication unless directed to do so by a member of staff.
- Immediately alert a member of staff if a pupil appears unwell, complains of breathing difficulties, experiences symptoms of an allergic reaction or requires medical assistance.

In an emergency, send for a member of staff immediately and follow their instructions.

Fire Evacuation Procedure

A continuous alarm will sound.

When you hear the evacuation alarm:

- Leave the building immediately using the nearest safe exit.
- Walk calmly and quietly.
- Follow the instructions of school staff and Fire Marshals.
- Do not stop to collect personal belongings.
- Do not use lifts.
- Proceed directly to the designated assembly point.

If you are working with pupils, remain with the group unless instructed otherwise.

Visitors should report to the school office representative or Fire Marshal at the assembly point so that everyone can be accounted for.

Do not re-enter the building until instructed that it is safe to do so.

Lockdown / In-Vacuation Procedure

An intermittent alarm will sound.

When you hear the lockdown alarm:

- Go immediately to the nearest classroom, office or safe room.
- Follow instructions given by staff.
- Remain inside the room.
- Stay away from doors and windows.
- Remain quiet and calm.
- Do not leave until instructed to do so by staff.
- Further instructions will be provided by school leaders.

Preventing Extremism and Radicalisation

Fielding Primary School is committed to safeguarding pupils from all forms of abuse and harm, including radicalisation and extremism.

The Government defines radicalisation as

:

"The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups."

There is no place for extremist views of any kind within our school community. If you become concerned that a child, member of staff, volunteer or visitor may be vulnerable to radicalisation or is expressing extremist views, you must report your concerns immediately to the Designated Safeguarding Lead (DSL) or a member of the Leadership Team.

As with all safeguarding concerns:

If you see something, hear something, or are worried about something, report it immediately.

Professional Conduct

All adults working in or visiting the school are expected to always maintain professional boundaries with pupils.

To help keep children safe:

- Avoid being alone with a child wherever possible. If working with an individual pupil, ensure you remain visible to others and follow the instructions of school staff.
- Do not exchange personal contact details with pupils or communicate with them via personal social media, messaging services or online platforms.
- Do not photograph, film or record pupils unless specifically authorised by the Headteacher.
- Treat all pupils with respect and always maintain appropriate professional boundaries.
- Report any safeguarding concern, disclosure or allegation immediately.
- Report any concerns about the conduct of another adult working in school.
- Any behaviour that does not meet the high standards expected within a school environment may leave you vulnerable to an allegation and could place a child at risk.

Thank You

Thank you for helping us to keep children safe. This leaflet has been provided to ensure you understand the safeguarding expectations for all visitors and volunteers at Fielding Primary School.

If you are unsure about anything in this leaflet, or have any safeguarding concern, please speak to the Designated Safeguarding Lead, a Deputy Designated Safeguarding Lead or a member of the Leadership Team immediately.

Appendix D – Quick Reference Guide for Nursery staff and caterers

	Safeguarding prompt sheet ISS
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Name of DSL: Clare Haines (Deputy head) Deputy DSL: Peter Dunmall (Head) Tracy Cherry (Nursery manager) Karen <u>Esprit</u>(Childcare manger) Ealing Children's Services (ECIRS): 020 8825 8000 Safeguarding policy: https://www.fieldingprimary.com/policies/	Signs of abuse: • 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.		
If a child makes a disclosure about abuse you must: • Listen • Record • Tell Listen: Use open questions (TED) • Tell me more • Explain that to me • Describe what happened Record: on Initial note of concern form (yourself) Tell: Clare, Pete, Tracy or Karen	If you have concerns about a member of staff: • 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		
Specific safeguarding concerns you should be alert to • 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

Name of DSL: Clare Haines Deputy DSL: Peter Dunmall Tracy Cherry Karen Esprit Ealing Children's Services (ECIRS): 020 8825 8000 Safeguarding policy: https://www.fieldingprimary.com/policies/	Signs of abuse: • 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.
If a child makes a disclosure about <u>abuse</u> you must: • Listen • Record • Tell Listen: Use open questions (TED) • Tell me more • Explain that to me • Describe what happened Record: on MyConcern (yourself) https://www.myconcern.education/ Tell: Tracy If the DSLs are not on the premises and you have immediate concerns, you must call ECIRS or the police (out of hours)	If you have concerns about another member of staff: • 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
Specific safeguarding concerns you should be alert to • 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. ◦ 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 E Child on child Sexual violence and harassment risk assessment

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS
Details of the incident Record details of the incident from the point of view of both children	• 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?			Use this column to record additional information that may be relevant For example, previous, unrelated behaviour incidents	
Social risks	• 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: ○ 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	• 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	• 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: ○ 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"	

