



Safeguarding and Child Protection Policy

Little Ealing Primary School

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LITTLE EALING PRIMARY SCHOOL SAFEGUARDING AND CHILD PROTECTION POLICY

Safeguarding is defined as protecting children from maltreatment whether that is within or outside the home, including online, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and optimising children's life chances. This Safeguarding and Child Protection Policy forms part of a suite of documents and policies, which relate to the safeguarding responsibilities of the school.

Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Halina Rooney	0208 567 2135 information@leps.org.uk
Deputy DSL	Suzy Trigg	0208 567 2135 information@leps.org.uk
Safeguarding Leads	Martin Jackson Susannah Cooke Carina Thiessen	information@leps.org.uk
Local authority designated officer (LADO)	Sharon Ackbersingh	020 8825 8930 asv@ealing.gov.uk
Chair of Governors	Shirley Kenworthy Wright	information@leps.org.uk
Safeguarding Governor	Andrew Wood	information@leps.org.uk
Deputy Safeguarding Governor	Tanya Gallagher	information@leps.org.uk
Mental Health and Wellbeing Governor	Resham Baruah	information@leps.org.uk
Filtering and Monitoring Governor	Andrew Wood	information@leps.org.uk
Channel helpline		020 7340 7264

The Safeguarding and Child Protection Policy has been updated taking into account:

- The 2025 version of [Keeping Children Safe in Education](#) (KCSIE), which comes into force on 1 September 2025
- The government's [updated definition of extremism](#)
- Updates to government guidance on [responding to the sharing of nude and semi-nude imagery](#)

Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2025\)](#) and [Working Together to Safeguard Children \(2023\)](#), and the [Maintained Schools Governance Guide](#). We comply with this guidance and the arrangements agreed and published by our three local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#) which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children

PURPOSE

- To inform all stakeholders about the school's responsibilities for safeguarding children
- To enable all stakeholders to have a clear understanding of how these responsibilities should be carried out

There are five main elements to our policy:

1. Establishing a safe environment in which children can learn and develop
2. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe
3. Ensuring safe recruitment practice in ensuring the suitability of staff/volunteers to work with children
4. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
5. Supporting pupils who have been abused in accordance with his/her agreed child protection plan

AIMS

The school aims to ensure that all staff:

- establish and maintain an environment where children feel secure and happy
- ensure children know that there are trusted adults in the school whom they can approach
- include opportunities in the PSHE and Computing curriculum for children to develop the skills they need to recognise and stay safe from abuse/harm
- take appropriate action in a timely manner to safeguard and promote children's welfare
- are aware of their statutory responsibilities with respect to safeguarding
- are properly trained in recognising and reporting safeguarding issues.

DEFINITIONS

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- Integrated care boards (previously known as clinical commissioning groups) for an area within the LA

- The chief officer of police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

ROLES AND RESPONSIBILITIES

Safeguarding and child protection is **everyone's** responsibility.

This policy applies to all staff, volunteers and Governors in the school.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing children for life in modern Britain, and a culture of zero tolerance from sexism, misogyny/misandry, homophobia, transphobia, biphobia and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy
- Pastoral support system
- Planned programmes of Relationship and Health Education – R(H)E, PHSE, which is inclusive, age appropriate and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship (including coercive and controlling behaviour)
 - What constitutes sexual harassment and sexual violence and why they are unacceptable.

THE ROLE OF ALL STAFF

All staff should be able to identify signs of: abuse, exploitation or neglect, or becoming involved with or supporting terrorism.

All staff will:

- read and understand part 1, and Annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education 2025](#) and
- sign a declaration that they have read and understood their guidance and their roles and responsibilities. They will review this guidance at least annually.
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they will be interacting with online)
- Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns.

All staff will also be aware of:

- Our systems which support safeguarding, including:
 - this child protection and safeguarding policy
 - the staff code of conduct and behaviour for learning policy
 - the role and identity of the designated safeguarding lead (DSL) and deputy DSL
 - online safety policy, which includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring, and
 - the safeguarding response to children who go missing from education.
- The early help process (EHAP) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play

- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM and radicalisation, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, including county lines, FGM, and radicalisation
- Children are at risk of harm inside and outside their home, at school and online
- Children who are, or who are perceived to be, lesbian, gay, bi or gender questioning (LGBTQ+) can be targeted by other children
- What to look for to identify children who need help or protection
- Be aware of our systems which support safeguarding, ensuring they read this policy in conjunction with the following policies:
 - Attendance, Confidentiality, Behaviour for Learning, Bullying Prevention, Equality Information, Health & Safety, Complaints, Emergency Management Plan, Educational Visits, Relationships and Health Education R(H)E, PSHE
 - First Aid, Supporting Pupils with Medical Conditions, Walking to/from school alone
 - Online Safety, X, Acceptable Use, Mobile Phone
 - Staff Code of Conduct, Whistle blowing, Allegations against professionals, Managing allegations against other pupils, Safer Recruitment

THE ROLE OF THE SCHOOL

The school will:

- Ensure they have a designated safeguarding lead (DSL), deputy safeguarding lead and at least two other members of the staff who have received appropriate training and support for this role.
- Ensure we have a nominated Governor responsible, and Deputy Governor, for Safeguarding and Child Protection
- Ensure that all staff receive training at least every two years and that new staff are inducted as soon as they commence employment.
- Ensure every member of staff (including temporary, supply staff and volunteers) and Governing Body knows the name of the DSL responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding lead responsible for child protection (see appendix 1).
- Ensure that staff are aware that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in this school.
- Give special consideration to those pupils with Special Educational Needs and Disabilities, recognising that additional barriers can exist for this group of children.
- Be aware of the risk of child on child abuse.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on the school website.
- Notify Children's Social Care if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Strengthen effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately
- Ensure all records are kept securely using CPOMs, separate from the main pupil file, and/or in locked locations including the chronology
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer
- Ensure that all staff maintain confidentiality and all records relating to safeguarding and child protection will be maintained by the DSL and only shared as is consistent with the protection of children.
- Ensure safe recruitment practices are always followed.
- Ensure that the Governing Body of Little Ealing Primary School reviews the Safeguarding and Child Protection Policy annually.

THE ROLE OF THE HEAD TEACHER

The Head Teacher is responsible for the implementation of this policy including:

- Ensuring that staff and volunteers:
 - Are informed of our systems which support safeguarding, including this policy, as part of their induction
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer where appropriate
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this
- promoting safeguarding and child protection as a priority
- supporting the Governing Body in their child protection and safeguarding role
- ensuring all recruitment is carried out appropriately in accordance to the Safer Recruitment Policy
- ensuring the single central record is maintained and up to date
- ensuring all staff and Governors receive approved external training at least every two years and the DSL updates their training at least every two years
- ensuring that the DSL has access to supervision if necessary
- ensuring the relevant staff ratios are met.

THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD

The DSL and Deputy DSL are members of the senior leadership team. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety, and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

The DSL will also keep the Head Teacher informed of any issues, and liaise with the local authority case managers and designated offers for child protection concerns as appropriate. The DSL (and the Deputy in their absence) will:

- provide advice and support to other staff on child welfare and child protection matters
- take part in strategy/discussions and inter-agency meetings and/or support other staff to do so
- contribute to the assessment of children
- refer suspected cases, as appropriate, to the relevant bodies (local authority children's social care, Channel programme, Disclosure and Barring Service and/or police) and support staff who make such referrals directly
- have a good understanding of filtering and monitoring systems and processes in place at our school
- have the appropriate PREVENT training
- raise the awareness of all staff of the need for child protection and of their responsibilities in identifying and reporting possible cases of abuse
- ensure all staff are aware that they may raise concerns directly with Children's Social Care services
- ensure all staff are aware that safeguarding concerns about adults in the school should be made directly to the DSL
- provide a systematic means of monitoring children thought to be at risk through CPOMs
- emphasise the need for good levels of communication between all staff
- develop a structured internal procedure to be followed by all members of the school community in cases of suspected abuse
- work with the PSHE lead to promote children's personal, social and health development in ways which foster security, confidence and independence
- support the staff to promote online safety, ensuring that they know it is everyone's responsibility

- signpost parents and staff to a network of support
- report cases to Children's Social Care, keeping detailed accurate secure written records and ensure that these are held in a secure place (CPOMs), including decisions made as to why cases were not referred to Children's Social Care
- ensure staff, volunteers and regular visitors to the school (e.g. supply teachers, trainee teachers) are aware of and can readily access this policy including providing them with a quick reference guide
- ensure that child protection information is passed on securely and separately from the main file when a child leaves the school
- inform the local authority when a child leaves the school and a new school is not known.
- ensure that this policy is updated and reviewed annually and work with the designated Governor for child protection regarding this
- coordinate the termly Safeguarding Group meeting and termly reports for the Governing Body
- have a good understanding of harmful sexual behaviour (HSB) and how to respond appropriately
- that the DSL will be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to assess support
- that the DSL will be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

The DSL will be given the time, funding, training, resources, supervision and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategic discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.

THE ROLE OF THE GOVERNING BODY

The Governing Body will:

- **Read Keeping Children Safe in Education 2025 in its entirety** and sign a disclosure that they have read and understood the guidance.
- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Head Teacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty) and our school's local multi-agency safeguarding arrangements
- Appoint a lead and deputy to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:
 - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
 - Reviewing the [DfE's filtering and monitoring standards](#), and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards
- Make sure:
 - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources, supervision and support

- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
- The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors).
- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):
 - Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
 - Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
 - Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The Chair of Governors will act as the 'case manager' in the event that an allegation of abuse is made against the Head Teacher, where appropriate.

CONFIDENTIALITY

The school will adhere to their confidentiality and data protection policy with regard to safeguarding. It should be noted that:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)

Confidentiality is also addressed in this policy with respect to record-keeping in section 14, and allegations of abuse against staff in appendix 3

If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:

- There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
- The DSL should consider that:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk)
 - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
 - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to

the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- Understand that there is no definitive answer if a victim asks the school not to tell anyone about sexual harassment or violence

The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information

If staff are in any doubt about sharing information, they should speak to the DSL (or deputy).

RECOGNISING ABUSE AND TAKING ACTION

Staff, volunteers and Governors must follow the procedures set out below in the event of a safeguarding issue.

If a child is suffering or likely to suffer harm, or in immediate danger - Make a referral to children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or is in immediate danger. Anyone can make a referral.

Tell the DSL as soon as possible if you make a referral directly.

The following link is to the GOV.UK webpage for reporting child abuse to the local council:

<https://www.gov.uk/report-child-abuse-to-local-council>

SUPPORT

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth as they may feel helplessness, humiliation and some sense of blame. Some children may not feel ready or know how to talk about abuse, not recognise their experiences as harmful, or feel embarrassed, humiliated or threatened but that this should not stop staff from having a 'professional curiosity' and speaking to the DSL if they have concerns about a child. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum including a Mental Health and Wellbeing programme at the start of the year, MindUp, the Relationship and Health Curriculum and PHSE
- The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour for learning policy, which is based on positive reinforcement and is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable (chronic) but they are valued and not to be blamed for any abuse which has occurred.
- Offering 'Art Therapy' with a trained Art Therapist
- Offering 'Draw and Talk'
- Training 2 members of staff are Emotional Literacy Support Assistants (ELSAs) and run programmes based on the emotional needs of the child
- Liaison with other agencies that support the pupil such as Children's Social Care, SAFE, Child and Adult Mental Health Service (CAMHS), the Education Welfare Service and Educational Psychology (EP) Service.
- Ensuring that, where a pupil on the child protection register leaves the school, their information is transferred to their new school immediately and that the child's social worker is informed.

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the designated safeguarding lead.

STATEMENT OF INTENT

The school is also guided by the Children Act 1989 which enshrines the welfare of the child is paramount. Safeguarding is the responsibility of all staff and volunteers who come into contact with children and their families. Fundamental to our school's values and practice is the principle of working with parents, children and outside agencies in partnership to ensure the welfare of all children. This school has a duty to enable pupils who are in need of support to come forward and will take appropriate action to safeguard their well-being. All children regardless of age, disability, gender, ethnicity, religious belief, sexual orientation or identity have a right to equal protection from harm or abuse.

ORGANISATION

All staff will be given training to be vigilant in cases of suspected child abuse in order to recognise the signs and symptoms. The procedures attached to this policy will identify which members of staff concerns should be reported to. The procedures will also indicate local systems so that information is effectively passed on to relevant professionals in the police and Children's Social Care.

TRAINING AND SUPPORT

The DSL, Deputy DSL and Safeguarding Leads will undertake child protection and safeguarding training at least every 2 years. In addition, they will update their knowledge and skills at regular intervals and at least annually, e.g. through bulletins, meeting other DSLs, network meeting or reading safeguarding developments and undertake PREVENT awareness training. The DSL is also trained as a Senior Mental Health First Aider (DSL-MH).

All staff and Governors will:

- undertake safeguarding and child protection training at induction, including whistle blow procedures, to ensure they understand the school's safeguarding systems and their responsibilities and can identify signs of possible abuse or neglect
- receive training about safeguarding annually
- have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism, supporting terrorism or susceptible to an extremist ideology and to challenge extremist ideas
- be required to read and understand their responsibilities as set out in the Keeping Children Safe in Education 2024 document; be sent on appropriate courses
- receive annual updates at the beginning of the academic year and briefings to update information through the weekly staff meetings as it arises
- be provided with emotional support by the DSL if they are involved in difficult cases and peers will be encouraged to provide a support network. When necessary the Local Authority's support will be requested.
- Volunteers will receive appropriate training if applicable.

RECRUITMENT

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education 2025, and will be in line with local safeguarding procedures.

WORKING WITH CHILDREN

The school has a commitment to safeguarding children and equipping them with the skills to understand their rights. Children will be taught about keeping themselves safe during PSHE/Circle Time lessons. During computing lessons they will be taught about keeping themselves safe through Online Safety lessons, at an age appropriate level. All Internet access is provided to Little Ealing Primary School via the London Grid for Learning (www.lgfl.net). The LGfL provides the most up to date filtering system available blocking pages with inappropriate content from opening within the school. All online

activity by learners takes place under teacher supervision and is carefully monitored. All users USO, LondonMail and DBPrimary accounts can be accessed and monitored by selected staff.

EQUALITY STATEMENT

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. We give special consideration to children who have/are:

- special educational needs (SEN) or disabilities (see section 9)
- young carers
- experienced discrimination due to their race, ethnicity, religion, gender identification or sexuality
- English as an additional language
- known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- asylum seekers
- at risk due to either their own or a family member's mental health needs
- looked after or previously looked after

WORKING WITH PARENTS

We will:

- undertake appropriate discussion with parents prior to involvement of another agency unless to do so would place the child at further risk of harm
- ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

EARLY HELP AND INTERAGENCY WORKING

The school is committed to identifying and working with families who may benefit from 'early help'. We do this in the following ways: interagency assessment using the Early Help Assessment (EHAP); referrals to the SAFE (Supportive Action for Families in Ealing) team and liaising with the Family Information Service.

REPORTING CONCERNS ABOUT STAFF AND VOLUNTEERS

Staff will be made aware of the school's policy and procedures for dealing with complaints made against staff and the schools whistle blowing policy and procedures. Staff will be expected to report to the Head Teacher any concerns about the safeguarding practice of colleagues and volunteers. If the complaint is against the Head Teacher this must be made to the Chair of Governors

DISCLOSURE AND BARRING SERVICE CRIMINAL RECORD CHECKS (DBS CHECKS)

All staff working in the school will have a DBS check at enhanced level including temporary staff. Any volunteer who is coming into contact with children and is not under the supervision of a member of school staff will be required to have a DBS check. The Governing Body recognises that all Governors are required to have an enhanced DBS check.

IMPLEMENTING MONITORING AND REVIEW

Monitoring and reviewing will be implemented through the school's induction and training programme, and as part of day-to-day practice. Compliance with the policy will be monitored by the DSL and through staff appraisal measures. The Governing Body will review the policy annually.

LITTLE EALING PRIMARY SCHOOL
SAFEGUARDING AND CHILD PROTECTION POLICY/PROCEDURES
Appendix 1 – Recognising Abuse

All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and shall be alert to the potential need for early help for a child who:

- Is disabled
- Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)
- Is a young carer
- Is bereaved
- Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- Is frequently missing/goes missing from education, care or home
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol
- Is suffering from mental ill health
- Has returned home to their family from care
- Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- Is a privately fostered child
- Has a parent or carer in custody or is affected by parental offending
- Is missing education, or persistently absent from school, or not in receipt of full-time education
- Has experienced multiple suspensions and is at risk of, or has been permanently excluded

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue. Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

Physical Abuse

This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Munchausen's syndrome by proxy.

- Bruising – position of marks
- Changes in behaviour or attitude to work
- Flinching
- Aggressive behaviours
- Appearing withdrawn
- Reluctance to change clothes
- Fear of adults – mistrust
- Eating/over/under (obsessive behaviour *any)
- Reluctance to make physical contact
- Reluctance to go home
- Relationships with peers/adults
- Emotions – inappropriate responses

- Children always have an unlikely reason for their injuries
- Refusal to talk about injury – different account of injury
- Tell you they've been hit/other source
- Frequent absences
- Protection of abuser
- Show no pain – appear 'hard'
- Untreated injuries

Emotional Abuse

This is the persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve conveying to children that they are worthless, unloved or inadequate. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

- Passive – crying tearful
- Self-harm – cry for help
- Excuse abuser
- Fear of new situations
- Possessive
- Aggressive frustration – taking it out on others
- Masturbation
- Easy target for bullying
- Fear
- Lack of confidence
- Attention seeking
- Avoidance of eye contact
- Learning problems
- Self-mutilation
- Upset easily
- Collecting things – obsessive behaviour
- Behaviour problems
- Tiredness
- Having older peers as friends
- Secretive / Withdrawn – aloof/catatonic
- Few friends – not joining in

Sexual Abuse

This involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Physical signs / marks on body

- Pressure marks for being restrained, scratches, bruising, burns, bite marks
- Repeated infections – urinary
- Imitating sexual acts
- Masturbating
- Touching themselves / others
- Pulling trousers down
- Heaps of knowledge about sexual stuff

Emotional Signs

- Withdrawn low concentration
- Erratic mood changes – aggressiveness, tears etc.
- Inappropriate sexual awareness – role play etc. and language used
- Refusing to stay or go with certain people

- Low concentration – change of work produced
- Seek physical contact with adults
- Inappropriate touching of adults by children/adults and children or fear of “physical contact” with others (flinching)
- Signs of discharges on clothing
- Blood on underwear
- Some not wanting to go to the toilet
- Always doing something other than work
- Eating problems – over/under eating

Neglect

This is the persistent failure to meet a child’s basic physical and / or psychological needs, likely to result in the serious impairment of the child’s health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

- Behaviour problems
- Hungry and food content in pack lunch inappropriate
- Soak up attention
- Unexplained injuries – conflicting reasons given
- Clothing in poor condition or dirty
- Loners – lack of friends (withdrawn – medication)
- Medical problems/attention
- Stealing
- State/ quality of person collecting or responsible for child (parent or carer)
- Personal hygiene and appearance, skin colour, physique
- Thumb sucking (hunger) rocking
- Tired/lack of concentration
- Inadequate supervision
- Crying easily
- Absence/lateness
- Excuses/lying
- Aggression (retaliation)
- Depression – low self-esteem
- Difficulty contacting parent
- Relationships problems
- Lots of siblings – eldest to look after others

Mental health concern

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by alerting the DSL (or deputy) and return concerns on CPOMs.

LITTLE EALING PRIMARY SCHOOL SAFEGUARDING AND CHILD PROTECTION POLICY Appendix 2 – Specific Safeguarding Issues

Children who absent from education

A child absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse, exploitation and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It may involve an exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the 2.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are no reports, that doesn't mean that this kind of abuse isn't happening.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children abuse other children online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the school's safeguarding procedures and inform the DSL immediately, or the deputy in her absence.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

Contextual Safeguarding

Contextual safeguarding is an approach to understanding, and responding to, children's experiences of significant harm beyond their families.

It recognises that the different relationships that children form in their neighbourhoods, schools and online can feature violence and abuse.

Parents and carers have little influence over these contexts, and children's experiences of extra-familial abuse can undermine parent-child relationships.

Contextual Safeguarding includes (but is not limited to):

- Gang membership / serious youth violence
- Child sexual exploitation
- Child criminal exploitation
- Harmful sexual behaviours
- Missing from care, home and education
- Radicalisation
- Trafficking

Ealing professionals (including staff) who are concerned that a child they are working with could be at risk of harm either online or in the community, can seek advice via vulnerabilitiestool@ealing.gov.uk.

A Contextual Safeguarding Advisor will aim to get back to staff within one working day.

The key contextual safeguarding concerns in Ealing:

1. **Open spaces:** There are a lot of open spaces in Ealing where drugs have been seen being used and distributed
2. **Cannabis:** Members of the public seeing an increase in young people smoking cannabis in public areas in Ealing – this is thought to be linked with social attitudes towards the drug and its normalisation
3. **Edibles – edible drugs:** small packets that look like sweets and grab the attention of young people. They have THC (the main psychoactive compound found in marijuana), a class B drug in them.
4. **Knife crime** – parents have received alerts to an increase in knife crime in Ealing

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others. This can be

particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is the procedure where police forces are part of [Operation Encompass](#).

The DSL will provide support according to the child's needs and update records about their circumstances

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

Keeping Children Safe in Education explains that FGM comprises 'all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs.'

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out below.

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period

- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out, should speak to the DSL and follow our local safeguarding procedures.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of 1 or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

It is also illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not involved.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the '1 chance' rule, i.e. we may only have 1 chance to speak to the potential victim and only 1 chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL. The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmfco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

- **Radicalisation** refers to the process of a person legitimising support for, or use of, terrorist violence
- **Extremism** is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:
 - Negate or destroy the fundamental rights and freedoms of others; or
 - Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
 - Intentionally create a permissive environment for others to achieve the results outlined in either of the above points
- **Terrorism** is an action that:
 - Endangers or causes serious violence to a person/people;
 - Causes serious damage to property; or
 - Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. Schools have a duty to prevent children from becoming involved with or supporting terrorism. The DSL will undertake in-depth Prevent awareness training, including on extremist and terrorist ideologies. They'll make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school from becoming involved with or supporting terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to radicalisation into terrorism. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech

- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they should discuss this with the DSL.

Staff should **always** take action if they are worried.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and gender questioning(LGBTQ+) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in and wear a visitor's badge/lanyard.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Non-collection of children

If a child is not collected at the end of the session/day:

- After the normal end of school day collection, non-collected children will be sent to the school office
- A member of the admin team will contact the parents/carers on the telephone numbers or email addresses they have provided
- They will then call emergency contacts if the parents/carers cannot be reached, so an authorised adult can come and collect the child
- They will keep records of late collections.

If parents/carers are frequently late collecting their children, we will send home a letter advising the parents/carers that we have concerns about the care the child is receiving and why. We will organise a meeting with parents/carers to identify the issues and discuss strategies and possibly external support.

Parents/carers will be informed that if strategies have not been followed, or external support has not been sought, and the persistent non-collection occurs and concerns about the welfare of the child continue, this will be identified as a safeguarding concern and a referral to social care will be made as part of our statutory duty of care to the child.

The school may charge the parents/carers if they have not picked up their child by 3.30pm.

Please note that the office closes at 4pm and office staff are no longer on the premises. If your child is not picked up by 4.00pm, they will then be supervised by a member of the Senior Leadership Team.

If, after every effort to contact the parent/carer, or failing that the emergency contact, the child is not picked up by 4.30pm, we will apply our child protection procedures and contact children's social care.

Children can only be collected by adults for whom parents/carers have given prior agreement. Any other adult will not be allowed to take the child until approval has been given by the parent/carer.

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

- Immediately contact the police (999) and the child's parents/carers, giving as much information as possible
- Ask all available staff to begin systematically searching the school grounds and surrounding areas taking mobile phones with them for communication
- Ensure the security of the site, by making sure all access gates are locked.
- Check surveillance cameras.

Online safety and the use of mobile technology

In line with KCSIE, policies on online safety and the use of mobile and smart technology are reflected in our child protection and safeguarding policy. **ALL staff must be aware that it is online safety is everyone's responsibility.**

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories

- **Contact** – being subjected to harmful online interaction with other users, such as child on child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's Computer systems.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly
- This section summarises our approach to online safety and mobile phone use. For full details about our school's policies in these areas, please refer to our online safety policy and mobile phone policies which can be found on our website

Artificial Intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

We recognise that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

We will treat any use of AI to access harmful content or bully pupils in line with this policy and our anti-bullying policy.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education.

Internet Filters

The school uses a filtered Internet service. The filtering is provided through London Grid for Learning (LGfL) using WebScreenTM 2.0 (incorporating NetSweeper and Fortinet technologies). It is important to recognise that no filtering systems can be 100% effective and need to be supported with good teaching and learning practice and effective supervision. All staff will be made aware of the Online Safety and Acceptable Use Policies

Children who are the subject of Court Orders:

To ensure that children are not collected by unauthorised parents, any directions from court orders will be stapled to the child's admission form in the pupil details/address file, after being shown to all relevant people. This file is kept in the main office and should be referred to if the unauthorised parent comes to collect a child. Photocopies of the court orders will be kept by the designated safeguarding lead (DHT) and filed in the locked filing cabinet in their office.

Supporting Staff involved in Child Protection:

The staff member will be able to go and talk to the designated safeguarding lead or someone of his or her personal choice, who knows about the case.

- The designated safeguarding lead will be proactive in offering emotional support to staff members, using their own experience or that of outside agencies.
- If it becomes difficult to control feelings/emotions during meetings with the parent or child, time out will be taken and another adult asked to stand in.
- Staff will be able to get support from colleagues to find ideas/ways in which they can support the child in the classroom.
- Staff will be told the outcome of investigations or meetings.
- Thought will be given to the safety of staff that live in the local area and appropriate strategies will be worked out with the designated safeguarding lead.

**LITTLE EALING PRIMARY SCHOOL
SAFEGUARDING AND CHILD PROTECTION POLICY/PROCEDURES
Appendix 3 – Children with Additional Needs/social workers**

Pupils with special educational needs and disabilities

We recognise that pupils with SEND or certain health conditions can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers
- Cognitive understanding
- We offer extra pastoral support for pupils with SEN and disabilities.

Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCO.

Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

Child is on The Child Protection Register

- When the school receives information and/or notification from Children's Social Care about a child on the child protection register the information will be entered on CPOMs and any paper copies uploaded onto CPOMS. Any paper copies will also be stored in the child's file which will be kept separate from other school records and stored in the locked filing cabinet, in the designated safeguarding lead's (DHT) office. Access will be controlled.
- Non-confidential records will be easily accessible and available. Confidential information and records will be held securely on CPOMS and older documents in a locked filing cabinet, and only available to those who have a right or professional need to see them.
- The designated safeguarding lead's (DHT) will generally represent the school at child protection meetings. If this Deputy Head Teacher is unable to attend, the Head Teacher the Deputy DSL or will be asked to attend.
- Academic progress, attendance, social development, information from the pastoral file and any other relevant information will be included in the schools report to the conference, which will be completed on the standard ECIRS form.
- Concerns noted by the school once the child is registered will be referred to the designated safeguarding lead in the usual way. (See procedures above on school reporting procedures).

- The child's progress will be monitored by the class teacher who will report any concerns to the Head Teacher. If the child has been registered for special educational needs, the SENCO will also discuss the child with the class teacher at their termly meetings.
- The designated safeguarding lead will advise Children's Social Care when a pupil leaves the school.

Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, Halina Rooney, who is responsible for promoting the educational achievement of looked-after children and the Head Teacher, who is responsible for promoting the educational achievement of previously looked-after children in line with [statutory guidance](#). The designated teachers are appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teachers will:

- Work ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

LITTLE EALING PRIMARY SCHOOL
SAFEGUARDING AND CHILD PROTECTION POLICY/PROCEDURES
Appendix 4 – Pupils who are lesbian, gay, bisexual or gender questioning

The section of KCSIE 2025 on gender questioning children remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published.

We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children.

We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL.

When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.

When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, Autism and/or attention deficit hyperactivity disorder (ADHD).

We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.

Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

**LITTLE EALING PRIMARY SCHOOL
SAFEGUARDING AND CHILD PROTECTION POLICY
Appendix 5 – Taking Action**

If a child makes a disclosure to you

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- On CPOMS, write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it. Tell the DSL immediately.
- Alternatively, if appropriate, make a referral to local authority children's social care and/or the police directly, and tell the DSL as soon as possible that you have done so.
- Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

If you discover that FGM has taken place or a pupil is at risk of FGM

Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4 of this policy.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve local authority children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out should speak to the DSL and follow our local safeguarding procedures.

If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Early help assessment

If an early help assessment is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care

directly, if appropriate. Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include the police or [Channel](#), the government's programme for identifying and supporting individuals at risk of becoming involved with or supporting terrorism, or the local authority children's social care team.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

If you have a concern about mental health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by letting the DSL know.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

Staff, volunteers and Governors MUST follow the procedures set out below in the event of a safeguarding issue. Please note: in this and subsequent sections, you should take any references to the DSL to mean 'the DSL or deputy DSL'.

REGISTERING CONCERNS

Any member of staff who has concerns about the welfare of a child must share this information, without delay with the designated safeguarding lead (DSL), or Deputy DSL in her absence. All incidents are to be treated with absolute discretion and at no time may it be discussed with anyone other than on a need to know basis. At no time promise the child that things can be kept secret. That is a promise no one can keep.

Staff must make a brief accurate record of these concerns using CPOMs (littleealing.cpoms.net) if they are registered on CPOMs or using the logging sheet recording any allegations that the child makes in the child's own words if possible. Pastoral information will be recorded on CPOMs.

In receiving a cause for concern, the school will adhere to the following course of action:

1. Refer to the designated safeguarding lead (DSL)
2. Assessment
 - assess all information available to the school about the child and take appropriate recorded action as soon as possible
3. Refer to Ealing Children's Integrated Response Service
4. Initial Child Protection conference
5. Core Group Meetings

Procedures are also in place to support all staff that have concerns about the conduct of any adults working in school, either in a professional role or in a voluntary capacity. We have a whistle blowing policy and a complaints procedure, which can be accessed, from the school website and the school electronic shared files.

Procedures involving Confidentiality

1. All staff are always aware of their legal responsibilities.
2. All staff recognise that all matters relating to child protection are confidential and subject to the data protection act, and such records are stored separately from the pupils' records and are kept locked. The Head Teacher/designated safeguarding lead will only disclose any information about a pupil to other members of staff on a need to know basis only.
3. All staff are aware of the policy on confidentiality and that they have a professional responsibility to share information with other agencies in order to safeguard children.
4. All staff always follow School policy, procedures, and GDPR policies.
5. Statements should be written with the assumption that they are going to be SEEN by parents. The statements should clearly state whether it is OPINION or FACTUAL information being reported.
6. If appropriate, other members of staff will be made aware of a child experiencing difficulties, without any of the background details.
7. All regular visitors and temporary support personnel are given a briefing sheet (appendix 7) providing the school rules on confidentiality and sign to say they have received it.
8. Everybody involved will be kept up to date with any changes.

If a child is suffering or likely to suffer harm, or in immediate danger

- Make a referral to children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or in immediate danger.
- **Anyone can make a referral.**
- Tell the DSL as soon as possible if you make a referral directly. Record on CPOMS <https://littlealting.cpoms.net/> and attach the referral.
- <https://www.gov.uk/report-child-abuse-to-local-council> provides Government guidance for reporting child abuse to the Local Council.

If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words on CPOMS.
- Stick to the facts, and do not put your own judgement on it.
- Date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly and tell the DSL as soon as possible that you have done so.

If you discover that FGM has taken place or a pupil is at risk of FGM

- The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs"
- FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.
- Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out above
- **Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
- Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.
- **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.
- The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.
- **Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

If you have concerns about a child (*as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger*)

- Figure 1 illustrates the procedure to follow if you have any concerns about a child's welfare.
- Where possible, speak to the DSL first to agree a course of action, the Deputy DSL in her absence, or one of the Safeguarding Leads in both their absences.
- If in exceptional circumstances these safeguarding leads are not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care.
- If you are a professional and are worried about a child and would like to discuss your concerns, you can contact the ECIRS Consultation Line to obtain help or advice on 0208 825 5236.
- You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.
- Share details of any actions you take with the DSL as soon as practically possible.
- Make a referral to local authority children's social care directly on 0208 825 8000. Share any action taken with the DSL as soon as possible.

Early help

- If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment plan (EHAP), in some cases acting as the lead practitioner.

- The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

- If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.
- If you make a referral directly, you must tell the DSL as soon as possible.
- The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.
- If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

If you have concerns about extremism

- If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.
- If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate. Inform the DSL or deputy as soon as practically possible after the referral.
- Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.
- The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergencies.
- In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:
 - Think someone is in immediate danger
 - Think someone may be planning to travel to join an extremist group
 - See or hear something that may be terrorist-related

If you have a mental health concern

- Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.
- If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by alerting the DSL.

- If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.
- Refer to the Department for Education guidance on [mental health and behaviour in schools](#) for more information.

How do I respond to a non-accidental injury?

- Routinely but informally ask children how they came to have cuts and bruises.
- If the explanation does not match the injury or you have other reason to believe this may be a non-accidental injury, report this to the designated safeguarding lead as soon as possible.
- Draw a sketch of any marks and locate this on a simple body diagram. Write down the child's explanation word for word.
- Record on CPOMS

How do I protect myself from allegations?

Professionals working with children can be victims of malicious allegations from children. To protect you from such allegations it is important to:

- Avoid touching children in either a friendly or threatening manner.
- If children touch you, tell them not to.
- Try not to be alone with one child.
- Put a risk assessment in place for staff who work with the child

There will be exceptions where young children or those with significant special needs need comforting or even intimate care because of continence problems and or when children need to be physically restrained for the safety and wellbeing of others. There are separate guidelines on this, which should be referred to.

Recording and Monitoring Concerns:

Good records can be the basis of valuable contributions to child protection conferences and court cases, helping to ensure that sound decisions are made. Records will be kept and logged on CPOMS (littleealing.cpoms) when there is concern in school concerning:

- marks on child's body
- unusual/different behaviour (including academic functioning)
- mood changes
- puzzling statements or stories from the child
- information from others

All teachers will be responsible for recording concerns from their own observations or from information given to them by other school staff or other LA staff who are in regular contact with the child such as the Educational Social Worker (ESW) or the psychologist.

School Recording Procedures

Incidents are recorded on CPOMS (littleealing.cpoms.net); all paper documents should be uploaded to CPOMS. The DSL should be alerted at all times in case this forms a wider pattern indicating concerns.

1. The 'working notes' may be used as part of the evidence submitted to Children's Social Care if ever a referral were to be made.
2. Where relevant, records will contain:
 - Changes in patterns of attendance
 - Changes in mood
 - Changes in classroom functioning
 - Changes in relationships (with peers, adults)

- Changes in behaviour
 - Statements, comments, stories, 'news', drawings which seem unusual
 - Changes in general demeanour and appearance
 - Unusual comments made by parents
 - Changes in the home/family which unsettle the child
 - Changes in a child's medical condition or repeated illnesses
 - Changes in a child's response to changing for or participating in PE/Sport
3. Recording should be done as soon after an event as possible.
 4. Details should be as full and accurate as possible.
 5. Factual information should be recorded and opinions should be written on a separate sheet, which will be attached to CPOMs. All notes must be dated.
 6. It will be the responsibility of the Senior Leaders to monitor CPOMS every half term.
 7. Relevant information will be passed to the receiving school by the DSL.

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing and kept on CPOMs or in a locked filing cabinet. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely on CPOMs or in a locked filing cabinet and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

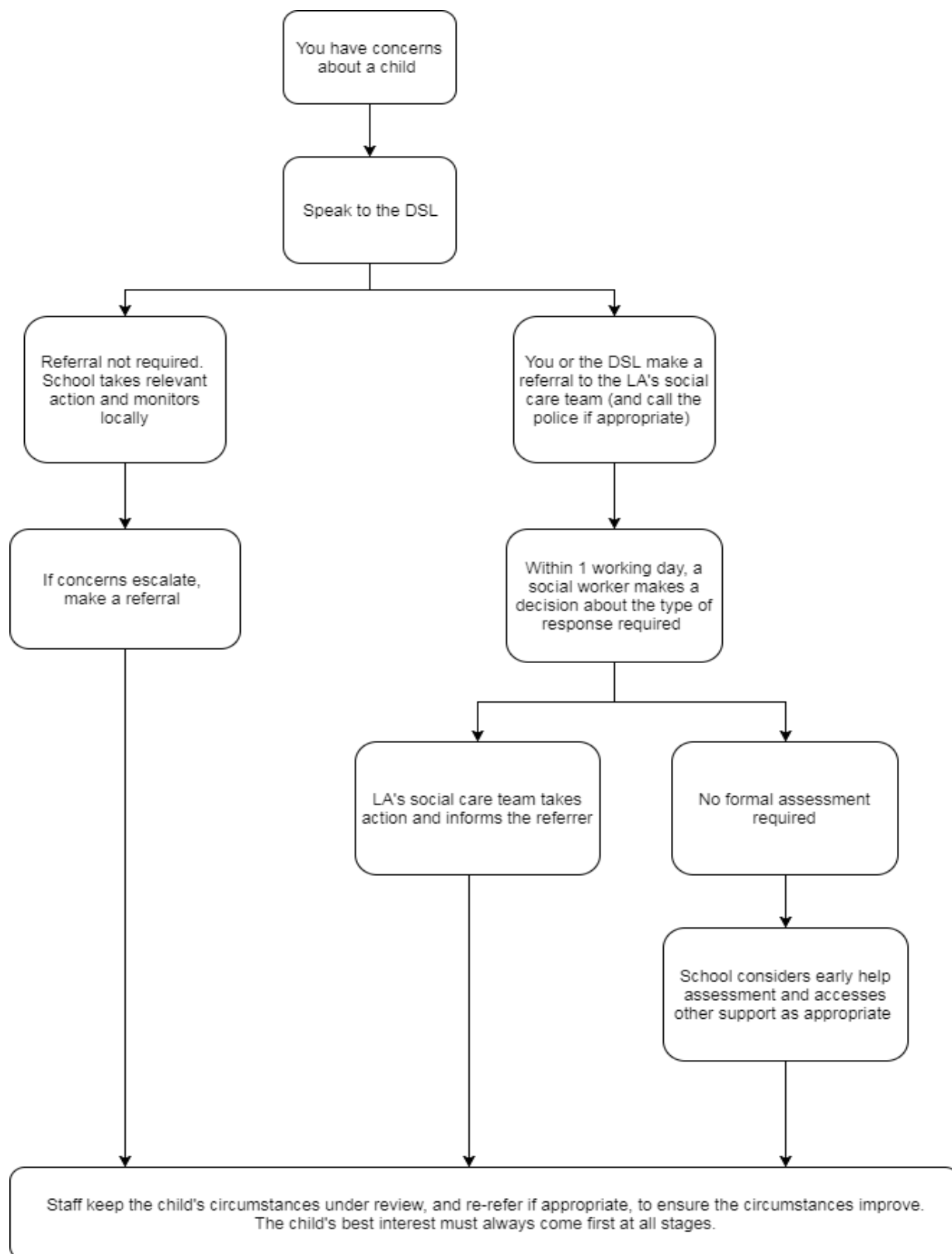
In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

Figure 1: procedure if you have concerns about a child's welfare *(as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)*

(Note – if the DSL is unavailable, this should not delay action)



LITTLE EALING PRIMARY SCHOOL SAFEGUARDING AND CHILD PROTECTION POLICY/PROCEDURES Appendix 6 – Recruitment and selection process

The recruitment steps outlined below are based on part 3 of Keeping Children Safe in Education 2025.

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

Advertising

When advertising roles, we will make clear:

- Our school's commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

Application forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

Shortlisting

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we may ask for includes:
 - If they have a criminal history
 - Whether they are included on the barred list
 - Whether they are prohibited from teaching
 - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
 - Any relevant overseas information
 - If they are known to the police and children's local authority social care and
 - If they have been disqualified from providing childcare
- Sign a declaration confirming the information they have provided is true

We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online. Shortlisted candidates will be informed that we may carry out these checks as part of our due diligence process.

Seeking references and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- Not accept open references
- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed

Interview and selection

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made

Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate

- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available:
 - For all staff, including teaching positions: [criminal records checks for overseas applicants](#)
 - For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children; or
- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or
- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity

- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

All governors have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

**LITTLE EALING PRIMARY SCHOOL
SAFEGUARDING AND CHILD PROTECTION POLICY/PROCEDURES
Appendix 7 – Concerns involving school staff/volunteers/pupils**

Concerns about a staff member, supply teacher or volunteer

- If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher or volunteer) posing a risk of harm to children, speak to the Head Teacher. If the concerns/allegations are about the Head Teacher, speak to the Chair of Governors.
- The Head Teacher/Chair of Governors will then follow the school's procedures.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the Head Teacher, speak to the local authority designated officer (LADO).

If you receive an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, follow our school safeguarding policies and procedures, informing the LADO, as you would with any safeguarding allegation.

Allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff, including a supply teacher or volunteer, has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police. We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Additional considerations for supply staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as supply staff provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with our local authority designated officer to determine a suitable outcome
- The Head Teacher will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the local authority designated officer as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)
- When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary

Allegations of abuse made against other pupils

- We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.
- We also recognise the gendered nature of child-on-child abuse. 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 policy, 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, upskirting or sexually inappropriate pictures or videos (including sharing nudes and semi-nudes)

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

Creating a supportive environment in school/minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports

- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
- That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child’s behaviour might indicate that something is wrong
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn’t (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or local authority children’s social care to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members’ personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

Staff are required to refer to the Mobile Phone policy on further information regarding acceptable use and have a duty to inform Senior Leaders if they suspect that the acceptable use policy is not adhered to by any member of staff.

LITTLE EALING PRIMARY SCHOOL
SAFEGUARDING AND CHILD PROTECTION POLICY/PROCEDURES
Appendix 8 – Sharing nudes and semi-nudes (Sexting)

Assessing adult-involved nude and semi-nude sharing incidents

This section is based on annex A of the UK Council of Internet Safety's [advice for education settings](#).

All adult-involved nude and semi-nude image sharing incidents are child sexual abuse offences and must immediately be referred to police/social care. However, as adult-involved incidents can present as child-on-child nude/semi-nude sharing, it may be difficult to initially assess adult involvement.

There are two types of common adult-involved incidents: sexually motivated incidents and financially motivated incidents.

Sexually motivated incidents

In this type of incident, an adult offender obtains nude and semi-nudes directly from a child or young person using online platforms.

To make initial contact, the offender may present as themselves or use a false identity on the platform, sometimes posing as a child or young person to encourage a response and build trust. The offender often grooms the child or young person on social media, in chatrooms or on gaming platforms, and may then move the conversation to a private messaging app or an end-to-end encrypted (E2EE) environment where a request for a nude or semi-nude is made. To encourage the child or young person to create and share nude or semi-nude, the offender may share pornography or child sexual abuse material (images of other young people), including AI-generated material.

Once a child or young person shares a nude or semi-nude, an offender may blackmail the child or young person into sending more images by threatening to release them online and/or send them to friends and family.

Potential signs of adult-involved grooming and coercion can include the child or young person being:

- Contacted by an online account that they do not know but appears to be another child or young person
- Quickly engaged in sexually explicit communications, which may include the offender sharing unsolicited images
- Moved from a public to a private/E2EE platform
- Coerced/pressured into doing sexual things, including creating nudes and semi-nudes
- Offered something of value such as money or gaming credits
- Threatened or blackmailed into carrying out further sexual activity. This may follow the child or young person initially sharing the image or the offender sharing a digitally manipulated image of the child or young person to extort 'real' images

Financially motivated incidents

Financially motivated sexual extortion (often known as 'sextortion') is an adult-involved incident in which an adult offender (or offenders) threatens to release nudes or semi-nudes of a child or young person unless they pay money or do something else to benefit them.

Unlike other adult-involved incidents, financially motivated sexual extortion is usually carried out by offenders working in sophisticated organised crime groups (OCGs) overseas and are only motivated by profit. Adults are usually targeted by these groups too.

Offenders will often use a false identity, sometimes posing as a child or young person, or hack another young person's account to make initial contact. To financially blackmail the child or young person, they may:

- Groom or coerce the child or young person into sending nudes or semi-nudes and financially blackmail them
- Use images that have been stolen from the child or young person taken through hacking their account
- Use digitally manipulated images, including AI-generated images, of the child or young person

The offender may demand payment or the use of the victim's bank account for the purposes of money laundering.

Potential signs of adult-involved financially motivated sexual extortion can include the child or young person being:

- Contacted by an online account that they do not know but appears to be another child or young person. They may be contacted by a hacked account of a child or young person
- Quickly engaged in sexually explicit communications which may include the offender sharing an image first
- Moved from a public to a private/E2EE platform
- Pressured into taking nudes or semi-nudes
- Told they have been hacked and they have access to their images, personal information and contacts
- Blackmailed into sending money or sharing bank account details after sharing an image or the offender sharing hacked or digitally manipulated images of the child or young person

Sharing nudes and semi-nudes (sexting)

Your responsibilities when responding to an incident:

- If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.
- You must **not**:
 - View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
 - Delete the imagery or ask the pupil to delete it
 - Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
 - Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
 - Say or do anything to blame or shame any young people involved
- You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020)

Initial review meeting

Following a report of the sexting incident, the DSL may hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)

- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)
- The DSL will make an immediate referral to police and/or children's social care if:
 - The incident involves an adult
 - There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
 - What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
 - The imagery involves sexual acts and any pupil in the imagery is under 13
 - The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)
- If none of the above apply then the DSL, in consultation with the Head Teacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL

- If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.
- They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.
- If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents

- The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

- If it is necessary to refer an incident to the police, this will be done through local neighbourhood police or by dialling 101.

Recording incidents

- All sexting incidents and the decisions made in responding to them will be recorded on CPOMS.

Curriculum coverage

Pupils are taught about the issues surrounding sexting as part of our computing programmes in Year 6. Teaching covers the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

**LITTLE EALING PRIMARY SCHOOL
SAFEGUARDING AND CHILD PROTECTION POLICY/PROCEDURES
Appendix 9 – Complaints/concerns**

Complaints and concerns about school safeguarding policies

13.1 Complaints against staff

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

13.2 Other complaints

Staff are required to refer to the Complaint's Policy.

13.3 Whistle-blowing

Staff are required to refer to the school's Whistle Blowing Policy.

LITTLE EALING PRIMARY SCHOOL
SAFEGUARDING AND CHILD PROTECTION POLICY/PROCEDURES
Appendix 10 – Links with other policies

Links with other policies

This policy links to the following policies and procedures:

- Artificial Intelligence (in draft)
- Allegations against Professionals
- Attendance
- Behaviour
- Complaints
- Data Protection
- Designated Teacher
- Equality
- Health and safety
- Mobile Phone
- Online safety
- Relationship and Health Education
- Staff code of conduct
- Supporting Pupils with Medical Conditions
- Whistle Blowing

Appendix 11 - Recording Concerns

CPOMS (littleealing.cpoms.net) or logging sheets if you are unable to access CPOMS should be used for recording situations, which on their own are not substantial enough for further action.

A child has an unexplained injury

This should be dealt with as serious and immediately reported to the Designated Safeguarding lead. Follow procedures for **'the urgent route'**.
(refer to page 14)

A child's circumstances fit any of the criteria listed below:

Change in patterns of absence

Change in mood

Changes in classroom functioning

Changes in relationships (with peers, adults)

Changes in behaviour

Statements, comments, stories, 'news', drawings that seem unusual

Changes in general demeanour and appearance

Unusual comments made by parents

Changes in the home/family which unsettle the child

Changes in a child's medical condition or repeated illnesses

Changes in a child's response to changing for or participating in PE/sport

Log the event in the class file, CPOMS (on the standardised recording logging sheet)

**Check whether accumulative information is pointing towards a wider concern.
If information is sparse carry on logging information as and when appropriate**

If you require advice, if evidence is beginning to grow or the matter is serious put a post it note on the relevant page and take immediately to the designated safeguarding lead or Head Teacher, even if in a meeting.

Mention concerns to other involved staff to see if a 'wider picture' is available – on a need to know basis

Follow any action discussed

Monitor very closely

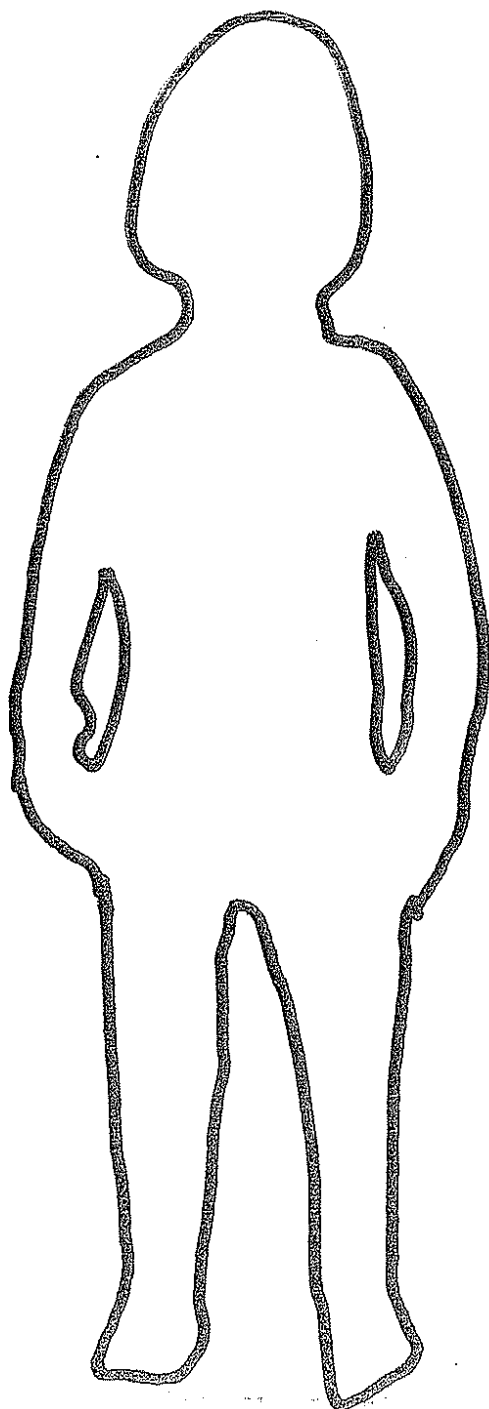
**LITTLE EALING PRIMARY SCHOOL
SAFEGUARDING AND CHILD PROTECTION POLICY**

LOGGING SHEET		
pupil's name		class
date/time	Concern / account	logged by / signature

RECORDING INJURIES

This body outline of a child can be used to indicate and record marks or bruises.

Date	Time	This is a	Front view /Back view (circle)
Observed by			Comments



LITTLE EALING PRIMARY SCHOOL
Dealing With Child Protection Issues
URGENT ROUTE - Summary

Follow this route if you have an urgent suspicion or evidence or a disclosure of:

- * physical abuse - particularly any unexplained injuries
- * sexual abuse
- * emotional abuse
- * neglect

The person making the referral to the designated safeguarding lead completes the referral or CPOMS (littleealing.cpoms.net) or logging sheet as soon as possible. These will also be in R:\Teacher Data\04 School Routines and policies\Safeguarding and Child Protection on the shared drive.

Report to the designated safeguarding lead, on the same day, while the child is still in school.

Take it immediately to the designated safeguarding lead or Head Teacher, even if in a meeting. Do not leave logging sheet or class files in the admin office.

The designated safeguarding lead collects as much information as possible from the staff that knows the child

The designated safeguarding lead decides if a referral should be made to the Ealing Children's Integrated Response Service. The parents may be asked for information in any case which is not about sexual abuse.
 Advice might be sought from the Social Care Child Protection Advisory Service.

If Social Care have become involved the verbal referral will be backed up by a written one on the standard ECIRS form, which will then be securely emailed to the appropriate department

The designated safeguarding lead will give feedback on any action plan, to the staff involved
 Written referrals and subsequent reports of the event will not be kept in the class file but stored on CPOMS (littleealing.cpoms.net) and some in the locked filing cabinet in the deputy head's office.

The designated safeguarding lead and relevant staff will continue working with the parent, if applicable.

Support for the child will be planned and delivered.

The class teacher and other involved staff will continue to monitor the child and refer back to the designated safeguarding lead if applicable

**LITTLE EALING PRIMARY SCHOOL
SAFEGUARDING AND CHILD PROTECTION POLICY
Appendix 12
FAQs**

What is safeguarding children/child protection?

Safeguarding children and child protection are the active prevention of child abuse by all those involved with children.

What is child abuse?

Child abuse is significant, non-accidental, harm to children. It can be emotional, physical, sexual or through neglect.

Who are children abused by?

Children have been abused by their own parents, stepparents, other members of the family, and friends of the family, other children, those in positions of responsibilities including teachers as well as by strangers. Children are unfortunately most likely to be abused by people they know and trust.

Who needs to know about child protection?

Child protection is an issue for all members of staff. Support staff may often be chosen by children wishing to make a disclosure.

Who is the designated person?

The designated safeguarding lead for child protection at this school is the Deputy Head Teacher: Halina Rooney. The Deputy DSL is Suzy Trigg, our Assistant Head. Other Safeguarding Leads are: Martin Jackson, Carina Thiessen and Susannah Cooke. They are all trained to the DSL level.

Who should know?

Staff should never give children an assurance that they will keep a secret, as a disclosure of possible child abuse should be passed on to the designated safeguarding lead. If abuse has taken place or if there has been agency involvement this information should be shared only on a need to know basis. This would normally include the nominated person, Head Teacher, deputy, class teacher and teaching assistant working directly with the child. Details of particular children should not be discussed generally in the staff room or out of school.

What are the signs of child abuse?

Abused children may have unaccountable or frequent injuries and may appear to be unusually aggressive, withdrawn or sexually precocious. If the abuse is neglect then they may appear unkempt, inappropriately dressed, dirty or poorly nourished.

What is a referral?

When children's services are informed that child abuse has taken place this is known as a referral. If the circumstances warrant then children's services will make an investigation. This will involve talking to the parents and explaining what has been alleged and where and from whom the referral has come from.

What are the likely outcomes of a referral?

If it is believed that abuse may have taken place then there will be case conference to decide how to help the child. Children's Social Care will work with the family to improve the situation for the child. Children are only very rarely taken into care.

Who attends a case conference?

A case conference is usually attended by relevant professionals who have dealings with any of the children in the family. This may include social workers, police, educational welfare officers, school nurses, health visitors, Head Teachers or class teachers and doctors. The parents themselves may also attend.

What does a case conference do?

The case conference shares each participant's concerns and perception of the child and decides whether or not the child should be on the *at risk register*.

What is the *child protection register*?

The *child protection register* is a list of children who are considered to be at risk from child abuse, usually in their own homes. All the agencies are required to work together and share information on children on the register. There will be regular case conferences and a nominated social worker.

Where can I find more information?

https://www.ealing.gov.uk/info/201023/children_and_families_social_care/169/child_protection_and_safeguarding
<https://www.egfl.org.uk/services-children/safeguarding>

LITTLE EALING PRIMARY SCHOOL SAFEGUARDING AND CHILD PROTECTION POLICY Useful Contacts

Ealing Children's Integrated Response Service (ECIRS) ECIRS Consultation Line Emergency Duty Team Ealing/Acton Locality Team Hanwell Locality Team	Tel: 020 8825 8000 020 8825 5236 020 8825 5000 020 8825 5504 020 8825 5536
Child Protection Advisers CSE Adviser Christina Evers	Tel: 020 8825 8930 020 8825 5951
Police Child Protection Team	Tel: 020 8246 1901
LADO Natalie Cemuda	Tel: 020 8825 8930 Mobile: 07890940241 asv@ealing.gov.uk
School Nurse	Tel: 020 8825 8718
NSPCC	Tel: 0808 800 500
Childline	Tel: 0800 1111
Ealing Safeguarding Children Board Stephen Bourne	Tel: 0203 882 7083 bournes@ealing.gov.uk
London Safeguarding Children Board https://www.londonscb.gov.uk/london-scb-contacts/	Tel: 020 7934 9714
Ealing Prevent Team General Enquiries	Police Tel: 101 prevent@ealing.gov.uk Tel: 020 8825 7590

USEFUL WEBSITE LINKS

www.nspcc.org.uk

www.ceop.police.uk

www.kidscape.org.uk

<http://www.connectsafely.org/>

www.gov.uk/government/organisations/department-for-education

<http://www.saferinternet.org.uk/>

<http://educateagainsthate.com/>

USEFUL DOCUMENTS

[Making a Referral to ECIRS](#)

[Keeping Children Safe in Education 2016](#)

[EGFL Safeguarding and Child Protection](#)

[Ealing Schools Code of Conduct](#)

[Female Genital Mutilation](#)

[Ealing Thresholds of Need](#)

[Working Together to Safeguard Children 2015](#)

[What to do if you're worried a child is being abused 2015](#)

[NSPCC Whistleblowing Advice Line](#)

[Working Together to Prevent Terrorism](#)



**LITTLE EALING PRIMARY SCHOOL'S
Designated Safeguarding and Child Protection Lead is:**

Halina Rooney

Deputy Designated Safeguarding and Child Protection Lead is:

Suzy Trigg

In their absence please speak to: Martin Jackson, Susannah Cooke, Carina Thiessen

Designated Safeguarding Governor is:

Andrew Wood

Deputy Safeguarding Governor is:

Tanya Gallagher

Ealing Children's Integrated Response Service

Telephone: 020 8825 8000



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