Child Protection and Safeguarding Policy

Fairholme Primary School

Updated: October 2025
Review: October 2026

Contents

Introduction 4
What is child protection and safeguarding? 5
Aims 5
Definitions, types of abuse and risks 6
Physical abuse 7
Emotional abuse 7
Sexual abuse 8
Neglect 9
Domestic abuse 9
Child criminal exploitation (CCE) 10
Child sexual exploitation 11
So-called 'honour-based' abuse 12
Female Genital Mutilation (FGM) 13
Preventing radicalisation and the Prevent Duty 14
Online safety 15
Child-on-child abuse 16
Children potentially at risk of greater harm 17
Children with a social worker 17
Attendance, children who are absent from education and children missing education 17
Elective home education (EHE) 18
Mental health 18
Looked After Children (LAC) 18
Private fostering 19
Bullying 19
Sexual violence and sexual harassment between children 19
Inclusion, including SEN, disabled pupils, those with medical needs, young carers, pupils identifying as LGBTQ and other vulnerable groups 20
Racism, homophobia and other forms of prejudice 21
Photography and images 21
Physical Intervention/Restraint 21
Health and Safety 21
Roles and responsibilities 21
The role of all staff 21
The role of the Designated Safeguarding Lead (DSL) 22
The role of the Headteacher 22
The role of the Governing Board 22
Procedures 23
What to do if you are concerned about a child 24
What to do in the event of a disclosure 24
Recordkeeping 24
Supporting children 25
Communicating with parents/carers 25
Training for staff and volunteers 26
Supporting staff 26
Recruitment 26
Allegations Against Staff 27
Whistle-blowing 28

Confidentiality and information sharing 29
Extended school and off-site arrangements 30
Appendix 1: Keeping Children Safe In Education – Part One, Annex A: Safeguarding Information For All Staff and Annex B: Further Information 31
Appendix 2: Staff Code Of Conduct 31
Appendix 3: Key Contacts 32
Appendix 4: Flowchart for raising safeguarding concerns about a child 33
Appendix 5: The concept of significant harm 34
Appendix 6: Dealing with a disclosure – guidance for staff 36
Appendix 7: Record Keeping 38
Appendix 8: Statutory Framework 40
Appendix 9: Safeguarding leaflet f 41
Staff declaration 43
Policy updates and changes 44

Designated member of senior staff responsible for safeguarding (DSL):
Catherine Bridger (DHT) cbridger@fairholme.hounslow.sch.uk 020 8890 2584

Deputy designated member of senior staff responsible for safeguarding (DDSL):
Gemma Harris (Headteacher) gharris@fairholme.hounslow.sch.uk 020 8890 2584

Designated Governor responsible for safeguarding:
Jenny Capstick (Chair)
Jenny can be contacted via the school office office@fairholme.hounslow.sch.uk or by calling school on 020 8890 2584

Introduction
This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children and staff in relation to welfare and risks of harm. It identifies actions that should be taken to redress any concerns about child welfare and protection, including risks of abuse and protecting pupils and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours that are contrary to these fundamental values and the ethos of the school will be vigorously challenged. This policy covers our whole school, including our EYFS setting, and takes into account the requirements set out in Keeping Children Safe In Education and Section 3 in the Statutory Framework For The Early Years Foundation Stage.

The Governors and staff of Fairholme Primary School fully recognise the contribution we all make to safeguarding children. **We expect all staff, including volunteers, to play a full and active part in protecting our pupils from harm. We take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.** The senior leadership team recognises the need to develop good practice for the school, staff and pupils, beyond the statutory minimum. **Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of the culture, ethos, curriculum and activities of Fairholme Primary School.** Our school provides a caring, positive, safe and stimulating environment that promotes the social, emotional, physical and moral development of the individual child. All aspects of school life are underpinned by our core values of **respect**, **honesty**, **responsibility**, **kindness**, **self-belief** and **aspiration**. We teach our children about safeguarding, including safety online, through various learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

The school's safeguarding arrangements are underpinned by two key principles:
- **Safeguarding is everyone's responsibility**: for services to be effective each professional and organisation should play their full part; and
- **A child-centred approach**: for services to be effective they should be based on a clear understanding of the needs and views of children

In addition to this policy, **all staff in our school must have read, and be familiar with**:
- Keeping Children Safe In Education 2025 Part One and Annex B containing additional information about different forms of abuse (published by DfE)
- Staff Code of Conduct (updated September 2023)
- Behaviour Policy
- School policy for Children Missing in Education (CME) (Attendance Policy)

Other policies and documents which relate directly to safeguarding children, and with which all staff are expected to be familiar, include (note, this is not an exhaustive list):

- Anti-bullying Policy
- Attendance Policy
- Behaviour Policy
- Complaints Procedures
- First Aid and Medicine Policy and Procedures
- Health and Safety Policy
- Intimate Care Policy
- Looked After Children (LAC or CLA) Policy
- Managing Safeguarding Allegations Against Other Pupils
- Online Safety Policy and Acceptable Use Agreements
- Physical Intervention Policy
- Recruitment and Selection Policy and procedures
- Social Networking Policy
- Special Educational Needs Policy
- Staff Code of Conduct
- Staff Induction Procedures
- Teaching online safety in school (DfE guidance)
- Information for Volunteers, Visitors and Temporary Staff
- Whistleblowing Policy

What is child protection and safeguarding?

Safeguarding and promoting the welfare of children is defined as:

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

(see Keeping Children Safe in Education, DfE, September 2025, p.7).

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child. (Keeping Children Safe In Education, DfE, September 2025, p.7).

Aims

- To raise awareness of the role of all staff in safeguarding children and their duties and responsibilities in identifying and reporting possible cases of abuse.
- To develop and implement structured procedures within school which will be followed by all members of the school community in cases of suspected abuse.
- To maintain an ethos of safeguarding and promoting the welfare of children, including establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to.
- To ensure children know that there are adults in the school whom they can approach if they are worried.
- To provide a systematic means of monitoring children known or thought to be at risk of harm and to keep appropriate records.

- To emphasise the need for good levels of communication between all members of staff, and to promote effective multi-agency working, such as with social care, the police, and health professionals.
- To ensure that all adults within our school who have access to children have been checked as to their suitability and are appropriately monitored.
- To have procedures in place to ensure staff are employing safe working practices (see staff code of conduct).
- To include opportunities in the school curriculum, through PSHE and other areas, for children to develop the skills they need to recognise and stay safe from abuse.

Definitions, types of abuse and risks
Keeping Children Safe In Education 2025 (Part 1 and Annex B) contains important information about types of abuse and neglect, and all staff must be aware of these, including **children and the court system**, **children missing from education**, **children with family members in prison**, **child criminal exploitation and county lines**, **child sexual exploitation (CSE)**, **domestic abuse**, **female genital mutilation (FGM)**, **forced marriage**, **homelessness**, **so-called 'honour-based' violence**, **preventing radicalisation**, **child-on-child abuse**, **sexual violence and sexual harassment between children including sexting**, and **upskirting**. Other safeguarding risks include bullying and cyber-bullying, children missing from home or care, drugs and substance abuse, fabricated or induced illness, gangs and youth violence, hate, mental health, online safety, private fostering, and child trafficking.

All staff must be aware of indicators of abuse and neglect, understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

For all safeguarding concerns relating to these, and any other areas, staff will record and report their concerns promptly following the procedures and guidance outlined in this policy.

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues or concerns will overlap with one another, and the school operates an efficient recordkeeping system, which allows us to make links between concerns and review each individual child's circumstances carefully at any one time.

When considering the wellbeing and safety of children, it is important to assess the risks and issues in the wider community. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation. (Keeping Children Safe In Education, DfE, September 2025)

Abuse
Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. (Keeping Children Safe In Education, DfE, September 2025)

Key areas of abuse and risk include:

Physical abuse
This form of abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. (Keeping Children Safe In Education, DfE, September 2025)

All children have accidents and may have bruises from time to time. The child, or his or her parents/carers, will usually tell you how the injuries occurred and what happened. However, if they do not tell you or do not give you an adequate explanation of what happened, you need to consider whether the injuries are a possible sign of physical abuse. Sometimes a child can be physically abused without easily identifiable signs of injury, e.g. babies who have been shaken, so it is important to act on concerns so professional assessments can be made. Injuries not adequately explained may include fractures, bruises, burns, bite marks, slap marks, implement marks – e.g. belt mark. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Possible indicators of physical abuse include:
- grip marks - may indicate shaking
- slap marks - cheeks, buttocks, limbs (may leave a hand imprint)
- soft tissue marks
- long marks
- symmetrical bruising
- bruising in unusual places e.g. bruises on ears
- teeth/bite marks
- burns with outline, e.g. outline of an iron
- cigarette burns
- fractures or other injuries
- injuries which haven't been treated properly and there is delay in seeking medical attention
- any injury to a child who isn't mobile, e.g. baby under 1 year, disabled child
- child appears frightened of others e.g. parent(s) or carer(s)
- child doesn't want to go home, or runs away
- child flinches when approached or when someone stretches a hand towards them
- child is reluctant to get undressed, e.g. for games or sport activity
- child is very passive or very aggressive
- frozen watchfulness - child sits very still watching what's going on (waiting for the next hit)
- child could equally appear overly "happy" and "eager to please"

Emotional abuse
Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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 maltreatment of a child, although it may occur alone. (Keeping Children Safe In Education, DfE, September 2025)

Possible indicators of emotional abuse include:

- physical, mental and emotional developmental delay/late developer with no obvious medical reason
- sudden onset speech disorders, e.g suddenly developing a stammer
- acceptance of punishment which seems excessive
- over-reaction to mistakes
- continual self deprecation
- excessive fear of new situations
- inappropriate emotional response to painful stimuli
- excessive behaviours, e.g. rocking, head banging, pulling own hair out
- self-harm and/or eating disorders
- compulsive stealing/scavenging
- excessively sad, depressed, withdrawn
- low self esteem
- very poor relationship with parent/carer

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and **all** staff should be aware of it and of their school or college's policy and procedures for dealing with it. (Keeping Children Safe In Education, DfE, September 2025)

Possible indicators of sexual abuse include:

- repeated, inappropriate masturbation
- presence of sexually transmitted disease
- young children with age inappropriate sexual knowledge or language, e.g. penetration, ejaculation, oral sex
- explicit sexual drawings
- pain, soreness or itching in the genital or anal areas or mouth
- recurrent genital or urinary infections
- pregnancy
- young children acting out sexual behaviours, e.g. simulating intercourse, grabbing genitalia, etc.
- young children displaying sexually inappropriate knowledge or behaviour
- persistent bedwetting, nightmares and sleep problems
- anorexia, bulimia, self harm or excessive 'comfort' eating
- fear of a specific person
- running away from home
- substance abuse
- child in possession of unexplained gifts, including money

- children having ‘secrets’ that an adult says they are not allowed to tell
- secrecy around internet use and webcams etc.

Neglect
Neglect 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. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs. (Keeping Children Safe In Education, DfE, September 2025)

Possible indicators of neglect include:
- excessively thin or ill
- well below average weight and height, failure to thrive
- frequent tiredness
- recent unexplained weight loss
- complains of hunger, lack of energy
- untreated conditions/injuries
- repeated accidents, especially burns
- left home alone inappropriately
- repeatedly unwashed, smelly, dressed in dirty clothing or dressed inappropriately for the weather
- supervision/carers inappropriate (e.g. 8 year old looking after other children)
- badly decayed teeth
- unhygienic and/or unsanitary living conditions
- poor level of concentration
- constantly hungry or ’stealing’ food from others/from bins
- falls asleep during school hours
- not keeping doctor or hospital appointments
- frequently not at school or persistent lateness
- reluctant to go home from school
- delayed speech development

Domestic abuse
The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:
(a) physical or sexual abuse;
(b) violent or threatening behaviour;
(c) controlling or coercive behaviour;
(d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
(e) psychological, emotional or other abuse.
People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives. The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The abuse can encompass, but is not limited to, psychological, physical, sexual, financial and emotional; it is important to recognise that domestic abuse is not just physical violence. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children, affecting their social and emotional resilience, as well as their personal development. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

At Fairholme, we participate in Operation Encompass, a partnership between police and schools that aims to ensure schools receive information about any domestic abuse incidents which have been witnessed by, involved or affected children who attend the school.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

Children who witness domestic abuse may:

- become aggressive
- display anti-social behaviour
- suffer from depression or anxiety
- not do as well at school - due to difficulties at home or disruption of moving to and from refuges.

Child criminal exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

County Lines is a form of CCE and is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs primarily crack cocaine and heroin) into one or more importing areas (within the UK) using dedicated mobile phone lines or other form of ‘deal line’. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can easily become trapped by this type of exploitation as county lines gangs create

drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with **serious violent crime**. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. 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 and having been involved in offending, such as theft or robbery.

Child sexual exploitation (CSE)
Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child of young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex:
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

(Keeping Children Safe In Education, DfE, September 2025)

Children subject to child sexual exploitation are involved in exploitative situations, contexts and relationships, where they (or a third person or persons) receive 'something' (for example, food, accommodation, drugs, alcohol, affection, gifts, money, mobile phone or tablet, etc.) as a result of performing, and/or others performing on them, sexual activities. It can occur through use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phone with no immediate payment/gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are commonly involved in exploitative relationships.

Possible indicators of sexual exploitation:

- children who appear with gifts or new possessions (e.g. money, clothes, gifts, etc.) without plausible explanation;
- children who associate with other young people involved in exploitation, gang association and/or isolation from peers/social networks;
- children who have older boyfriends or girlfriends;
- sexually transmitted infections or pregnancy in children;
- changes in emotional well-being;
- misuse of drugs and alcohol;
- exclusion or unexplained absences from school, college or work;
- children who go missing for periods of time or regularly come home late;
- regularly missing school or education
- relationships with controlling or significantly older individuals or groups
- evidence of, or suspicions of, physical or sexual assault
- increasing secretiveness around behaviours
- multiple callers (unknown adults or peers)
- self-harm or significant changes in emotional well-being

Potential vulnerabilities include (but are not limited to):
- having a prior experience of neglect, physical and/or sexual abuse;
- lack of a safe/stable home environment now or in the past;
- recent bereavement or loss;
- social isolation or social difficulties;
- absence of a safe environment to explore sexuality;
- economic vulnerability;
- homelessness or insecure accommodation status;
- connections with other children and young people who are being sexually exploited;
- family members or other connections involved in adult sex work;
- having a physical or learning disability;
- being in care (particularly those in residential care and those with interrupted care histories)

More information can be found in 'Child Sexual Exploitation: Definition and a guide for practitioners' (DfE 2017).

So-called 'honour-based' abuse

So-called 'honour-based' abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms are abuse (regardless of the motivation) and should be handled and escalated as such. A forced marriage is where one or both people do not (or, in cases of people with learning disabilities, cannot) consent to marriage and pressure or abuse is used. In the UK, it is recognised as a form of abuse against men and women, domestic/child abuse, and a serious breach of human rights. Furthermore, it is illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not used. 'Honour-based' abuse can be described as a collection of practices that are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Where staff are concerned that a child might be at risk of 'honour-based' abuse, they must contact the Designated Safeguarding Lead as a matter of urgency.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons It is also known as female circumcision, cutting or sunna. Religious, social or cultural reasons are sometimes given for the practise of FGM. However, it is a dangerous procedure and is a criminal offence in the UK. There are no medical reasons to carry out FGM and it can cause severe and long-lasting damage to physical and emotional health. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime At 2015) places a **statutory** duty upon school staff to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under the age of 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Any concerns regarding FGM should be discussed with the school's DSL following the school's usual child protection procedures. To make a report to the police, it is recommended this is done orally by calling 101. Where there is risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate. https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information/mandatory-reporting-of-female-genital-mutilation-procedural-information-accessible-version

Possible risk factors and indicators of FGM include:

- a girl may confide that she is to have a "special procedure " which will make her a woman or talk of a ceremony taking place for her or other siblings.
- there may be talk of vaccinations or talk of absence from school.
- girls are more at risk of FGM during school summer holidays.
- a girl or her family may talk about a long holiday to their country of origin or to a country where the practice is prevalent. (This is not enough on its own but might be significant when added to other concerns.)
- visiting female elder from the country of origin.
- a mother or an older sibling has already undergone FGM.
- girls who are withdrawn from PSHE
- FGM is commonly carried out on girls aged 5-8 years old.
- low level of integration into UK society.

Possible signs that FGM may have occurred include:

- prolonged or repeated absences from school, especially with noticeable changes in behaviour on return (e.g. withdrawal or depression)
- difficulty walking, sitting or standing and appearing to be experiencing discomfort or pain
- spending a long time away from class for toilet breaks
- spending long periods of time away from the classroom during the day with bladder or menstrual problems
- talking about pain or discomfort between the legs
- reluctance to undergo normal medical examinations
- asking to be excused from PE or swimming
- frequent urinary, menstrual or stomach problems
- suddenly visiting the school nurse more frequently
- confiding in a professional without being explicit about the problem due to embarrassment or fear

- a sudden change in dress

Preventing radicalisation and the Prevent Duty
Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of our safeguarding approach. Extremism is the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). As with other safeguarding risks, staff should be alert to changes in children's behaviour that could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may the DSL making a Prevent referral.

Early indicators of radicalisation or extremism may include:
- showing sympathy for extremist causes;
- glorifying violence, especially to other faiths or cultures;
- making remarks or comments about being at extremist events or rallies outside school;
- evidence of possessing illegal or extremist literature;
- advocating messages similar to illegal organisations or other extremist groups;
- out of character changes in dress, behaviour and peer relationships (there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent);
- secretive behaviour;
- online searches or sharing extremist messages;
- intolerance of difference, including faith, culture, gender, race or sexuality;
- graffiti, art work or writing that displays extremist themes;
- attempts to impose extremist views or practices on others;
- verbalising anti-Western or anti-British values;
- advocating violence towards others.

Schools are subject to a **duty** under section 26 of the Counter-Terrorism and Security Act 2015 to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the **Prevent duty**. The statutory "Revised Prevent duty guidance: for England and Wales" (for schools) summarises the requirements on schools in terms of four general themes: assessing the risk of children being drawn into terrorism; working in partnership with other professionals and agencies; providing Prevent awareness training for staff enabling them to identify children at risk of being drawn into terrorism and to challenge extremist ideas; and ensuring children are safe from terrorist and extremist material when accessing the internet.

Where staff are concerned that a child may be at risk of being drawn into radicalisation or terrorist activities, these concerns must be reported in the usual way to the DSL, following the school's child protection procedures. Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection.

Channel is a programme that focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Following a referral, a Channel panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Schools are required to cooperate with Channel panels.

We use the curriculum to ensure that children understand how people with extreme views share these with others, especially using the internet. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values (respect, honesty, responsibility, kindness, self-belief and aspiration) alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Online safety

The use of technology has become a significant component of many safeguarding issues. In child sexual exploitation, radicalisation and sexual predation, for example, technology often provides the platform that facilitates harm. Many children have unlimited and unrestricted access to the internet on various devices; this access, particularly when unsupervised or monitored, means some children could sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), view and share pornography and other harmful content and make contact and form relationships with strangers. An effective approach to online safety empowers the school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate, or harmful content, for example: 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; for example: peer to peer 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: online behaviour that increases the likelihood of, or causes, harm; for example, 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
- commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams

The school recognises the significant impact of technology on children, and that safety online is an essential element of safeguarding children and young people in the digital world. We actively teach about the safe use of the internet and technology, encourage children to report concerns about anything they come across online, and include online safety within our curriculum, following the 'Teaching Online Safety In School' guidance published by the DfE. Our policy and guidance for online safety is set out in a separate document, and includes: an Acceptable Usage Policy (AUP) for all forms of technology including internet, emails and mobile phones; arrangements for identifying, reporting and dealing with online safety concerns or incidents; and arrangements for raising the awareness of pupils, staff and parents with regard to online safety issues. Our staff code of conduct and the school's social networking policy make the expectations for staff in their use of social media and electronic technologies clear, to ensure they, and children, are kept safe.

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering (LGFL) and monitoring (BeeSafe) systems which are regularly reviewed for their effectiveness. We do not allow children to bring their own devices into the school building. Any children with mobile phones must leave these at the office before the school day begins, and must collect them after dismissal at the end of the day.

Given the recent increase in the use of technology for remote learning since March 2020 (given the national lockdowns for the COVID-19 pandemic), staff are aware of the need to be even more vigilant for issues relating to online safety, and the need to ensure children know how to keep themselves safe online and how to raise any concerns they may have. Whilst children are in school, online safety is part of the curriculum for every year group. The children are encouraged to use this knowledge, skills and understanding when accessing online resources and learning in all aspects of their lives. On the school web site, the school provides information for parents and children about staying safe online. Children know that they can report concerns to a member of school staff, or other trusted adult, whether they are learning at home or in school.

Child-on-child abuse

Child-on-child abuse is most likely to include (but is not limited to):

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (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, and
- 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).

Abuse is abuse, and should never be passed off as "banter" or "part of growing up". We believe all children have a right to attend school and learn in a safe environment. Children should be free from harm by other members of our school community, adults or children. We recognise that some children will sometimes negatively affect the learning and wellbeing of others, and their behaviour will be dealt with under our Behaviour Policy and/or Anti-Bullying Policy. Whilst we recognise that it is more likely that girls will be victims and boys will be perpetrators, all child-on-child abuse is unacceptable and will be taken seriously. Occasionally, allegations may be made against pupils by others in the school which are of a safeguarding nature, and these

should be reported in the usual way, following the school's safeguarding procedures. The allegation may refer to the behaviour of another child towards a younger or more vulnerable pupil; raise risk factors for other children in the school; indicate that other children have been affected by the behaviour of this pupil; and may indicate that others outside the school have been affected by the behaviour of this pupil.

We will follow the procedures outlined in the school's Managing Safeguarding Allegations Against Other Pupils Policy, and will provide support for victims of child-on-child abuse. We are aware that, even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported;

We regularly speak to children about how they can report concerns they may have and who they can speak to about their worries.

KCSIE 2025 Part 5 and the separate guidance 'Sexual violence and sexual harassment between children in schools and colleges' sets out how we will respond to reports of sexual violence and sexual harassment.

Whilst cases of 'sexting' are unusual in a primary school, we remain vigilant and follow the guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS): Sharing nudes and semi-nudes (December 2020).

Children potentially at risk of greater harm
We recognise that some groups of children are potentially at greater risk of harm than others (both online and offline) and are mindful of these children when considering safeguarding and child protection issues. These vulnerable groups may include, but are not limited to, children with a social worker, children who are absent for prolonged periods or on repeat occasions, some children who are home education (they are less visible to the services that are there to keep them safe and supported in line with their needs), children requiring mental health support, children who are looked after (in foster care) or have previously been looked after and children who are subject to a special guardianship order.

Children with a social worker
We recognise that when a child has an allocated social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as being more likely to face educational barriers such as lower attendance, less support for learning, lower academic achievement, challenging behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker. For example, this may include extra support for learning in school, access to Breakfast Club at reduced cost, mentoring or therapeutic support, parenting support amongst other things. We work closely with the Virtual College, Virtual Headteacher and other professionals who also, along with children in care, have responsibility to promote the education of children who have a social worker.

Attendance, children who are absent from education and children missing education
Absence from school and children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health difficulties, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

The school has resources and procedures in place to monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school. This means we need to have at least two, preferably at least three, up-to-date contact numbers for parents/carers (including one emergency contact outside the family home wherever possible) and regularly remind parents/carers to update the school as soon as possible if numbers change.

Statutory requirements and procedures are followed to monitor and report children missing in education (CME), and when taking children off-roll when they have left the school. Our Attendance Policy identifies how individual cases are managed and how the school can work proactively with parents/carers to ensure they understand why good, regular attendance at school is important. Procedures and resources in place include:

- Staff who understand what to do when children do not attend regularly;
- Appropriate policies procedures and responses for pupils who go missing from education (especially on repeat occasions);
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage;
- Procedures to inform the local authority when we plan to take pupils off-roll when they:
    - leave school to be home educated
    - move away from the school's location
    - are permanently excluded

We will ensure that pupils who are expected to attend the school but fail to take up the place will be referred to the local authority. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Elective home education (EHE)
Many home educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs. Wherever possible, we meet with families before a final decision about home education has been made, to ensure the parents/carers have considered what is in the best interests of the child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable.

Mental health
All staff are aware that mental health difficulties can, in some cases, be an indicator that a child has suffered or is suffering abuse, neglect or exploitation. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. Where staff have a mental health concern about a child that may also be a safeguarding concern, they will raise the issue immediately by informing the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead in the same way that all safeguarding concerns are raised, both verbally and in writing on CPOMS. In addition, the school's Senior Mental Health Lead should also be informed (this is currently the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead in her absence).

Looked After Children (LAC)
The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that appropriate staff have information about a child's looked after status and care arrangements, including contact. The designated teacher for Looked After Children and the DSL have contact details for any LAC child's social worker and the name and contact details of the local authority's virtual head for children in care.

Private fostering
Private fostering refers to an adult looking after someone else's child, who is not related, for more than 28 days. A private foster carer may be an extended family member, such as cousin or great aunt, family friends of the privately fostered child, or another adult, not related, who is willing to foster a child. Close relatives such as aunt, grandparent, step-parent, brother or sister looking after a child would not be regarded as private foster carers. Private foster carers are required to notify the local authority (children's social care) at least six weeks before the arrangement is due to start, and not to do so is a criminal offence. They will be visited by a social worker to ensure the arrangements are satisfactory for the privately fostered child. Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers, to inform the school. However, it should be clear to the school who has parental responsibility. School staff must ensure the DSL is made aware of any private fostering arrangements that come to light. The DSL will speak to the family of the child involved to check they are aware of their duty to inform the local authority, as well as reporting the arrangement to the local authority. On admission to the school, we work with the local authority to take steps to verify the relationship of the adults to the child who is being admitted.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or may be involved in trafficking, child sexual exploitation or modern-day slavery.

Bullying
Our policy on anti-bullying is set out in a separate document, and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

Sexual violence and sexual harassment between children
Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence involves sexual offences under the Sexual Offences Act 2003 including rape, assault by penetration, sexual assault and causing someone to engage in sexual activity without consent. Sexual harassment refers to unwanted conduct of a sexual nature that can occur online and offline and both inside and outside of school, and includes sexual and lewd comments, remarks about clothing and appearance, calling someone sexualised names, sexualised jokes and taunting, physical actions such as deliberately brushing past someone, displaying pictures of a sexual nature, upskirting and online sexual harassment. Sexual violence and sexual harassment can be stressful and distressing, and a child's educational attainment is likely to be adversely affected. Sexual violence and sexual harassment can occur online and offline (both physical and verbal) and are never acceptable. Evidence shows that some groups are potentially more at risk, including children with SEND and LGBT children. At Fairholme, we ensure that children understand sexual violence and sexual harassment is not acceptable, will never be tolerated and are not an inevitable part of growing up. It is never dismissed as "banter" or "part of growing up" and such behaviours are always challenged.

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). HSB can

occur online and/or face-to-face and can also occur simultaneously. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

Further information about harmful sexual behaviour, child-on-child sexual violence and sexual harassment can be found in Part 5 of Keeping Children Safe In Education (DfE, September 2025). This includes information about appropriate responses to reports of sexual misconduct, supporting victims and perpetrators, confidentiality, risk assessments, referrals to Children's social care, reporting to the police and safeguarding other children amongst other things.

Inclusion, including SEN, disabled pupils, those with medical needs, young carers, pupils identifying as LGBTQ and other vulnerable groups

Safeguarding measures are in place for children with SEN, disabled pupils, those identifying as LGBTQ, young carers and other vulnerable groups because we recognise that these pupils are at greater risk of abuse and may have wider safeguarding needs. Children with SEN, disabilities and certain health conditions may be disproportionately impacted by things like bullying without outwardly showing any signs. We work hard to overcome difficulties that may arise in overcoming communication barriers, and provide safe spaces in which children may feel able to talk about things that upset them. Through our curriculum, we teach all children how to keep themselves safe, providing extra support for those with SEN. We also offer interventions that support children to work through their emotions and challenges, including play therapy. We have additional policies and procedures in place for safeguarding children with medical needs, those at risk of exclusion and those whose attendance at school gives cause for concern.

Young carers are children and young persons under 18 who provide or intend to provide care assistance or support to another family member. They carry out on a regular basis, significant or substantial caring tasks and assume a level of responsibility, which would usually be associated with an adult. The person receiving care is often a parent but can be a sibling, grandparent or other relative who is disabled, has some chronic illness, mental health problem or other condition connected with a need for care support or supervision. We provide support for young carers in school by making appropriate adjustments to acknowledge the additional support they provide to their family member(s), as well as working with the Ealing and Hounslow Young Carers' Project.

The fact that a child may begin to identify as LGBTQ is not in itself an inherent risk factor for harm. However, children who are LGBTQ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ (whether or not) can be just as vulnerable as children who identify as LGBTQ. Risks can be compounded where children who are LGBTQ lack a trusted adult with whom they can be open. At Fairholme, we endeavour to reduce the additional barriers faced by ensuring children understand there are safe and trusted adults they can speak to in school about their concerns.

For pupils with SEN, disabilities, medical conditions, caring responsibilities and other vulnerable groups, additional barriers can exist when recognising abuse and neglect in these groups of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and

- communication barriers and difficulties in managing or reporting these challenges

At Fairholme, we provide extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place; for example, by providing key adults or mentoring support for a child to ensure they have someone they trust to speak to, building relationships, providing peer or social skills support, creating a climate of trust and openness.

Racism, homophobia and other forms of prejudice

We recognise that racist or homophobic comments and/or actions cause harm, and do not tolerate any forms of prejudicial behaviour. Our procedures for dealing with such incidents are set out in our behaviour and anti-bullying policies, which acknowledge that repeated incidents or a single serious incident may lead to consideration as a safeguarding concern.

Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent and acceptable reasons. Sadly, some people abuse children through taking or using images so we ensure that we have some safeguards in place. These include:

- seeking consent from children for photographs to be taken and/or published (for example, on our school web site, in the local press, etc.)
- seeking parental consent
- never using a child's surname alongside an image
- ensuring children are appropriately dressed
- ensuring that personal data is not shared
- storing images appropriately, securely and for no longer than is necessary
- only using school equipment (not personal devices)
- encouraging children to tell a member of staff if they are worried about any photographs that are taken of them.

Physical Intervention/Restraint

Our policy on physical intervention by staff is set out in a separate restraint policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person. If a child needs repeated intervention, a positive handling plan will be put into place. Physical intervention of a nature which causes injury or distress to a child may be considered under safeguarding or disciplinary procedures.

Health and Safety

Our Health and Safety policy, set out in a separate document, reflects the consideration we give to child protection of our children both within the school and when away from the school when undertaking school trips and visits. It also outlines procedures for ensuring the security of our school site. Visitors to the school are required to sign in, show ID if necessary, and wear a visitor's lanyard and badge that confirms they have permission to be on site. All visitors are expected to enter through one entrance and observe the school's safeguarding and health and safety regulations and procedures.

Roles and responsibilities

The Headteacher, Deputy Headteacher and Senior Leadership Team regularly review the school's practice in relation to safeguarding and child protection, ensuring that effective measures, procedures and training are in place, and monitoring impact and outcomes.

The role of all staff

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. We expect all staff to demonstrate concern for the welfare of children, to be vigilant, to follow the school's safeguarding procedures and systems, to report any concerns to the DSL/deputy DSL promptly and to maintain an up-to-date knowledge about safeguarding issues. It should be remembered that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful.

The role of the Designated Safeguarding Lead (DSL)
The school has a designated safeguarding lead (DSL) who, together with the Headteacher, is responsible for the broad areas outlined in Appendix C within Keeping Children Safe In Education (DfE, September 2025). In her absence, these responsibilities are assumed by the deputy designated safeguarding lead. The DSL (a member of the senior leadership team) will coordinate action on child protection within the school. This includes ensuring that all staff, teaching and non-teaching (including supply staff), know who the DSL is, and that they are aware of their individual responsibility to be alert to the signs of abuse and to discuss any concerns with the DSL in a timely manner. The DSL will:

- manage referrals from school staff or any others from outside the school;
- work with external agencies and professionals on matters of safety and safeguarding;
- undertake regular training;
- ensure the necessary training arrangements are in place for all staff, including online safety training and induction for new staff;
- raise awareness of safeguarding and child protection amongst staff and parents;
- ensure that child protection records are detailed, accurate, secure and kept up to date, that information is shared appropriately in order to safeguard pupils and that records are transferred to a pupil's new school;
- be aware of, and provide support for, pupils who have a social worker;
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and senior leaders;
- work with the Virtual School and those with responsibility to support and promote the education of children with a social worker;
- manage and respond to concerns relating to online safety, including filtering and monitoring processes;
- act as a source of support, advice and expertise for all staff.
- encourage a culture of listening to children and building trusted relationships.

Further details about the role of the DSL are outlined in Annex C of Keeping Children Safe In Education (DfE, September 2025) and the school ensures it complies with these.

The role of the Headteacher
The Headteacher, together with the Governing Body and the Designated Safeguarding Lead, is responsible for overseeing the efficient and effective implementation of the school's safeguarding and child protection procedures, ensuring that **all** staff follow school policies and procedures.. In particular, the Headteacher at Fairholme Primary School is responsible for any safeguarding matters that involve members of staff carrying out their duties in a professional manner.

The role of the Governing Board
The Governing Board ensures that the school has effective policies and procedures in place with regard to safeguarding and child protection, including:

- a named and trained senior member of staff in the role of Designated Safeguarding Lead;

- an effective child protection policy, systems, procedures and routines;
- a staff code of conduct;
- appropriate responses and procedures for children who are absent from school for prolonged periods and/or on frequent occasions or who go missing in education;
- effective safer recruitment policies, systems and procedures;
- online filtering and monitoring systems, regularly reviewing their effectiveness;
- safeguarding and child protection training, including online safety, for all staff, ensuring that such training is regularly updated and in line with advice from the safeguarding partners
- appropriate induction arrangements for new staff, and provision of relevant information to visitors, volunteers and temporary staff;
- compliance with duties under legislation, including the Human Rights Act 1998, the Equality Act 2010, the Public Sector Education Duty and local multi-agency safeguarding arrangements;
- an understanding of local and national guidance.

The Chair of Governors is also responsible for managing any safeguarding concerns or allegations made regarding the Headteacher.

Further details about the responsibilities of the Governing Board are outlined in Part Two of Keeping Children Safe in Education (DfE, September 2025).

Procedures
Our school procedures for safeguarding children are in line with Keeping Children Safe In Education (DfE, September 2025), the London Borough of Hounslow, the Hounslow Safeguarding Children Partnership (previously HSCB) www.hscb.org.uk, the London Safeguarding Children Board (LSCB) www.londonscb.gov.uk, and the London Child Protection Procedures www.londoncp.co.uk.

We ensure that:
- We have a designated safeguarding lead (DSL), Catherine Bridger (DHT), and a deputy designated safeguarding lead (DDSL), Gemma Harris (Headteacher), who undertake training at least every two years, with regular updates in between. Other senior staff and our Family Engagement Officer have also undertaken safeguarding lead training and keep this updated.
- We have a designated Governor with responsibility for safeguarding and child protection – Jenny Capstick (Chair of Governors).
- All members of staff develop their understanding of the signs and indicators of abuse, including through regular training and updates.
- Clear procedures are implemented and followed by all members of staff in response to any welfare or safeguarding disclosures made by a child or adult.
- Written records of concerns about children are made and kept, even when there is no need to refer the matter immediately.
- All records are kept securely, separate from the main pupil file.
- Information is made available to parents/carers regarding the responsibilities of staff members with regard to child protection procedures.
- Our procedures are regularly reviewed and updated with regard to newly issued information from the LA, LSCB or DfE.
- All new members of staff receive detailed information about the school's safeguarding and child protection procedures as part of their induction into the school.
- All members of staff adhere to the staff code of conduct, acceptable use policy, and safe practices online.
- Safe recruitment practices are followed at all times.

- Clear procedures are implemented and followed where an allegation is made against a member or staff or volunteer.
- The school recognises that safeguarding is a continuum, starting with children and families who are in need and would benefit from some support, through to children who are being abused and need protecting.
- Detailed record-keeping procedures for safeguarding and child protection can be found in the appendices of this policy.

What to do if you are concerned about a child

1. In all cases where abuse is suspected, or a sustainable allegation is made, the **information must be reported immediately to the Designated Safeguarding Lead (DSL)**. The usual protocols of politeness should not be observed if a child is at significant risk of harm if action isn't taken swiftly – meetings can be discreetly interrupted. **If the DSL is not available, concerns must be reported to the deputy DSL or the Headteacher** or, in the absence of these staff, to another member of the senior leadership team who will make prompt contact with the DSL.
2. Any adult reporting a concern must **make a written record of the concern on CPOMS**, the school's method for recording information about children. For all child protection concerns, **this must be completed on the day, by the member of staff to whom the disclosure was made, before leaving work, and must also be followed up with a verbal conversation with the DSL**, to ensure the concern has been received. Where the concern involves physical injuries or marks on a child, it will also be necessary to record these on a body map (available within the CPOMS system).
3. The DSL will, usually through discussion with other senior staff, assess the situation and make a decision about how to proceed based on the procedures and thresholds established by the HSCB, by Early Help Hounslow, and by Hounslow Children's Services. This assessment will include considering the risk of significant harm to the child, the context of the concern, other background and contextual information about the child, any previous concerns that have been raised about the child, etc.
4. In conjunction with other staff who are involved with the child (e.g. class teacher, mentor, etc.), the DSL will ensure that the concern is followed up with an appropriate course of action. This may include further investigation, monitoring the situation, providing additional support such as through a mentor, referring to the school's family/parenting support team, referring to Early Help Hounslow, seeking further advice from other agencies or making a referral to Children's Services if appropriate.
5. The DSL will make ensure that parents/carers are informed, by an appropriate member of staff or by the DSL, about concerns that have been raised, unless this is deemed to be likely to place the child at further risk of harm, and about potential courses of action.
6. The DSL, or other member of staff taking action, will ensure that the written record of the concern is updated with information regarding action taken and any conversations had with other agencies, parents/carers, etc.

What to do in the event of a disclosure

A disclosure is when a child tells an adult about an event of child abuse or other safeguarding concern that has, or may have, happened to them or to a friend. A disclosure can happen at any time with any adult in the school, and it is essential that all members of staff respond appropriately. We follow the six Rs – Receive, React, Reassure, Record, Refer/Report. Further detailed guidance for staff on dealing with disclosures is included in the appendices to this policy. It is essential that we ensure the child is safe, record disclosures carefully, report them to the DSL promptly and maintain confidentiality.

Recordkeeping

Well-kept records are essential to good professional practice. The school uses the online reporting system CPOMS for recording any disclosures or welfare concerns. The CPOMS system allows restricted access only to such concerns, and the designated safeguarding lead is responsible for ensuring the confidentiality of these records, as well as the appropriate sharing of information where necessary. Any paper records are kept separately from the child's school record, in a locked cabinet in the Headteacher's office. Full guidance on the school's recordkeeping procedures is outlined in the appendices to this policy.

Supporting children

The school plays a significant part in the prevention of harm to pupils by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection. We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. They may feel helplessness, humiliation and some sense of self-blame. 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 vulnerable children through:

- The content of the curriculum - creating opportunities to ensure children understand issues relating to safety and are taught how to keep themselves and others safe including online, know how to resist pressure, understand what behaviour towards them is unacceptable, and know how to deal sensibly with risk (in particular, we recognise the importance of the PSHE curriculum in relation to this, covering issues such as healthy relationships, domestic violence, bullying and abuse, online safety, reinforcing the message for children that it is acceptable to talk about their own problems, and promoting tolerance, respect, understanding and empathy for others). To be effective, we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse and children with special educational needs or disabilities.
- The school ethos and values, which promote a positive, supportive and secure environment and which give children a sense of being valued.
- Encouraging a culture of listening to children and taking account of their wishes and feelings.
- Regularly reminding children what they can do/where they can go if they have child protection concerns or feel worried/uncomfortable.
- The school's behaviour and anti-bullying policies, which are aimed at supporting vulnerable children in school, ensuring children understand that some behaviour is unacceptable whilst also valuing them as individuals.
- Providing adults in school who can mentor and support children as and when needed/appropriate.
- Actively seeking and developing positive partnerships with parents, carers, agencies providing support, and the wider community.
- Meeting and liaising with other professionals and agencies that support children and their families, including Early Help Hounslow, social care, Child and Adolescent Mental Health Services (CAMHS), health, Education Welfare Service (EWS), Intensive Family Support (IFS) and education psychology services.
- Ensuring that, where a child transfers to a new school or education placement, their child protection records are passed on immediately and the child's social worker is informed.

Communicating with parents/carers

The school publishes information for parents/carers that sets out its responsibilities for safeguarding children, including potential courses of action such as referral to other agencies.

This information is available on the school web site, and includes the school's child protection policy and procedures.

If parents/carers have safeguarding concerns about a child, they should contact the Designated Safeguarding Lead at school. If the concern arises out of school hours or during a school holiday, and is serious, they should contact Early Help Hounslow, social care, the police or the NSPCC.

Training for staff and volunteers
All staff and volunteers are made aware of the school's safeguarding systems as part of their induction. All staff receive appropriate child protection training that includes:

- mandatory induction training: basic safeguarding information about the school's policies and procedures including the role of the DSL/deputy DSL, information about the school's behaviour policy, expectations with regard to professional conduct including the staff code of conduct, and the safeguarding response to children who go missing in education;
- signs and symptoms of abuse;
- how to manage a disclosure from a child;
- how to record and report a concern about the welfare of a child;
- indicators of vulnerability to radicalisation;
- developing an awareness of other safeguarding issues such as FGM, forced marriage, online safety, child sexual exploitation, child-on-child abuse etc.;
- information about issues which are particularly relevant to our school context (for example, neglect, domestic abuse);
- regular updates about child protection as required through the year, including online safety.

The Designated Safeguarding Lead and deputy designated lead will attend training at least every 2 years, as well as regular updates. In addition to formal training, their knowledge and skills are refreshed at regular intervals, at least annually. Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

All members of the Governing Board take part in mandatory safeguarding training at induction to ensure that they can "assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding" (see Keeping Children Safe In Education, DfE, September 2025). This training is regularly updated.

Supporting staff
We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL or Headteacher, and by seeking further support as appropriate. Staff may also seek support through the NSPCC, the school's occupational health provider or through the pastoral helpline for their professional trade union.

Recruitment
We ensure safe recruitment and selection practices are always followed, and implement the guidance in Part Three of Keeping Children Safe In Education (DfE, September 2025). This includes ensuring that staff and governors involved in recruitment and selection have undertaken safer recruitment training; thinking about and including issues to do with child protection and safeguarding at every stage of the recruitment process; ensuring the school's commitment to safeguarding and promoting the welfare of children is clear and overt; obtaining, collating, analysing and evaluating information from and about applicants; carrying out relevant

recruitment and vetting checks (including online checks if required as part of the due diligence process) and maintaining a Single Central Record; and maintaining a continuing awareness, amongst all staff, of safe working practices and the need to raise concerns when any potentially unsafe practice is observed. We obtain written confirmation from supply agencies, and other providers such as sports coaching and music teachers, that agency and third party staff have been appropriately checked.

Volunteers undergo checks commensurate with their work in school and contact with pupils, i.e. dependent on whether or not they are in regulated activity. The identity of all contractors working on site is checked, and further checks are requested if they are working in regulated activity or unsupervised.

Allegations Against Staff

All staff have a responsibility to be mindful of the actions and practices of colleagues, and we recognise the possibility that adults working in our school may harm children, including governors, volunteers, supply teachers, agency staff and contractors. The school's Staff Code Of Conduct is an essential document which must be read by all staff, governors and any regular volunteers, in order to help them understand and promote acceptable and professional staff conduct and behaviour. In addition, there is separate guidance available for volunteers, agency staff and contractors.

If an adult witnesses behaviour or actions of a colleague that cause concern, they must act immediately by taking the matter to the Headteacher without delay (or where that is not possible, to the DSL). This includes concerns about staff members, governors, visitors, volunteers, contractors, supply staff or any individual/organisation using school premises for the purposes of running activities for children. The school's whistleblowing policy sets out the process for raising a concern.

If the concern is about any member of staff (except the Headteacher), governor, visitor, volunteer, contractor, supply staff or any other individual/organisation, it must be reported to the Headteacher. If the concern is about the Headteacher, it must be reported to the Chair of Governors, whose contact details can be obtained from the school office.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. The headteacher/principal will decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

There is a difference between how allegations and low-level concerns may be dealt with. It is an allegation if the person* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

(*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Allegations will be reported to the LADO 'without delay'. Before contacting the LADO, the school may conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise

any future police investigation. The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these. The school follows the procedures for dealing with safeguarding allegations against a member of staff as set out in Part Four of Keeping Children Safe In Education (DfE, September 2025). The functions of the designated officers, as set out in these procedures, are covered by Hounslow's Safeguarding Advice and Allegations Management duty desk (SAAM), the contact details for which are included in Appendix 2.

Concerns may be graded 'low-level' if the concern does not meet the criteria for an allegation and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone or other personal device;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

If the concern has been raised via a third party, the Headteacher will collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply/agency staff and contractors will be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Low-level concerns should be recorded in writing, including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Such records will be kept at least until the individual leaves the school's employment. Records are reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. If a concerning pattern of behaviour is identified and then meets the criteria for an allegation, then the matter will be referred to the LADO. We recognise that the records' review might identify that there are wider cultural issues within the school that enabled the behaviour to occur and therefore other related policies or processes will be revised or extra training delivered to minimise the risk of it happening again where deemed appropriate.

Advanced disclosure/Self-reporting: On rare occasions, members of staff may accidentally find themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.. In such circumstances, staff are encouraged to make an 'advanced disclosure' by speaking to the Headteacher or other senior member of staff as soon as is practicable afterwards, and certainly on the same day as the event, to explain what happened and how it came about.

Whistle-blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. The Governing Body has adopted the local authority's whistle-blowing policy, which is set out in a separate document, and is available to all staff. The NSPCC runs a whistleblowing helpline on behalf of the government; the telephone number is 0808 00 5000.

A whistleblowing disclosure must be about something that affects the general public, such as:

- a criminal offence has been committed, is being committed or is likely to be committed;
- a legal obligation has been breached;
- there has been a miscarriage of justice;
- the health or safety of any individual has been endangered;
- the environment has been damaged;
- information about any of the above has been concealed.

Confidentiality and information sharing

We recognise that all matters relating to safeguarding and child protection are confidential. The DSL, deputy DSL, Headteacher or other designated person will only disclose information about a pupil to other members of staff on a need to know basis, and staff should not discuss this information with anyone else unless they have been given explicit permission to do so. All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, and know that they cannot promise a child to keep secrets. The school adheres to the advice contained in 'Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers' (HM Government, March 2015). We have due regard to data protection principles, which allow for sharing of personal information, as provided for in the Data Protection Act 2018, and the GDPR. The Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing 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.

Key principles for safeguarding information sharing include:

- Data Protection, GDPR and Human Rights laws and regulations are not a barrier to sharing information;
- Be open and honest (unless unsafe or inappropriate);
- Seek advice (anonymise if necessary);
- Share with consent if appropriate;
- Consider safety and well-being;
- Necessary, proportionate, relevant, adequate, accurate, timely and secure;
- Keep a record of information shared, and reasons why.

Ideally, information sharing will be done in writing so that there is an evidence trail. However, there may be occasions when this method is too slow. In cases where agencies such as MASH (Multi-Agency Safeguarding Hub) ring the school requesting information, office staff will take a message and inform the DSL immediately; the DSL will ensure they can identify who is requesting the information, and whether they have the authority to do so, before sharing, and then record what has been shared, when, why and with whom.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act and GDPR, which means that children and parents do not have an automatic

right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Headteacher or DSL.

Any personal safeguarding information shared with external agencies will be done so securely – for example, by secure email, password protected or recorded delivery.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Whilst confidentiality must be respected, 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. This includes allowing practitioners to share information without consent where there is deemed a need to do so. Keeping Children Safe in Education (2025), paragraph 120, states: 'The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.' Paragraph 119 (second bullet point) also states: 'This includes allowing practitioners to share information without consent...'

Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school (for example, Breakfast Club, after-school clubs, etc.), our own child protection policy and procedures apply. If other organisations provide services or activities on our site, the school will undertake checks to ensure that they provide adequate safeguarding arrangements, including following safer recruitment procedures. When pupils attend off-site activities, including day trips and residential visits, supervised by school staff, our own child protection policy and procedures will continue to apply. We will also ensure that the proprietors of the activity/venue operate safe practices to maintain the safety of our children.

Appendix 1: Keeping Children Safe In Education – Part One, Annex A: Safeguarding Information For All Staff and Annex B: Further Information

See separate document: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 **This is essential reading for all staff.**

Appendix 2: Staff Code Of Conduct

See separate document. This is based on 'Guidance for safer working practice for those working with children and young people in education settings' published by the Safer Recruitment Consortium.

Appendix 3: Key Contacts

Useful contacts and phone numbers

Designated Safeguarding Lead: Catherine Bridger (DHT)
Deputy Designated Safeguarding Lead: Gemma Harris (Headteacher)
Designated Governor for Safeguarding: Jenny Capstick (Chair)

Hounslow Children's Social Care
To report any child protection concerns about a child, make referrals, check if a family is 'known' to social care, etc.

- New referrals/duty line: 020 8583 6600
- Email: childrensocialcare@hounslow.gov.uk
- Written safeguarding referrals must be submitted via the Portal, following a telephone conversation first. This is a new system from September 2023.

Hillingdon Children's Social Care
01895 556644

Surrey Children's Social Care
0300 470 9100

Richmond Children's Social Care
Contact the Single Point of Access (SPA) team on 020 8547 5008

Ealing Children's Social Care
020 8825 8000

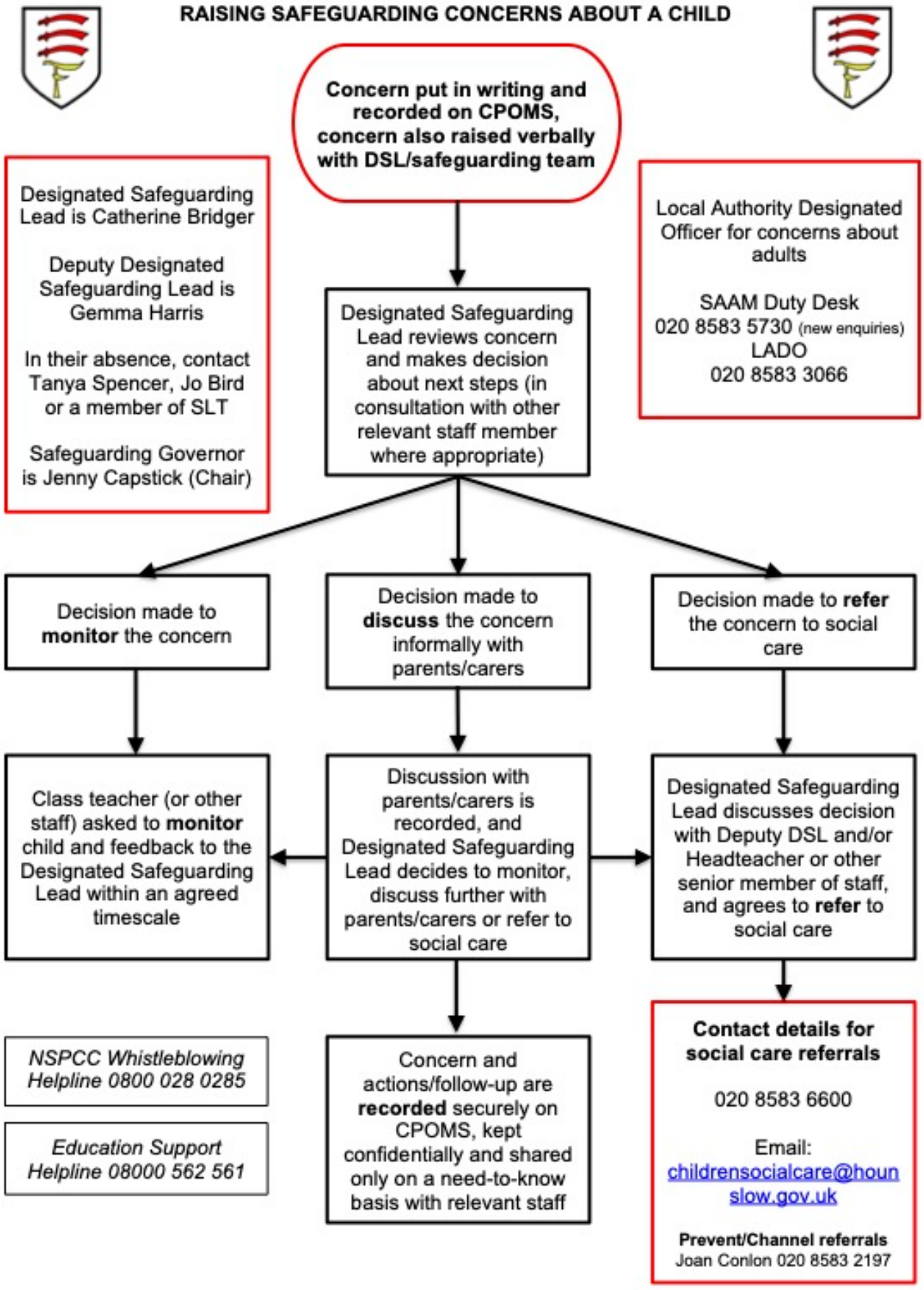
Hounslow Safeguarding Children Partnership (previously HSCB)
https://www.hscb.org.uk/

London Safeguarding Children Board (LSCB)
https://www.londonscb.gov.uk/

Hounslow Safeguarding Advice and Allegations Management (SAAM)
For general safeguarding advice (not about a specific child or family), to discuss concerns about the conduct of a person working with children, to report a safeguarding allegation in respect of a member of staff or person working with children

- SAAM Duty Desk: 020 8583 5730 (for new enquiries)
- Local Authority Designated Officer (DO): 020 8583 3066

Appendix 4: Flowchart for raising safeguarding concerns about a child



Appendix 5: The concept of significant harm

Some children are in need because they are suffering, or likely to suffer, significant harm. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

A court may make a care order (committing the child to the care of the local authority) or supervision order (putting the child under the supervision of a social worker or a probation officer) in respect of a child if it is satisfied that:

- the child is suffering, or is likely to suffer, significant harm; and
- the harm, or likelihood of harm, is attributable to a lack of adequate parental care or control (section 31).

There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism and bizarre or unusual elements. Each of these elements has been associated with more severe effects on the child, and/or relatively greater difficulty in helping the child overcome the adverse impact of the maltreatment. Sometimes, a single traumatic event may constitute significant harm, for example, a violent assault, suffocation or poisoning. More often, significant harm is a compilation of significant events, both acute and long-standing, which interrupt, change or damage the child's physical and psychological development. Some children live in family and social circumstances where their health and development are neglected. For them, it is the corrosiveness of long-term emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm. In each case, it is necessary to consider any maltreatment alongside the child's own assessment of his or her safety and welfare, the family's strengths and supports, as well as an assessment of the likelihood and capacity for change and improvements in parenting and the care of children and young people.

Under section 31(9) of the Children Act 1989 as amended by the Adoption and Children Act 2002:

'harm' means ill-treatment or the impairment of health or development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

'development' means physical, intellectual, emotional, social or behavioural development;

'health' means physical or mental health; and

'ill treatment' includes sexual abuse and forms of ill-treatment which are not physical.

Under section 31(10) of the Act:

Where the question of whether harm suffered by a child is significant turns on the child's health and development, his health or development shall be compared with that which could reasonably be expected of a similar child.

To understand and identify significant harm, it is necessary to consider:

- the nature of harm, in terms of maltreatment or failure to provide adequate care;

- the impact on the child's health and development;
- the child's development within the context of their family and wider environment;
- any special needs, such as a medical condition, communication impairment or disability, that may affect the child's development and care within the family;
- the capacity of parents to meet adequately the child's needs; and
- the wider and environmental family context.

The child's reactions, his or her perceptions, and wishes and feelings should be ascertained and the local authority should give them due consideration, so far as is reasonably practicable and consistent with the child's welfare and having regard to the child's age and understanding.

To do this depends on communicating effectively with children and young people, including those who find it difficult to do so because of their age, an impairment, or their particular psychological or social situation. This may involve using interpreters and drawing upon the expertise of early years workers or those working with disabled children. It is necessary to create the right atmosphere when meeting and communicating with children, to help them feel at ease and reduce any pressure from parents, carers or others. Children will need reassurance that they will not be victimised for sharing information or asking for help or protection; this applies to children living in families as well as those in institutional settings, including custody. It is essential that any accounts of adverse experiences coming from children are as accurate and complete as possible. Accuracy is key, for without it effective decisions cannot be made and, equally, inaccurate accounts can lead to children remaining unsafe, or to the possibility of wrongful actions being taken that affect children and adults.

When assessing whether a child is at risk of significant harm, we take into account a range of factors, including those listed above, and refer to the Hounslow Safeguarding Children Partnership (previously HSCB) threshold documents available on their web site http://www.hscb.org.uk/.

Appendix 6: Dealing with a disclosure – guidance for staff

Where a child discloses that he/she has been abused, the following guidelines should be followed.

Receive

- If a child wants to talk to you, never ask them to come back later. Ask them what they want to talk to you about and, if you are concerned about their welfare, give them the time to speak to you.
- Never promise confidentiality, inform the children that you are happy to talk to them but if they tell you anything that you believe may be putting them at harm, that will have to talk to someone. Let them know you cannot promise not to tell anyone, but you can promise to help.
- Listen carefully to the child. Do not stop a child who is freely recalling information.
- Where a child is visibly upset or has an obvious injury, it is good practice to ask a child why they are upset, or how the injury was caused.

React

- If you need to clarify information, ask open-ended questions, for example, “Is there anything you’d like to tell me?”, “Can you explain to me…?”, “Can you describe to me…?” Use **TED** to help: Can you **tell** me what happened? Can you **explain** what happened? Can you **describe** what happened?
- Never ask leading or suggestive questions, for example, “Did he/she do anything that they shouldn’t have done?”
- Never criticize the alleged perpetrator; it may be someone that the child will continue to live with.
- Never ask the child to repeat their disclosure for any other member of staff – it is your responsibility to share the information.

Reassure

- Ensure that the child is aware they have done the right thing in talking to you, and that they have not done anything wrong.
- If you have any concerns that the child has been, or is, at risk of harm, you must tell them that you will speak to someone to get help.

Record

Well-kept records are essential to good professional practice. The school uses the online reporting system CPOMS for recording any disclosures or welfare concerns.

- Make notes as soon as possible afterwards, using the words that the child has used.
- Record the disclosure in as much detail as possible on CPOMS, under the category of Child Protection. Describe the incident/event/observation of concern clearly and concisely, using straightforward language, and ensuring that fact and opinion are differentiated.
- Any words used by the child should be indicated within quote marks (“”) and any questions that may have been asked should also be included.
- Physical marks and injuries should be recorded on a body map, where appropriate (there is a body map within CPOMS).
- If you are aware of any previous concerns or relevant information, make links to these in your record.
- Record any action that has been taken so far.
- Do not record your assumptions and interpretations, just what you saw and heard.

- Do not ask a child to write an account.
- Be mindful of the possibility that the information you record may be shared with others at some stage, and of the possibility that, in exceptional cases, your records may become evidence in court proceedings.

Refer (Report)

- By creating an incident record on CPOMS, the designated safeguarding lead (DSL) and deputy DSL will automatically be sent an email alert.
- However, **under no circumstances should you leave school without discussing your concerns verbally with either the DSL, Catherine Bridger, or deputy DSL, Gemma Harris**. In the absence of both of these members of staff, concerns should be discussed with a member of the Core Leadership Team (Headteacher, Deputy Headteacher or Assistant Headteacher).
- If you are unhappy about the response you receive from the DSL, speak to the Headteacher or, in her absence, and if you are concerned about the risk of harm to a child, contact children's social care in Hounslow on 020 8583 6600.

Appendix 7: Record Keeping

Well-kept records are essential to good professional practice. The school uses the online reporting system CPOMS for recording any disclosures or welfare concerns. The CPOMS system allows restricted access only to such concerns, and the designated safeguarding lead is responsible for ensuring the confidentiality of these records, as well as the appropriate sharing of information where necessary.

If a child makes a disclosure, the following recordkeeping practices should be followed:

- Make notes as soon as possible afterwards, using the words that the child has used.
- Record the disclosure in as much detail as possible on CPOMS, under the category of Child Protection. Describe the incident/event/observation of concern clearly and concisely, using straightforward language, and ensuring that fact and opinion are differentiated.
- Any words used by the child should be indicated within quote marks (“”) and any questions that may have been asked should also be included.
- Physical marks and injuries should be recorded on a body map, where appropriate (there is a body map within CPOMS).
- If you are aware of any previous concerns or relevant information, make links to these in your record.
- Record any action that has been taken so far.
- Do not record your assumptions and interpretations, just what you saw and heard.
- Do not ask a child to write an account.
- Be mindful of the possibility that the information you record may be shared with others at some stage, and of the possibility that, in exceptional cases, your records may become evidence in court proceedings.

By creating an incident record on CPOMS, the designated safeguarding lead (DSL) and deputy DSL will automatically be sent an email alert. However, **under no circumstances should you leave school without discussing your concerns verbally with either the DSL, Catherine Bridger, or deputy DSL, Gemma Harris**. In the absence of both of these members of staff, concerns should be discussed with a member of the Core Leadership Team (Headteacher, Deputy Headteacher or Assistant Headteacher).

Once a child protection or welfare concern has been passed to the DSL, she will make a record of the action she has taken in response to this, updating the original incident record on CPOMS. Any electronic documents will be attached to the incident on CPOMS.

For some children, this single record will be the only concern the designated lead holds for them over their time in school. For others, further information will be brought to the designated lead, and often from a variety of sources over time.

Paper records are stored in a separate child protection/safeguarding filing system, kept in a locked filing cabinet in the Headteacher’s office. Each child, for whom there are paper child protection records, has a separate file. This is regardless of whether formal child protection procedures have been initiated. Each child’s Safeguarding record is stored separately from the child’s school record.

Where there is a concern that a child is at risk of significant harm, all information held by a school should be shared with Children’s Social Care and police and health professionals as appropriate. Section 47 of the Children Act 1989 empowers all agencies to share information in these circumstances.

Child protection records are kept securely and with restricted access through CPOMS. Records relating to child protection are 'exempt' information under the Education (School Records) Regulations 1989. They are also exempt from the disclosure provisions of the Data Protection Act 1984.

Neither the parent of the child, nor the child who is the subject of a child protection record has an automatic right of access to child protection records. It is, however, best practice to share information written by school staff unless there is a valid reason to withhold it.

All 'third party' information contained in records should either be removed, or consent sought from the third party data subject for its disclosure, before any records are shared. Records may also be requested for use in disciplinary proceedings. Where they are used in disciplinary proceedings, they should be suitably anonymised.

When a child transfers to another school or education placement and records of child protection/welfare concerns have been kept, these are sent to the receiving school as soon as possible. Child protection records are transferred separately from the main pupil file, and either delivered by hand, or sent by recorded delivery. There will also be a verbal handover of information and concerns between DSLs at both schools.

Where records of child protection/welfare concerns have been kept and details of the receiving establishment are not known, we follow the "missing in education" procedures and liaise closely with the Education Welfare Service (EWS).

Child Protection records should be kept by schools until a child's 25th birthday.

Appendix 8: Statutory Framework

In order to safeguard and promote the welfare of children, the school will act in accordance with current legislation and guidance, including:

- The Children Act 1989 and 2004
- The Education Act 2002
- The Children and Families Act 2014
- The Education (Health Standards) (England) Regulations 2003
- The Domestic Abuse Act 2021
- Hounslow Safeguarding Children Partnership (previously HSCB) procedures and guidance http://www.hscb.org.uk/
- London Safeguarding Children Board (LSCB) – London Child Protection Procedures www.londoncp.co.uk
- Working Together To Safeguard Children (HM Government, July 2018) https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
- Keeping Children Safe In Education (DfE, September 2025) https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 ***All staff are expected to have read at least Part One and Annex A of this document.***
- The Prevent Duty, Section 26 of the Counter-Terrorism and Security Act 2015 https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty
- The Female Genital Mutilation Act 2003 and associated mandatory reporting duty which includes amendments to this act as inserted by section 74 of the Serious Crime Act 2015 https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
- Multi-agency statutory guidance on female genital mutilation (HM Government, April 2016) https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation
- Disqualification under the Childcare Act 2006 (DfE, August 2018) https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006
- The Teacher Standards 2012 which state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

The DfE regularly releases updates and advice, alongside statutory duties for school staff, with which the school keeps up to date. The list above may not be complete. However, school procedures, guidance and staff training are regularly updated in line with new legislation and guidance as it is produced, which may not be listed here.

Safe working practices at Fairholme Primary School

- Provide a good example and be a positive role model by being respectful, fair and considerate to all.
- Treat all children equally – never build a 'special relationship' or favour a particular child above all others.
- Ensure that, when working with individual children, the door is always left open, or that you can be visible to others.
- Do not photograph children (unless requested to do so by school staff on a school device), exchange emails, text messages or phone numbers, or give out your own personal details.
- Do not receive or give gifts unless arranged through the school.
- Only touch children for professional reasons and when this is necessary and appropriate for the child's wellbeing and safety.
- Listen carefully to children.
- Report any concerns to the designated safeguarding lead or a senior member of staff.

Allegations

Any allegations should be reported to the Headteacher.

If the concerns are about the Headteacher, please inform the Chair of Governors, who can be contacted through the school office.

At Fairholme Primary School, we are committed to safeguarding and promoting the welfare of children and young people. We expect all members of the school and its community to demonstrably share this commitment, promote our aims and model our values.

Our School Values
Respect
Honesty
Responsibility
Kindness
Self-belief
Aspiration

Designated Safeguarding Lead:
Miss Catherine Bridger
Deputy Headteacher

Deputy Designated Safeguarding Lead:
Miss Gemma Harris
Headteacher

Chair of Governors, with responsibility for safeguarding and child protection:
Mrs Jenny Capstick, MBE

Everyone has a responsibility to make sure that children within Fairholme Primary School are safe. PLEASE DO NOT DECIDE TO DO NOTHING OR LEAVE SCHOOL WITHOUT TELLING SOMEONE.

Fairholme Primary School

Safeguarding and Child Protection Procedures

Fairholme Primary School
Peacock Avenue
Bedfont
Middlesex
TW14 8ET

Tel: 020 8890 2584

Email: office@fairholme.hounslow.sch.uk

More information about our safeguarding and child protection procedures can be found on our web site
www.fairholme.hounslow.sch.uk

Volunteers/Visitors Responsibility

All those who come into contact with children through their everyday work whether paid or voluntary are responsible for their own actions and behaviour. You should avoid any contact which would lead any reasonable person to question your motivation and intention. At Fairholme Primary School we all have a duty to safeguard and promote the welfare of our children.

Identity badges

All visitors to Fairholme Primary School must either wear their visitors badge received from the school office or their agency/school's identity badge. Any adults without a badge will be challenged.

Worried about a child?

Abuse (physical, sexual, emotional) or neglect can have a damaging effect on a child's health, educational attainment and emotional well-being. Some changes in a child's behaviour may not necessarily indicate that a child is suffering abuse or neglect. In some cases those changes may be symptoms of a hidden disability, undiagnosed medical condition or changes in medication.

If whilst working with a child you become concerned about:

- Comments made by a child;
- Marks or bruising on a child;
- Changes in a child's behaviour;

Please report these concerns to the class teacher or phase leader, who, if they feel it is appropriate, will pass the information onto the school's **Designated Safeguarding Lead.**

DBS certificates

All staff, including supply staff, regular visitors and volunteers are subject to Disclosure and Barring Service (DBS) certificates. This is to help ensure that unsuitable people are prevented from working with children. Advice about DBS certificates and List 99 checks is available from the school office.

Please follow our Code of Behaviour:

Do treat everyone with respect.

Do provide an example you wish others to follow.

Do remember that someone else might misinterpret your actions, no matter how well intentioned.

Do plan activities so that they may involve more than one person or at least are in sight or hearing of others.

Do respect a child's right to privacy.

Do act as an appropriate role model.

Do provide access for children and adults to feel comfortable enough to point out attitudes and behaviours they do not like, and try to provide a caring atmosphere.

Do not jump to conclusions without checking facts.

Do not permit abusive activities, e.g. bullying, ridiculing.

Do not play physical contact games, make inappropriate banter with the children.

Do not make suggestive remarks, gestures or tell sexist, racist of homophobic jokes.

Do not rely on your good name to protect you. It may not be enough.

Do not believe it could not happen to you. **It could.**

Disclosure of abuse by a child:

Whilst this can be an alarming situation, it is important that you know what to do in such an eventuality and for you to be able to stay calm and controlled.

- Listen to what is being said without displaying shock or disbelief. Accept what is being said.
- Allow the child to talk freely, listen rather than ask direct questions.
- Re-assure the child, but do not make promises that might not be possible to keep.
- Do not promise confidentiality but explain to the child that you have to tell their teacher or Headteacher in order that you can help them.
- Do not interrogate the child or ask leading questions.
- Re-assure the child that it is not their fault.
- Stress that it was right to tell.
- Make them aware that their disclosure will be reported only to those that need to know and can help.
- Record details of the disclosure immediately, including wherever possible the exact words or phrases used by the child. Sign and date the record.
- Report your concerns and give your written record to the **Designated Safeguarding Lead**/Headteacher to enable the matter to be dealt with in the most appropriate way.
- Be aware of your own feelings about abuse and find someone you can share your feelings with once the procedures have been completed.

It is important to remember the children's details and names must remain **confidential** and any discussion that you feel you need to undertake does not allow the child to be identified to anyone else.

Staff declaration
Child Protection and Safeguarding Policy
Fairholme Primary School

Please read the attached Safeguarding and Child Protection policy for Fairholme Primary School, and sign and date the slip below as a record that you have understood and are informed about safeguarding procedures and systems in school.

- I have read the school's Safeguarding and Child Protection Policy.
- I have read the relevant statutory guidance required, including Keeping Children Safe In Education.
- I understand I have a responsibility to ensure I remain up-to-date with safeguarding issues, and particularly those that affect the children with whom I work.
- I have read and understood, and will comply with, the Staff Code of Conduct.

I am clear about my duty to safeguard children. I understand the systems and procedures in place within school regarding safeguarding and child protection and agree to follow these. I confirm that my safeguarding training is up to date.

Signed: _____

Name: _____

Position: _____

Date: _____

Optional:

I have the following questions, comments or would like further support:

Policy updates and changes

Various small amendments have been made throughout the policy, but the main substantive changes are as follows:

Date	Page/section	Change
September 2023	Various	Changed the date of Keeping Children Safe In Education to 2023
	Page 12	Information about forced marriage, under the section **So-called honour-based violence** updated to include a change in UK law from February 2023 which makes clear that it is illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not used.
	Page 15 and throughout	Updated paragraph about **online safety**, particularly in relation to filtering and monitoring, and other amendments throughout the policy reflecting the increasing concerns about children's safety online and the need for staff to be aware of this, have training and raise concerns. Reflects KCSIE 2023 para 14 and a general increase in profile of online safety throughout the document.
	Page 17	Added reference to the fact that **some children have an increased risk of abuse**, both online and offline. Clarified that the school will give special consideration to pupils who are missing or absent from education for prolonged periods and/or repeat occasions. Reflects KCSIE 2023 para 170 and 175.
	Page 17	Updated language to change '**children missing from education**' to '**children who are absent from education**'. Reflects KCSIE 2023 para 175 and p.144-145.
	Page 18	Paragraph added about **home educated** children. Reflects KCSIE 2023 para 176-179.
	Page 22	Updated **DSL responsibilities** Reflects Annex C in KCSIE 2023.
	Page 22	Updated **role of Governing Board**. Reflects Part Two of KCSIE 2023.
	Page 26	Updated **recruitment** paragraph to include possibility of carrying out online checks as part of the due diligence process for short-listed candidates. Reflects KCSIE para 221.
September 2024	Various	Changed the date of Keeping Children Safe In Education to 2024
	Page 5	Updated definition of safeguarding to be in line with KCSIE 2024
September 2025	Various	Changed the date of Keeping Children Safe In Education to 2025
	Page 4	Updated Staff Code of Conduct to newest version
	Page 15	Updated section about online safety to clarify misinformation, disinformation and conspiracy theories

		are safeguarding harms, as updated in the 2025 version of KCSIE.