

# Safeguarding and Child Protection (Peer on Peer Abuse) Dormers Wells Primary School

**Article 19:** You have the right to be protected from being hurt or badly protected.  
**Article 32:** You have the right to protection from work that is bad for your health or education



*Believe Aspire Flourish*

*Diversity, Opportunity, Resilience, Moral values, Excellence, Respect, Self-Belief*

Last reviewed, ratified and adopted by the Full Governing Body	October 2025
Next review due by	October 2026

This policy is updated to reflect KCSIE 2025 and the updated Early Years Foundation Stage (EYFS) statutory framework, in effect from 1 September 2025. This policy will be reviewed every year.

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## Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Lead Designated safeguarding lead (DSL)	Ellie Mosley	0208 571 1230/ 0208 574 6999
Senior and Deputy DSLs	Toni George, Rabia Cornelius, Kavita Chander, Peter Simpson / Jeff Klaasen from 15.10.26	0208 571 1230/ 0208 574 6999 Email – dsl@dwps.co.uk
LAC Designated Teacher	Jessica Sargeant	0208 571 1230/ 0208 574 6999
Local authority designated officer (LADO)	Emmanuel Adofo	020 8825 5264 – 07890940241 (preferred) <b>asv@ealing.gov.uk</b>
Chair of governors	Mamta Malholtra	0208 571 1230/ 0208 574 6999
Safeguarding Governor	Sara Qureshi	0208 571 1230/ 0208 574 6999
Channel helpline	N/A	020 7340 7264

## **1. Aims**

Every school must have a Child Protection Policy (referred to as the school's Safeguarding Policy). This is to ensure that our school has effective measures in place to safeguard children from the potential risk of harm and that the safety and wellbeing of children are the highest priority in all aspects of our school's work. Through implementation of this policy we will ensure that our School provides a safe environment for children to learn and develop.

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

## **OBJECTIVES**

- To encourage all children towards a positive self-image.
- To provide a model for open and effective communication between children, staff and parents.
- To develop an environment of trust and security between adult and child within the school, this will allow children to feel able to discuss sensitive issues with staff. We acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child, that children should be encouraged to form and to express their views and ensure that the child's voice is heard.
- To ensure all staff are well-informed about Safeguarding procedures at Dormers Wells Primary School.
  
- To equip children with the appropriate tools to make reasoned, informed choices, judgements and decisions.
- To keep an up-to-date list of children of concern, which is to be monitored, reviewed and updated regularly by the Safeguarding administrator/DSL.

## **PROTECTION PROCEDURES FOR CHILDREN (PREVENTATIVE)**

We encourage pupils to trust us:

- By providing an environment within the classroom in which every child is valued as a member of the community.
- By allowing a variety of opportunities for class and group discussion of thoughts and feelings in an atmosphere of trust, acceptance and tolerance.
- By helping children to understand that they have rights, that they can be assertive, make judgements and choices.

### **Children are taught:**

- That they are entitled to be shown respect for their own bodies and ideas.
- An understanding of what love and care is.
- That they can feel safe at home at school and in the community.
- To be respected as individuals.
- How to raise issues.

### **Our aim is to give children strategies:**

- For making judgements about people
- To recognise and express their own feelings
- To deal with threatening situations.

## **SAFEGUARDING AND THE CURRICULUM**

It is important that children from an early age begin to develop skills and practices which will help them to maintain personal safety. Safeguarding issues are cross referenced with themes in the PSHE and Relationships Education and Growing Up Curriculum (Refer to those policies).

## **2. Legislation and statutory guidance**

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2025\)](#) and [Working Together to Safeguard Children \(2023\)](#), and the [Governance Handbook](#). We comply with

this guidance and the arrangements agreed and published by our 3 local safeguarding partners. This policy is also based on the following legislation:

- Part 3 of the schedule to the **Education (Independent School Standards) Regulations 2014**, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- **The Children Act 1989** (and **2004 amendment**), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the **Serious Crime Act 2015**, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- **Statutory guidance on FGM**, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- **The Rehabilitation of Offenders Act 1974**, which outlines when people with criminal convictions can work with children
- Schedule 4 of the **Safeguarding Vulnerable Groups Act 2006**, which defines what ‘regulated activity’ is in relation to children
- **Statutory guidance on the Prevent duty**, which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The **Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018** (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and **Childcare Act 2006**, which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the **statutory framework for the Early Years Foundation Stage**.

This policy also complies with our funding agreement and articles of association.

### **3. Definitions**

**Safeguarding and promoting the welfare of children** means:

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

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm.

**Appendix 1** explains the different types of abuse.

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

**Sexting** (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

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

**Children** includes everyone under the age of 18.

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

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area (EALING CAIT TEAM)

#### **4. Equality statement**

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

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 11)
- Are missing or absent from education for prolonged periods and/or repeat occasions
- Whose parent/carer has expressed an intention to remove them from school to be home educated

#### **Equality Impact Assessment**

We are committed to treating all pupils fairly and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. This policy has been equality impact assessed, so that it is in line with the Equality Act 2010. Therefore, it is fair, it does not prioritise or disadvantage any member of the school community and it helps to promote equality and accessibility at our school. The curriculum is planned to be inclusive and meet the needs and interests of a full range of learners. Activities and resources are differentiated and adult support is used to ensure that children access the curriculum and make the best possible progress.

#### **5. Roles and responsibilities**

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

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

- Behaviour policy

- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
  - Healthy and respectful relationships
  - Boundaries and consent
  - Stereotyping, prejudice and equality
  - Body confidence and self-esteem
  - How to recognise an abusive relationship (including coercive and controlling behaviour)
  - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support
  - What constitutes sexual harassment and sexual violence and why they're always unacceptable

## 5.1 All staff

All staff will

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

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff behaviour policy/code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process EHAP (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse, neglect and exploitation, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation and serious violence (including that linked to county lines)
- New and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children

- That a child and their family may be experiencing multiple needs at the same time
- What to look for to identify children who need help or protection

Section 16 and [Appendix 4](#) of this policy outline in more detail how staff are supported to do this.

## 5.2 The designated safeguarding lead (DSL)

The Lead DSL is a member of the senior leadership team. Our Lead DSL is [Ellie Mosley](#). The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSLs will be available during school hours for staff to discuss any safeguarding concerns. DSLs can also be contacted out of school hours if necessary, via email and/or absence line phone.

When the Lead DSL is absent, the deputies – [[Rabia Cornelius \(Senior DSL\)](#), [Toni George \(Head Teacher\)](#), [Peter Simpson/ Jeff Klaasen](#), [Jessica Sargeant](#), and [Kavita Chander](#)] – will act as cover.

If the DSL and deputies are not available, the Headteacher will be on call (for example, during out-of-hours/out-of-term activities).

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

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

The DSLs will also keep the headteacher informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and deputies are set out in [Appendix 3](#).

## 5.3 The governing board

The governing board will approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation.

The governing board will appoint a lead governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.

The chair of governors will act as the ‘case manager’ in the event that an allegation of abuse is made against the headteacher, where appropriate (see Allegations of abuse made against staff policy).

All governors will read Keeping Children Safe in Education 2024. As set out in KCSIE 2023 all Governors Section 15 of this policy has information on how governors are supported to fulfil their role.

## 5.4 The headteacher

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the ‘case manager’ in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see Allegations of abuse made against staff policy)
- Ensuring the relevant staffing ratios are met, where applicable

## **6. Confidentiality**

As school staff we receive a great deal of information that must be regarded as confidential. This includes information about individual children, members of staff and local families.

Dormers Wells Primary School agrees:

- To respect the confidentiality of all information received in our roles
- Not to share confidential information with anyone else including family members and partners
- Never to discuss items which have been agreed as confidential in meetings
- To respect all the points of view expressed during meetings and to recognise all contributions as honest opinions on matters being discussed
- To consider people's viewpoints and to stop to think before we speak
- Not to reveal the details of any discussions outside the meetings
- To handle sensitively and carefully all information even if it is not confidential
- Abide and implement any decision made by the staff (Confidentiality statement).

In addition:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's [\*information sharing advice for safeguarding practitioners\*](#) includes 7 'golden rules' for sharing information and will support staff, who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to a DSL
- Confidentiality is also addressed in this policy with respect to record-keeping in section 14 and in the policy 'Allegations of abuse against staff'

## **7. Recognising abuse and taking action- PROCEDURES**

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

- Is disabled
- Has special educational needs (whether or not they have a statutory education health and care (EHC plan)
- Is a young carer
- Is bereaved
- Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- Is frequently missing/goes missing from education, care or home

- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol
- Is suffering from mental ill health
- Has returned home to their family from care
- Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- Is a privately fostered child
- Has a parent or carer in custody or is affected by parental offending
- Is missing education, or persistently absent from school, or not in receipt of full-time education
- Has experienced multiple suspensions and is at risk of, or has been permanently excluded

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue. N.B. in this and subsequent sections, any references to the DSL mean the Lead/Deputy DSLs.

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

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

Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.

See [Appendix 2](#) for local procedures for making a referral, as per the arrangements put in place by the 3 safeguarding partners.

### 7.2 If a child makes a disclosure to you

When a member of staff suspects, or has evidence of or a disclosure of abuse that occurs from the child themselves, then immediately and certainly within the same day while the child is still at school, the following steps should be taken. If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- The staff member with the concern records the concern on CPOMS and alerts a DSL. If s/he is not available, the next senior member of staff/DSL who is present in school should be informed (See Safeguarding Procedure – Dealing with concerns about a child/young person [Appendix 2a](#)).
- The designated teacher will consult all the staff in the school that may have knowledge of the child's welfare.

The designated teacher will then decide if a referral to Social Care and/or the police directly is required. If uncertain or where advice is needed s/he will seek advice from the "Head of Access and Pupil Welfare" at the London Borough of Ealing or by contacting the relevant Social Services office-[ECIRS Consultation Helpline \(0208 825 5236\)](#), to seek advice.

- Whatever the decision, the reasons for it and details, dates, and times of what was said and /or seen by staff, pupils and parents will be recorded on the pupil's file. Explanations of injuries given by parents and child must be accurately detailed. Any opinion about the explanation should be noted as well but should not obscure the actual words used by the parent or child.

- Referrals will be made by phone to the Social Services for the child's home address. The reason for cause of concern will be given together with the facts, information about siblings, past worries, contact with parents, any explanations offered, and any opinion, hearsay and judgement you want to make on those facts. It should be agreed at this point who will tell the parents about the referral, and when this will happen. The decision will depend on the circumstances of the individual cases. We will ask to be kept informed of developments.
- In certain cases, e.g. sexual abuse the concerns must not be discussed with the parents. It is the responsibility of Social Services to do this.
- Depending on the case and the outcome then at the appropriate time, the designated teacher will need to advise parents of the school's actions and duty in the area of Safeguarding.
- The designated teacher/staff will acknowledge the referral and concern with the child. They will be told who knows about the incident and encouraged to approach staff at any time if they wish to discuss any worries. They will be reassured that:
  - They were not to blame for any abuse
  - They did the right thing in letting others know about it
  - That the adults involved will protect them

Bear in mind that some children may:

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

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

- Where we feel that the response from Social Services is not correct, we will challenge it. Firstly, with the Social Service Team Leader, and then with the "Head of Access and Pupil Welfare" at the London Borough of Ealing.
- We will ensure that EYFS staff have sufficient understanding and use of English to ensure the well-being of children in their care. For example, to keep records in English, liaise with other agencies in English, be able to summon emergency help, and understand instructions, for example about the safety of medicines or food hygiene.

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

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

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

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in [Appendix 4](#).

**Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

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

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

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

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

**What to do if a child discloses that FGM has already happened to them:**

Talk to the DSL and discuss actions. DSL may want to have a further conversation with the child, with staff member present for this discussion

As this is a disclosed case, we will need to follow our mandatory duty. Therefore, will need to call the non-emergency 101 number

- Write down the crime reference number
- DSL will follow up with ECIRS (social care in Ealing)
- Make a notes of all your actions.

**What to do if we suspect a girl is at risk of FGM:**

- Follow our usual safeguarding procedures in school
- Discuss with DSL
- DSL will contact ECIRS for further advice
- Keep record of any conversation with child and/or family.

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

Figure 1 on page 14 illustrates the procedure to follow if you have any concerns about a child's welfare.

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

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken.

Speak to a member of the senior leadership team and/or take advice from local authority children's social care.

You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

**Early help assessment**

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

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

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

**Referral**

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

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

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

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

## 7.5 If you have concerns about extremism

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

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

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

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

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

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

## 7.6 If you have a mental health concern

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

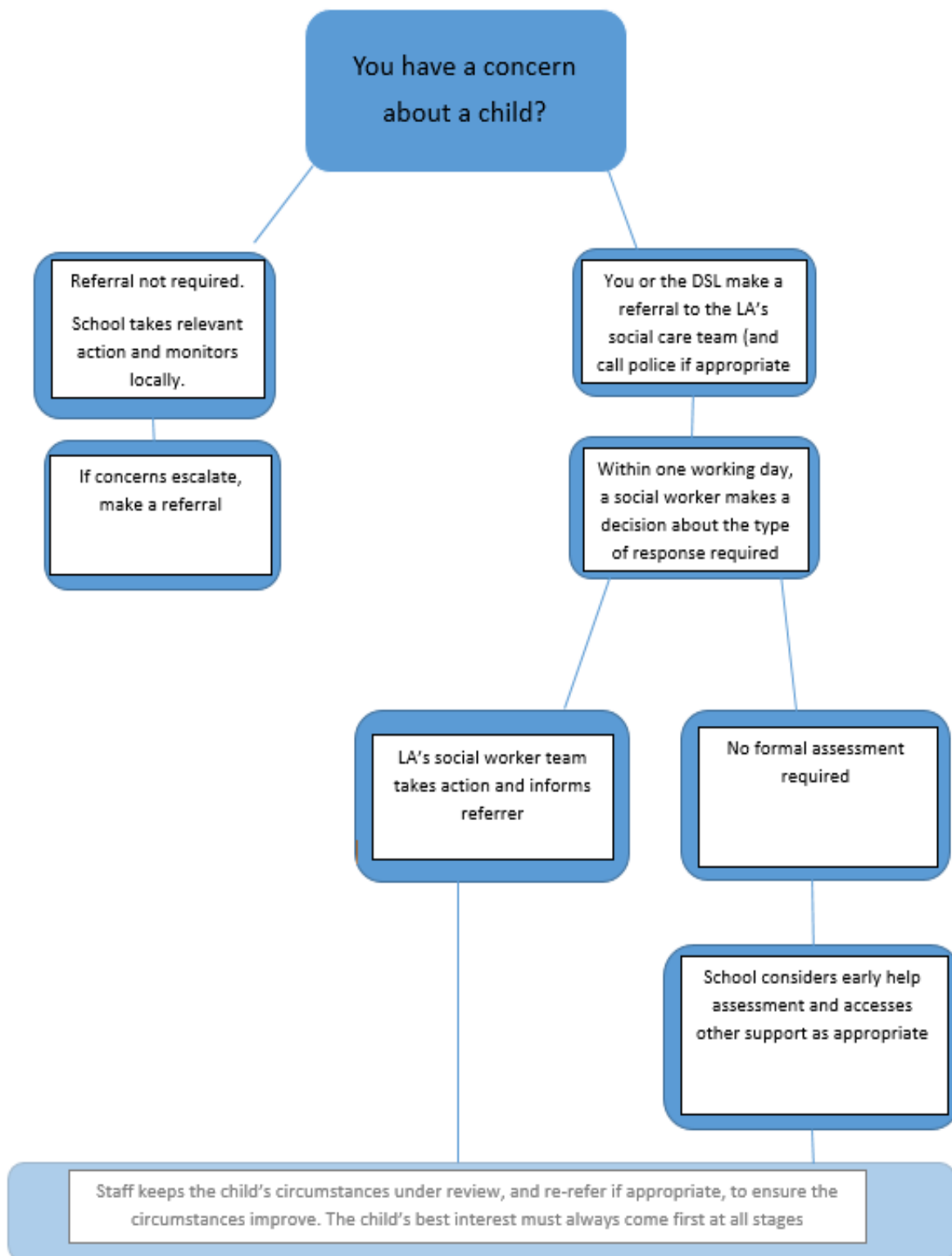
Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

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

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

(Note – if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)



## **7.7 Concerns about a staff member, supply teacher or volunteer**

If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher or volunteer) posing a risk of harm to children, speak to the headteacher. If the concerns/allegations are about the headteacher, speak to the chair of governors.

The headteacher/chair of governors will then follow the procedures set out in the Allegations of abuse made against staff policy, if appropriate.

## **7.8 Allegations of abuse made against other pupils**

DfE guidance 'Keeping children safe in education' (2023) says that 'governing bodies should ensure that there are procedures in place to handle allegations against other children'. The guidance also states the importance of minimising the risks of child-on-child abuse.

At Dormers Wells Primary School, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that, to be considered a safeguarding allegation against a pupil, some of the following features will be found.

This might include where the alleged behaviour:

- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school
  - Is violent
  - Involves pupils being forced to use drugs or alcohol
  - Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)
  - Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Indicates that other pupils may have been affected by this student
- Indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

### **Physical Abuse**

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

### **Emotional Abuse**

- Blackmail or extortion
- Threats and intimidation

### **Sexual Abuse**

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

### **Sexual Exploitation**

- Encouraging other children to engage in inappropriate sexual behaviour (For example – having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- Photographing or videoing other children performing indecent acts

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

If a pupil makes an allegation of abuse against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern:

- You must record (factual) the allegation and tell the DSL, but do not investigate it
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files
- The DSL will contact the local authority children's social care team, to discuss the case and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will follow through the outcomes of the discussion and make a referral where appropriate
- If the allegation indicates that a potential criminal offence has taken place, the local authority children's social care team will refer the case to the multi-agency agency safeguarding hub, where the police will become involved
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures
- Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures
- In situations where the school considers a safeguarding risk is present, the DSL will put a robust risk assessment and preventative, supervision/support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

- Staff to refer to 'The Sexual Behaviours Traffic Light Tool' by the Brook Advisory Service to help professionals; assess and respond appropriately to sexualised behaviour:  
[https://legacy.brook.org.uk/brook\\_tools/traffic/Brook\\_Traffic\\_Light\\_Tool.pdf](https://legacy.brook.org.uk/brook_tools/traffic/Brook_Traffic_Light_Tool.pdf)

We will minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our developmentally appropriate curriculum helps to educate pupils about appropriate behaviour and consent; developing their understanding of acceptable behaviour and keeping themselves safe.
- Ensuring pupils know they can talk to staff confidentially by; having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- Having relevant policies in place (e.g. behaviour policy)
- Delivering targeted work on assertiveness and keeping safe, to those pupils identified as being at risk
- Developing robust risk assessments & providing targeted work, for pupils identified as being a potential risk to other pupils.

#### **7.8.1 The safeguarding implications of sexual activity between young people**

The intervention of Safeguarding agencies in situations involving sexual activity between children can require difficult professional judgments. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (18 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has not been alleged to have taken place definitely does have a sexual component.

As usual, important decisions should be made on a case by case basis, on the basis of an assessment of the children's best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm. Key specific considerations will include:

- The age, maturity and understanding of the children;
- Any disability or special needs of the children;
- Their social and family circumstance;
- Any evidence in the behaviour or presentation of the children that might suggest they have been harmed;
- Any evidence of pressure to engage in sexual activity;
- Any indication of sexual exploitation;
- There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator may sometimes be a woman or girl and the victim a boy.

#### **7.9 Sexting (Sharing of nudes and semi-nudes)**

Based on guidance from the UK Council for Child Internet Safety for **all staff** and for **DSLs and senior leaders**.

## **Your responsibilities when responding to an incident**

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

### **Initial review meeting**

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

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

### **Further review by the DSL**

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

### **Informing parents**

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

#### **Referring to the police**

If it is necessary to refer an incident to the police, this will be done through the Ealing Safer Schools Officer or the police community support Officer-**Caroline McGuigan**, or dialing 101.

Police safeguarding incidents or concerns will be reported and dealt with by Ealing child protection team the "CAIT TEAM"

#### **Recording incidents**

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording incidents of sexting.

#### **Curriculum coverage**

Pupils are taught about the issues surrounding sexting as part of our PSHE education and Computing programmes. Teaching covers the following in relation to sexting:

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

Pupils also learn the strategies and skills needed to manage:

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

This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

Teaching follows best practice in delivering safe and effective education, including:

- Putting safeguarding first
- Approaching from the perspective of the child
- Promoting dialogue and understanding
- Empowering and enabling children and young people
- Never frightening or scare-mongering
- Challenging victim-blaming attitudes

### **8. Use of Mobile phones and cameras (online safety)**

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

To address this, our school aims to:

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

#### **The 4 key categories of risk**

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

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

- Contact – being subjected to harmful online interaction with other users, such as 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 – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

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

- Educate pupils about online safety as part of our curriculum. For example:
  - The safe use of social media, the internet and technology
  - Keeping personal information private
  - How to recognise unacceptable behaviour online
  - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim
  - Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year
  - Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them, so they know how to raise concerns about online safety
  - - For example, our commitment (pledge) to making our school environments smartphone-free (**See Appendix 8**)
- Make sure staff are aware of any restrictions placed on them with regard to the use of their mobile phone and cameras, for example that:
  - Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact times, when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.
  - Staff, visitor and volunteer will not take pictures or recordings of pupils on their personal phones or cameras
  - For excursions and school trips staff will use school cameras or IPADs to take pictures, in line with the GDPR school policy.
  - Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
  - Explain the sanctions we will use, if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones. For example:
    - We prohibit children from having mobile phones in school unless there are special circumstances discussed with senior leaders such as pupils travelling on public transport who are home alone (Year 5/6).
    - Children who are allowed to have mobile phones in school will hand them in at the office on arrival and it is kept in a secure location where the pupil does not have any access to the device.
- We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)

- Put in place robust filtering and monitoring systems to limit children’s exposure to the 4 key categories of risk (described above) from the school’s IT systems.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly

This section summarises our approach to online safety and mobile phone use. For full details about our school’s policies in these areas, please refer to our online safety policy and mobile phone policies which can be found on our website

### **8.1 Online safety-Artificial intelligence (AI)**

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

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

Dormers Wells Primary will treat any use of AI to access harmful content or bully pupils in line with this policy and our behaviour/artificial intelligence policy.

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

### **9. Notifying parents**

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

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

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

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

### **10. Children with special educational needs, disabilities or health issues:**

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

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- Pupils being more prone to peer group isolation than other pupils
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers
- Cognitive understanding e.g. being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived

- stress of caring for a disabled child)
- Lack of choice/participation

We offer extra pastoral support for pupils with SEN and disabilities.

Any abuse involving pupils with SEND will require close liaison with a DSL and the SENDCo.

### **11. Pupils with a social worker**

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

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

These children are put on a register because of serious concern for their welfare and safety. They should be carefully monitored. It is the responsibility of Social Services to notify us when a child from our school is registered as a Child in Need (CIN) or on the Child Protection Register (CP) or Looked after (LAC), but it is the school's responsibility to: -

- Know the names of all the pupils on the register and to ensure all relevant staff are informed on a need to know basis.
- Pay particular attention to the attendance and development of these children.
- Report any cause of concern about these children to Social Services.
- Notify Social Services and the new school when a child on the register transfers schools.
- Ensure they have the previous school records for any registered child transferring to their school.

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

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

### **12. Looked-after and previously looked-after children**

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

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

We have appointed a LAC designated teacher, **Jessica Sargeant**, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with **statutory guidance**.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to

- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans (PEP)

### **13. Pupils who are lesbian, gay, bisexual or gender questioning**

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

We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children. See our behaviour policy for more detail on how we prevent bullying based on gender or sexuality.

We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL. Pastoral support will be offered to these pupils.

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

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

- We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying. We will refer to Department for Education guidance when deciding how to proceed [Note: At the time of this policy review, DfE guidance is pending].

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

### **14. Complaints and concerns about school safeguarding policies**

#### **14.1 Complaints against staff**

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

#### **14.2 Other complaints**

Safeguarding-related complaints of other types – for example, those related to pupils or premises, must follow our school complaints procedure (see Complaints Policy). This also take accounts of requirements related to complaints set out in the safeguarding and welfare section of the statutory framework for the Early Years Foundation Stage (paragraph 3.98).

- A written record will be kept of any complaints and their outcome.
- All written complaints will be investigated and complainants will be notified of the outcome of the investigation, within 28 days of having received the complaint.
- The record of complaints will be made available to Ofsted; or the CMA with which a provider of CoDP is registered, on request.

### 14.3 Whistle-blowing

See separate Whistle-blowing policy on procedures for raising concerns regarding the way the school safeguards pupils – including poor or unsafe practice, or potential failures.

### 15. Record-keeping

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

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. This should include instances where referrals were or were not made to another agency such as local authority children's social care or the Prevent programme, etc. If you are in any doubt about whether to record something, discuss it with the DSL.

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

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

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. To allow the new school/college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer, or within
- **The first 5 days** of the start of a new term

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Record-keeping arrangements:

- Confidential Records are kept in a locked sole use filing cabinet, along with school's copies of the LA Safeguarding Procedures, and stored electronically (from September 2019)
- Records are held, using a secure software package, **CPOMS**.
- Whilst there is no definitive statutory guidance, the *Retention Period of safeguarding records not transferred to another school is: DoB of the child + 25 years. This retention period was agreed in consultation with the Safeguarding Children Group on the understanding that the principal copy of this information will be found on the Local Authority Social Services record (<http://irms.org.uk/page/SchoolsToolkit>: 'Information Management Toolkit for Schools'. Also See School Data Retention Policy)*
- Refer to **Section 6-Confidentiality**, regarding information sharing and confidentiality of records.

In addition:

- Also Refer to '**Safer recruitment procedures and policy**', which sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- Also Refer to '**Allegations of abuse made against staff**' policy, which sets out policies on record-keeping with respect to allegations of abuse made against staff.

### 16. Training

#### 16.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse, exploitation or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners, including the local safeguarding children board (LSCB).

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to exercise our duties under the Counter-Terrorism and Security Act 2015, by identifying children at risk of becoming involved with or supporting terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually (Keeping Children Safe in Education). At Dormers Wells Primary School, training is provided every year, with separate training to all new staff on appointment. Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

## **16.2 The DSLs**

The DSLs will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

## **16.3 Governors**

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

## **16.4 Recruitment – interview panels**

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

## **16.5 Staff who have contact with pupils and families**

All staff who have contact with children and families will have supervision, which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

The headteacher will hold an approved qualification at level 3 or above and at least half of all other staff must hold at least an approved level 2 qualification. We will make sure that children are adequately supervised, especially whilst eating, and decide how to use staff to ensure children's needs are met. We will inform parents and/or carers about how staff are organised, and, when relevant and practical, aim to involve them in these decisions. Children will usually be within both sight and hearing of staff and always within sight or hearing.

## **16. Monitoring arrangements**

This policy will be reviewed **annually** by the **Senior DSL/AHT-Inclusion/Headteacher**. At every review, it will be approved by the full governing board. This will also be referenced in the Headteacher's report.

## **18. Links with other policies**

This Policy links to the following policies and procedures:

- Safeguarding and Child Protection Addendum (related to pandemic, e.g. COVID 19)
- Allegations made against staff Policy
- Whistleblowing Policy
- Late Collection Policy
- Behaviour Policy, Anti-bullying Policy
- Staff code of conduct Policy
- Complaints Policy
- Health & Safety Policy
- Attendance Policy
- Online Safety Policy
- Artificial intelligence policy
- Mobile phone policy in Staff Handbook

- Equality Policy
- Relationships and Growing up Education (REGU) Policy
- PSHE Policy
- First aid Policy
- Curriculum Policy
- Privacy notices e.g. Website Privacy Policy
- Data Retention Policy
- IT acceptable use Policy
- Inclusion Policy
- GDPR/Data Protection Policy
- Positive Handling Policy
- Positive Intimate Care Policy
- Teaching and Learning
- Administration of medicines
- Risk Assessment
- Recruitment and Selection (Safer recruitment)
- Radicalisation and Extremism

### **Appendices 1-7:**

**These appendices are based on the Department for Education’s statutory guidance, Keeping Children Safe in Education.**

Appendix 1- Types of Abuse

Appendix 2/2a- Safeguarding Procedures- Dealing with concerns about a child/young person

Appendix 3- The responsibilities of the designated teacher for safeguarding (DSL)

Appendix 4- Specific safeguarding issues

Appendix 5- Dropping off and Collection Policy

Appendix 6- Body map, Guidance and recording sheet (In the eventuality that a non-user of ‘CPOMS’ e.g., Visitor or system failure or not available -it is recommended an Incident forms/Body Chart is completed).

Appendix 7- Filtering and Monitoring

Appendix 8 -Smartphone Free Pledge and letter to parents

### **Appendix 1: types of abuse**

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse, a form of maltreatment. Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap. There are four main categories of abuse: physical abuse, emotional abuse, sexual abuse, neglect and exploitation:

**Physical 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 (this used to be called Munchausen’s Syndrome by Proxy but is now more usually referred to as fabricated or induced illness).

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate
- 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 participating in normal social interaction
- Seeing or hearing the ill-treatment of another

- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of 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
- 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 (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**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 as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

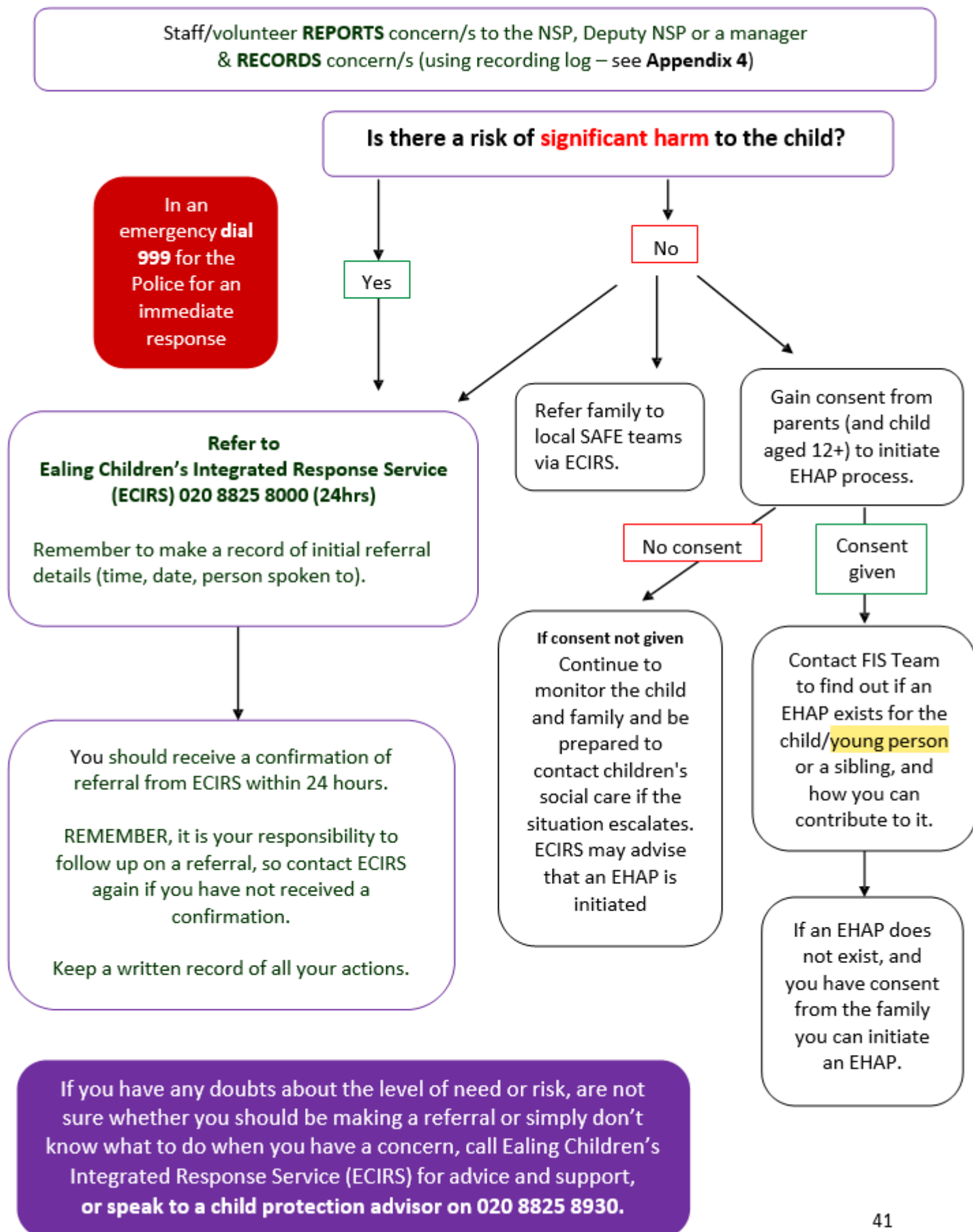
- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definitions taken from '*Working Together to Safeguard Children*', (HM Government, 2013).

#### **Forms of abuse linked to culture, faith or belief**

All staff in this school will promote mutual respect and tolerance of those with different faiths and beliefs. Some forms of abuse are linked to these and staff should strive to report promptly any concerns to a DSL, who will seek further advice from statutory agencies.





## **KEEPING YOURSELF SAFE & REPORTING SAFEGUARDING CONCERNS**

**At Dormers Wells Primary School keeping children and young people safe from harm is one of our priorities.**

Children have the right to feel safe and be safe.  
If you do not feel safe at home, school or in any other areas of your life, it's important that you know that there are staff here to help you.

Speak to an adult in school who you know or to one of the school's Safeguarding team.



**Mrs Rabia Cornelius**  
Pupil Family Worker & DSL



**Mrs Ellie Mosley**  
Deputy Head & Lead DSL



**Ms Toni George**  
Head Teacher & DSL



**Mr Jeff Klassen**  
Associate Acting Assistant Head & DSL



**Mrs Kavita Chander**  
Associate Acting Assistant Head & DSL



**Mrs Jessica Sargeant**  
Assistant Head /SENDCO & DSL

**Appendix 3: the responsibilities of the designated teacher for safeguarding (DSL) are to:**

- Undertake training, at least every two years, in the recognition and investigation of child abuse. Legislation also states DSLs must also update knowledge and skills "at regular intervals, but at least annually".
- Develop knowledge and skills in recognising abuse
- Develop knowledge of the procedures involved in reporting abuse
- Make Safeguarding procedures available to all school staff
- Ensure all staff know who the designated teacher is, and that all concerns about abuse or possible abuse are brought to his/her attention or in his/her absence the most senior teacher on the day.
- Manage the Child Protection list and all it involves.
- Oversee the preparation and implementation of the Safeguarding policy and that the policies and procedures are followed
- Liaise with the Local Authority Designated Officer and other Safeguarding agencies (i.e. Police) and make referrals
- Report any concerns to Children's Services or the police (Urgent concerns must be reported immediately even if the designated teacher is not available)
- Act as the lead person in circumstances where an allegation has been made against a staff member
- Act as a source of advice on all Safeguarding matters and seek further advice and guidance from other agencies as needed e.g. LA, NSPCC, ECVS (Ealing Community Voluntary Service)
- Ensure that a record is kept of any concerns about a child or young person and of any conversation or referrals to statutory agencies
- Ensure that any such record is kept safely and securely
- Make sure that staff receive adequate Safeguarding training
- Promote the needs of children and young people in the workplace and keep the staff and regular volunteers informed on good practice
- Attend meetings following disclosures or investigations, including case conferences, giving either support to a child or family members (not both at the same time)
- At child protection conferences, share information, make safeguarding judgements and decide what future action is needed to safeguard the child and promote their welfare
- Appear in court as a witness, if hear a disclosure of abuse.
- Support the child / family where there is a court case.

#### **Appendix 4: specific safeguarding issues**

This appendix is based on the advice in Annex B of Keeping Children Safe in Education.

Annex B also includes information on further issues, including child abduction and community safety incidents, children's involvement in the court system, children with family members in prison, county lines, modern slavery and cybercrime.

#### **Assessing adult-involved nude and semi-nude sharing incidents**

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

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

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

#### **Sexually motivated incidents**

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

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

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

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

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

## Financially motivated incidents

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

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

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

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

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

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

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

## Children missing from education

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

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

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM

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

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

If a pupil is absent for a prolonged period of time, or if a child is absent without notification from the parent or carer, attempts will be made to contact the child's parents and/or carers and alternative emergency contacts.

We will consider patterns and trends in a child's absences and their personal circumstances and use our professional judgement when deciding if the child's absence should be considered as prolonged.

Consideration will be given to the child's vulnerability, parent's and/or carer's vulnerability and their home life. Any concerns will be referred to local children's social care services and/or a police welfare check requested.

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

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

### **Child criminal exploitation**

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

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing

- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

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

### **Child sexual exploitation**

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

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

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

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

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

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

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

### **Domestic abuse**

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

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

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

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

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

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

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSLs will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

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

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

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

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

### **FGM- Female Genital Mutilation**

Is a form of child abuse and violence against women and girls and is therefore part of Safeguarding. It is often referred to as 'cutting'. It is illegal in the UK and involves intentionally altering or injuring female genital organs for non-medical reasons. It can have serious implications for physical health and emotional well-being. Professionals have a responsibility to ensure that families know that FGM is illegal and should ensure that families know that the authorities are actively tackling the issue.

In England the practice is illegal under the Female Genital Mutilation Act 2003 and Serious Crime Act 2015. It is an offence to:

- Perform FGM in the UK or abroad
- Assist the carrying out of FGM in the UK or abroad
- Assist a girl to perform FGM on herself in the UK or abroad.
- Assists from the UK a non-UK person to carry out FGM outside the UK on a UK national or permanent UK resident.

There are four types of FGM:

1. Clitoridectomy – partial or total removal of the clitoris
2. Excision –removal of the clitoris with partial or total excision of the labia minora.
3. Infibulation – removal of the clitoris and labia minora with narrowing, by stitching, of the vaginal opening.

#### 4. All other harmful non-medical procedures that mutilate female genitalia.

The practice is normally carried out on girls between the ages of 4 and 15, although the majority of cases are thought to take place between the ages of 5 and 8. Although primarily concentrated in Africa & the Middle East, FGM is a universal problem. Those affected by FGM may be British Citizens born to parents from practicing communities or were born in countries that practise FGM.

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

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

There are a range of potential indicators that may suggest a girl or young woman may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child girl or young woman.

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

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

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talks of somebody doing something to them that they are not allowed to talk about
- Talking about pain or discomfort between her legs, or have to be hospitalized
- Has there been a sudden decline in a girl’s performance, aspiration or motivation?

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

Any concerns about whether a pupil is at risk of FGM or if a girl discloses that they have undergone FGM, will be reported to the DSL, who has a legal duty (from October 2015) to refer a case to the Ealing Children’s’ Integrated Response Service (ECRIS). The DSL and social worker will then decide who informs the police and the make a record of this decision.

### **Forced marriage**

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

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

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

The DSL will:

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

### **Preventing radicalisation**

- **Radicalisation** refers to the process of a person legitimising support for, or use of, terrorist violence
- **Extremism** is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:
  - Negate or destroy the fundamental rights and freedoms of others; or

- Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- Intentionally create a permissive environment for others to achieve the results outlined in either of the above points

➤ **Terrorism** is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from becoming involved with or supporting terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

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

In this school we recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability.

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and to understand that they are entitled to have their own different beliefs which should not be used to influence others.

Children are taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

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

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

Staff will be alert to changes in pupils' behaviour.

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

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others

- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

We recognise that children who are at risk of radicalisation may have low self-esteem, low aspirations or be victims of bullying or discrimination. Therefore, we strive to equip our pupils with confidence, self-belief, respect and tolerance, as well as setting high standards and expectations for themselves.

It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, becoming radicalised or being drawn into extremism, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

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

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including Curriculum policy, Behaviour policy, Online safety policy.

### **Checking the identity and suitability of visitors**

The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically.

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

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

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

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

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

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

### **Non-collection of children**

If a child is not collected at the end of the session/day, we refer to the Late Collection Policy:

## **Missing pupils          Children missing Education (CME)**

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we refer to the [Ealing Guidance on Children Missing Education, September 2023/24](#).

- If a child fails to return to school in September and they cannot be located we would follow CME procedure as usual.
- If a family is 'stuck' abroad due to lock down, illness or other circumstances, parents must provide schools with detailed information of their whereabouts, reason for travel and estimated return date. (this will determine how absence is coded; authorised or unauthorised) If information is not provided we would follow CME process.
- 3-day no contact; School to do home visit and follow CME guidance (High Schools to carry out own home visit where possible) Send 3-day absence letter and try ALL contact numbers.
- 10-day no contact; we send 10-day absence letter to parent and submit Reasonable Enquiry form to [CME@ealing.gov.uk](mailto:CME@ealing.gov.uk). Child is kept on roll until advised by CME Officer to remove. Absence for whatever reason cannot be back dated.

We will endeavor to contact families via different forms of communication.

## **Appendix 5-Dropping off and Collecting Children from School Policy**

### **Introduction**

All pupils from Nursery to Year 4 must be collected and dropped off by a parent or known adult (age 16+) at the designated entrances and exits. Pupils in Year 5 and 6 can travel to and from school unaccompanied by an adult (age 16+), if a letter of permission is completed by the child's parent or carer.

As part of our safeguarding procedures a child can only go home with the usual person who collects the child. If someone different is collecting, the class teacher should be informed beforehand by the child's parent, preferably in writing. We will not send a child home with someone else even if they are known to the staff member/school unless this has been communicated to the class teacher first. The class teacher will be responsible for ensuring that they share this information if someone else will be sending the child home.

When informing the class teacher, parents should indicate if this is an on-going arrangement or a one off situation. If the arrangement is likely to be frequent, the information will be added to SIMs so that all staff can be made aware of the arrangement.

If someone different is collecting a child, and the teacher does not already know this person, staff will ask for a password as a way of being able to identify them. This information is collected as part of the admissions process and/or as part of the yearly annual data update/collection process. If a parent contacts the school during the day to inform that someone else is picking up the child, the member of staff who takes the message is responsible for ensuring that a password is recorded on SIMs or requesting a password where one does not appear.

If a message is given to a member of the admin team during the school day, it may not be possible for the message to be given to the class teacher before it is time to go home. In these circumstances, class teachers will bring the child and the person collecting them to the school office (once all the other children have been dismissed) for clarification of this before sending the child home.

Children must be collected by someone over the age of 16 years. If staff are unsure of a young person's age, they will ask for proof before sending the child home.

No child will be sent home with another person without the school receiving at least verbal permission from a person with parental responsibility. In the event the parent/carer cannot be contacted the school will seek advice from Children's Social Care before making a final decision to send a child home.

### **Collection from School during School Hours**

Parents/carers should ensure that routine appointments, e.g. to see the dentist or doctor, are made during the school holidays or after school. If your child needs to attend appointments during the school day, evidence of the appointment/s should be provided to the school office prior to the appointment day wherever possible so that this can be recorded. If class teachers are shown evidence of an appointment they will either, make a note on SIMs or email the admin officer who will add the information on their behalf. When coming to collect your child to attend an appointment, parents/carers who have not provided evidence beforehand will be asked for evidence to validate the reason for the child to be collected from school during the day. Evidence could include a hospital letter, an appointment card or a text confirmation/reminder. If no evidence can be provided parents/carers may be asked to speak to a member of the Senior Leadership Team.

### **Walking to and from School Unaccompanied**

There is a growing trend for the older children in the school to walk home unaccompanied at the end of the school day or at the end of an after school club. While we as a school promote independence in our children, we are always mindful that safety and security should come first, particularly as the evenings start to get darker.

Only pupils in year 5 and 6 can go home on their own provided that both the school and family have no concerns about the child's ability to keep themselves safe and that the school receives permission in writing from the parent/carer. Letters are sent home at the start of each academic year for children in Year 5 and year 6 (see [Appendix A](#)) so that parents can request the Headteacher's agreement for this to occur. Letters are also sent to Year 3 and Year 4 parents ([Appendix B](#)).

As part of our safeguarding procedures we have an up to date register of all children who have been given permission to walk home alone. This is kept up to date by our Admin Team who will ensure that teachers of children in Years 5 and 6 have a class list with information about the arrangements for each child. This should be kept in the classroom drawer, in case a supply teacher/HLTA is taking the class. A copy will also be kept in the main school office.

Parents should ensure that their child understands the Green Cross Code/Road Safety, is aware of stranger danger and clearly understands what action to take in case of an emergency. It is advised that children of primary age walking home alone go straight to an agreed residence and do not go home to an unsupervised dwelling.

### **Safeguarding Commitment**

The school is committed to safeguarding and promoting the welfare of children, in line with Keeping Children Safe in Education 2024, and expects all staff and volunteers to share this commitment. We take seriously our duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. We work closely with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Radicalisation is recognised as a specific safeguarding issue and is addressed in line with the Government Prevent Strategy and The Counter-Terrorism and Security Act 2015.

**Letter A-** Nursery to Year 4

**Permission to walk home unaccompanied**

Dear Parents/Carers,

There is a growing trend for the older children in the school to walk home unaccompanied at the end of the school day or at the end of an after school club. While we as a school promote independence in our children, we are always mindful that safety and security should come first, particularly as the evenings start to get darker. It is school policy that **only children in Year 5 and year 6 are allowed to walk home on their own**, provided that the school and family have no concerns about the child's ability to keep themselves safe and that the school receives permission in writing from the parent/carer.

We would like to take this opportunity to remind parents and carers that it is expected that children from Nursery to Year 4 are collected by a parent or known adult (aged 16+) at the end of the day in. If there is a change in this arrangement, please inform the school office by 11am the same day. If the arrangement is for more than a day, please inform the school in writing.

As part of our continual assessment of our safeguarding procedures we would like to ensure that we have an up to date register of all children who have permission to walk home alone. We would like to remind you of the importance of keeping the school up to date with current contact details including mobile phone, home phone and address, as well as medical details. We appreciate these details may change throughout the year but it is vital we have current contact details in cases of an emergency.

Children from Nursery to Year 4 will not be allowed to leave the school premises without an adult and will be held at school until an adult arrives.

Yours sincerely

Mrs Toni George  
Headteacher  
Dormers Wells Primary School

**Permission to walk home unaccompanied**

Dear Parents/Carers,

There is a growing trend for the older children in the school to walk home unaccompanied at the end of the school day or at the end of an after school club. While we as a school promote independence in our children, we are always mindful that safety and security should come first, particularly as the evenings start to get darker. It is school policy that **only children in Year 5 and Year 6 are allowed to walk home on their own**, provided that the school and family have no concerns about the child's ability to keep themselves safe and that the school receives permission in writing from the parent/carer.

Parents should ensure that their child understands the Green Cross Code/Road Safety, is aware of stranger danger and clearly understands what action to take in case of an emergency. It is advised that children of primary age walking home alone go straight to an agreed residence and do not go home to an unsupervised dwelling. Please also bear in mind that there is an expectation that children will independently follow all school rules, whilst waiting in the playground/school site at the beginning or end of the day and behave in a way that demonstrates respect and consideration for others. Failure to do so, will result in the permission to be on the school premises unaccompanied withdrawn.

As part of our continual assessment of our safeguarding procedures we would like to ensure that we have an up to date register of all children who have permission to walk home alone. We would like to remind you of the importance of keeping the school up to date with current contact details including mobile phone, home phone and address, as well as medical details. We appreciate these details may change throughout the year but it is vital we have current contact details in cases of an emergency.

If you give permission for your child to walk home alone, please complete the details below. This form **MUST** be filled in and returned to the school before children can walk home alone.

Yours sincerely

Mrs Toni George  
Headteacher  
Dormers Wells Primary School

-----  
Name of child: \_\_\_\_\_ Class: \_\_\_\_\_

Please tick the appropriate box below and sign:

I understand that I/ or a known adult will collect my child at the end of the school day and that I should notify the school of any alternative arrangements by letter or by phone.

I give permission for my child to walk home by themselves at the end of the school day.

Parent/Carer's name: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Carer's signature: \_\_\_\_\_

## Appendix 6



Dormers Wells Primary School  
CEO: Ms Róisín Walsh BA (Hons) QTS MSc  
Head Teacher: Mrs Toni George BEd (Hons) NPQH

Dormers Wells Lane, Southall, Middlesex, UB1 3HX | Tel: 0208 571 1230  
Website: [www.dwij.co.uk](http://www.dwij.co.uk) | Email: [admin@dwij.co.uk](mailto:admin@dwij.co.uk)

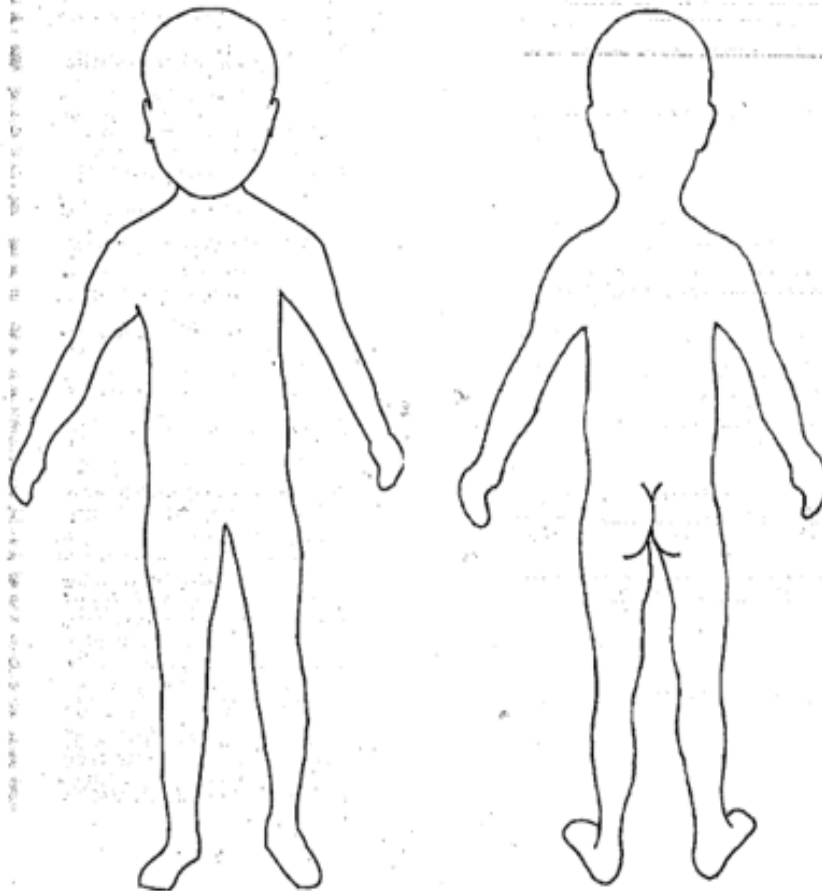
### BODYMAP

(This must be completed at time of observation)

Name of Pupil: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Name of Staff: \_\_\_\_\_ Job title: \_\_\_\_\_

Date and time of observation: \_\_\_\_\_



MUSIC MARK



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Dormers Wells Primary School  
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 Website: [www.dwij.co.uk](http://www.dwij.co.uk) | Email: [admin@dwij.co.uk](mailto:admin@dwij.co.uk)

## Body Map Guidance

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

**\*At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate DSL in school, Social Care direct or child's social worker if already an open case to social care.**

**When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:**

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/luff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

**Ensure First Aid is provided where required and record**

A copy of the body map should be kept on the child's concern/confidential file.



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## Logging a concern about a child's safety and welfare

(for use by any staff member or visitor)

<b>Pupil's Name:</b>	<b>Date of Birth:</b>	<b>Class:</b>
<b>Date and Time of Incident:</b>	<b>Date and Time (of writing):</b>	
<b>Name:</b>		
.....		
<b>Signature</b>	<b>Print</b>	
<b>Job Title:</b>		
<p>Record the following factually: What are you worried about? Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?</p>		
<p>What is the pupil's account/perspective?</p>		
<p>Any other relevant information (distinguish between fact and opinion). Previous concerns etc.</p>		
<p>Suggested next steps? Note actions, including names of anyone to whom your information was passed and when.</p>		



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## **Appendix 7: Filtering and Monitoring**

- All staff should receive training on the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- The designated safeguarding lead should take lead responsibility for understanding the filtering and monitoring systems and processes in place
- . Information on school child protection policies should include information on appropriate filtering and monitoring on school devices and school networks.
- The guidance signposts the Department for Education’s new filtering and monitoring standards (DfE, 2023b), which support schools to have effective systems in place.
- Schools and colleges should consider meeting the DfE’s Cyber security standards for schools and colleges (DfE, 2023c).

11 February 2025

Dear Parents/Carers,

You may recall I sent you a letter in December about us becoming a **Smartphone Free School**. As it's Safer Internet Day, I'm writing to you again with an updated version of that letter.

We are concerned about the impact of smartphones on our children.

Smartphones are a big part of life today. Most adults have one, and they are great for finding information and staying connected with family and friends.

However, there is now evidence of the negative effects of smartphones and social media on children and teenagers. These include:

- Poor mental health, such as depression and anxiety
- Issues with attention and sleep
- Risks of cyberbullying and exposure to harmful content like violence or inappropriate material
- Smartphones can be addictive and distract children from learning important life skills

Children often get their first phone in primary school, and over 90% of 12-year-olds have a smartphone. This period is crucial for brain development, and the younger a child gets a smartphone, the more potential harm it can cause.

Schools have a role in changing how children use smartphones.

First, we are committed to making our school environments smartphone-free. **Children cannot use smartphones during school hours and we do not want your child to bring a smartphone to school.**

**Second, we encourage you to delay giving a smartphone to your child until they are at least 14 years old.** A growing number of parents and schools across the country are choosing to do this. There is widespread support from **Ealing Council** and Ealing headteachers. **We include a list of local schools that are working together on this campaign.**

If you need to contact your child while they travel to and from school, a simple 'brick' phone is enough. "Brick" phones do not have internet connectivity, and they are inexpensive.

We would like to work together with parents on this issue. **Learning and wellbeing are our top priorities as headteachers. Research shows us that smartphones are detrimental to both.** Together, we can make a big difference in our children's lives.

**If you would like to find out more about support for parents who want their children to be smartphone free, do please visit [Smartphone Free Childhood](#)**

Yours faithfully,

Headteacher

## Smartphone free primary schools

A list of primary schools that pledge to work with their parents/carers to:

- ❖ ban smartphones from being brought into school by September 2025
- ❖ discourage purchase of smartphones before the age of 14.

<b>Acton area</b>
Acton Gardens Primary School
Ark Byron Primary Academy
Ark Priory Primary Academy
Derwentwater Primary School
East Acton Primary School
Holy Family Catholic Primary School
John Perryn Primary School
Southfield Primary School
St Vincent's Catholic Primary School
West Acton Primary School
West Twyford Primary School

<b>Greenford, Northolt, Perivale area</b>
Alec Reed Academy - Primary School
Belvue School
Coston Primary School
Downe Manor Primary School
Ealing Primary Centre
Gifford Primary School
Greenwood Primary School
Horsenden Primary School
John Chilton School (age 4 - 19)
Mandeville School (age 2 - 11)
Oldfield Primary School
Our Lady of the Visitation Catholic Primary School
Perivale Primary School
Petts Hill Primary School
Ravenor Primary School
Selborne Primary School
St John Fisher Catholic Primary School
St Raphael's Catholic Primary School
Stanhope Primary School
The Edward Betham CofE Primary School
Vicar's Green Primary School
Viking Primary School
Willow Tree Primary School
Wood End Primary School
Woodlands Academy

<b>Ealing and Hanwell area</b>
Brentside Primary Academy School
Castlebar School (age 4 – 11)
Christ the Saviour CE Primary School
Drayton Green Primary School
Fielding Primary School
Grange Primary School
Hobbayne Primary School
Little Ealing Primary School
Mayfield Primary School
Montpelier Primary School
Mount Carmel Catholic Primary School
North Ealing Primary School
Oaklands Primary School
St Ann's School (age 11 - 19)
St Gregory's Catholic Primary School
St John's Primary School
St Joseph's Catholic Primary School
St Mark's Primary School
Springhallow School (age 4 - 19 years)

<b>Southall area</b>
Allenby Primary School
Beaconsfield Primary School
Blair Peach Primary School
Clifton Primary School
Dairy Meadow Primary School
Dormers Wells Primary Academy
Featherstone Primary and Nursery School
Hambrough Primary School
Havelock Primary School
Khalsa Primary School
Lady Margaret and Durdans Primary Schools
North Primary School
St Anselm's Catholic Primary School
St Mary's CE Primary School
Three Bridges Primary School
Tudor Primary School
Wolf Fields Primary School

