



Child Protection Policy

St Paul's CE Primary School, Brentford

Staff Member responsible for policy: John Wright (Headteacher)

Governor responsible for policy: Suzanne Forbes

Adopted by: Full Governing Board

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1. Key Roles and Contacts

Designated Safeguarding Lead (DSL)	John Wright (Headteacher) 020 8560 3297 head@stpauls.hounslow.sch.uk
Deputy DSL	Corinne Lee (Inclusion Coordinator) 020 8560 3297 clee92.313@lgflmail.org
Mental Health Lead	Corinne Lee (Inclusion Coordinator) 020 8560 3297 clee92.313@lgflmail.org
Designated teacher (Looked After Children)	Corinne Lee (Inclusion Coordinator) 020 8560 3297 clee92.313@lgflmail.org
Virtual School Head (LB Hounslow)	Kate Elliott Principal, The Virtual College London Borough of Hounslow Children's and Adults' Services 4 TH Floor Hounslow House 7 Bath Road Hounslow, TW3 3EB
Governor Responsible for Safeguarding	Suzanne Forbes – Telephone contact details available from school office sforbes9.313@lgflmail.org
Chair of Governors	Leslie Pringle – Telephone contact details available from school office chair@stpauls.hounslow.sch.uk
Early Help Hounslow (referral and advice)	020 8583 6600 option 2 (working hours) 020 8583 2222 (out of hours)
SAAM Duty Desk (LADO)	Hounslow has two Local Authority Designated Officers (LADO) Sarah Paltenghi Tel: 0208 583 3423/ 07970198380 Email: sarah.paltenghi@hounslow.gov.uk Working days: Monday- Wednesday (9:00am- 5:00pm). Grace Murphy Tel: 020 8583 4933 Email: grace.murphy@hounslow.gov.uk Working days: Monday - Friday

2. Policy Aims:

St Paul's CE Primary School fully recognises its responsibilities for child protection, which form part of our wider safeguarding responsibilities. We are committed to safeguarding children and expect everyone who works in and visits our school to share this commitment. Our policy applies to all staff, governors and volunteers working in the school.

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 training in recognising and reporting safeguarding issues
- We take all safeguarding and welfare concerns seriously and encourage our pupils to talk to us about any worries they may have. We will always act in the best interests of the child

All staff and pupils are encouraged to share concerns and worries. Safeguarding and welfare staff will always listen carefully and take action in line with this policy.

3. What is safeguarding and child protection?

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 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. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Section 10.1 explains the different types of abuse. Appendix 2 gives information on how abuse may present in children.

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. Section 10.1 explains the different types of neglect. Appendix 2 gives information on how neglect may present in children.

Sharing 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 \(2025\)](#) (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)
- An Integrated Care Board for an area within the LA
- The chief officer of police for a police area in the LA area

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

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

Child protection forms part of the school's safeguarding responsibilities.

4. Related school policies and Documents:

- Confidentiality
- Rules for Safer Internet Use
- Acceptable Use Policy
- Internet Access Policy
- Health and Safety
- Sex and Relationship Education
- Anti-Bullying
- Behaviour
- Security
- Supporting Children with Medication Needs
- Allegations of abuse against staff - Whistle Blowing
- Dealing with complaints against a staff member
- Safer recruitment
- Prevent
- Staff handbook
- Induction checklist

5. Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2025\)](#) and [Working Together to Safeguard Children \(2023\)](#), and the [Maintained Schools Governance Guide](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).
- London Safeguarding Children Board - Interagency child protection and safeguarding procedures
- Allegations against staff and volunteers who work with children, Local Protocol, London Borough of Hounslow 2019
- [The Domestic Abuse Act, 2021](#)

The London Safeguarding Children Board publishes procedures, which can be found at: <http://www.londoncp.co.uk/index.html>

The Hounslow Safeguarding Partnership publishes procedures and guidance, which can be found at: <https://www.hscb.org.uk/professionals/protocols-guidance-and-procedures/>

6. 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
- 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
- Are missing or absent from education for prolonged periods and/or repeat occasions
- Whose parent/carers has expressed an intention to remove them from school to be home educated

7. 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

7.1 The role and responsibility of the designated safeguarding lead (DSL)

The designated safeguarding lead teacher has specific responsibility for the co-ordination of child protection procedures within the school and for liaison with social services and other agencies. There is also a deputy designated safeguarding teacher to act in the absence of the designated lead.

All staff need to be made aware who the designated safeguarding lead and deputy designated safeguarding lead are as all cases of suspected abuse should be reported to him or her in the first instance.

Suspicions must not be discussed with anyone other than those designated. A written record of the concerns should be made, given to the designated teacher and kept in a secure place.

The DSL is a member of the senior leadership team. Our DSL is John Wright, Headteacher. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety, and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

Out of school hours, child protection concerns should be shared directly with Early Help Hounslow, via the duty social worker on: 020 8583 2222.

The NSPCC also operate a helpline on: 0808 800 5000.

If a concern arises, which needs to be addressed outside the operating hours of these contacts, then it should be shared directly with the Police on 999.

When the DSL is absent, the deputy DSL Corinne Lee, Inclusion Coordinator will act as cover.

If the DSL and deputy DSL are not available, Chris Cossar, Deputy Head, Louisa Riley, SLT or Katie Little SLT will act as cover.

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
- Have a good understanding of harmful sexual behaviour
- Have a good understanding of the filtering and monitoring systems and processes in place at our school
- Make sure that staff have appropriate Prevent training and induction
- The DSL will liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search
- The full responsibilities of the DSL and deputy are set out in their job description.

Core responsibilities of the DSL:

Manage Referrals

- refer cases of suspected abuse to the local authority children's social care (Early Help Hounslow) as required;

- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

- act as a point of contact with the three safeguarding partners
- liaise with the headteacher to inform him or her of issues – especially ongoing enquiries under section 47 of the Children Act 1989 and police in
- liaise with the 'case manager' and the designated officer(s) at the local authority for child protection concerns
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs and senior mental health leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- Act as a source of support, advice and expertise for staff.

Raise Awareness

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governors regarding this;
- ensure the child protection policy is available publically and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Help promote educational outcomes by sharing the information about welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. Their role could also include ensuring that the school, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Onward Information Share

- Where children leave the school (including for in year transfers), ensure that their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Contact the DSL in the receiving school where a case is active and needs an immediate information share to ensure continuity of care.
- Seek/receive information on pupils new to the school where there are CP concerns or there is active social care involvement, making contact with the relevant borough's children's social care team.

7.2 The role and responsibility of the Governing Body

The whole governing board has a responsibility for safeguarding and must ensure that they comply with their duties under legislation. They will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- Appoint a governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:
- Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
- Reviewing the [DfE's filtering and monitoring standards](#), and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards
- Make sure:
 - The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
 - Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
 - The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
 - The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure
 - That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised
- Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):
- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply
- The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate. The process for managing allegations against staff is laid out in section 4, page 93 of [Keeping Children Safe in Education \(2025\)](#) All governors will read Keeping Children Safe in Education in its entirety.

- Ensure that the school contributes to inter-agency working in line with statutory guidance.
- Ensure that the school's safeguarding arrangements take into account the procedures and practices of the Local Authority (Hounslow) as part of the inter-agency safeguarding procedures set up by the LSCP.

Safeguarding information, including the number and type of referrals and concerns raised in school are reported to governors in the Headteacher's report to governors every term. There is an annual report on safeguarding prepared for the autumn term governing body meeting. The school completes safeguarding audits as determined by the Hounslow Safeguarding Children Partnership. The safeguarding governor and designated safeguarding lead teacher meet at least termly to discuss referrals and outcomes for pupils. Safeguarding is on the agenda at all governing board meetings.

The nominated governor with responsibility for child protection/safeguarding is Mrs Suzanne Forbes.

7.3 The role of the Governor who leads on the school's safeguarding responsibilities

The Safeguarding governor is responsible for:

- monitoring the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.

7.4 The role of the Virtual School Head

The Virtual School Head is a post held within the Local Authority. The Virtual School Head has a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker.

They should also identify and engage with key professionals, e.g. DSLs, special educational needs co-ordinators (SENCOs), social workers, mental health leads and others.

7.5 The responsibility of 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
- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents 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, including online safety training
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Making decisions regarding all low-level concerns
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person
- Overseeing the safe use of technology, mobile phones and cameras in the setting

7.6 The responsibility of all school staff, adult volunteers and trainees

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse.

All staff and adult volunteers will:

- Read and understand part 1 of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education \(2025\)](#), and review this guidance at least annually. This forms part of annual induction on the September INSET day and on initial induction for all staff and volunteers.
- 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 policy, the staff code of conduct (within the staff handbook), the role and identity of the designated safeguarding lead (DSL) and deputy, the behaviour policy, online safety that includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring, and the safeguarding response to children who go missing from education .
- The early help process (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, including domestic and sexual abuse (including controlling and coercive behaviour, as well as parental conflict that is frequent, intense, and unresolved), as well as specific safeguarding issues, such as child-on-child abuse, grooming, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, 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, bi or trans (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

All School staff will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.

- Include opportunities in the RSHE curriculum and elsewhere for children to develop the skills they need to recognise and stay safe from abuse.

8. Support for pupils:

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- Weekly pastoral meetings of the DSL & ADSL to review caseload and pastoral support through the school's mentors.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

8.1 Early Years & the Foundation Stage

Rules for the use of personal mobile phones and cameras in the EYFS are the same as those set out in this policy for the rest of the school. All pictures taken in EYFS must be taken on school cameras or tablets. Images should be stored on school equipment/networks and disposed of in line with our retention policy.

EYFS Children going missing in school

Our children are allocated to classes. Classrooms, playgrounds, toilets and dining spaces are allocated to the EYFS and staff make children aware of these areas (and the parts of the school that children shouldn't be in when they join us). Registers are taken at the start of the morning and the afternoon sessions. Children are counted if they are taken out of their setting and counted on return to their setting. The EY staff are mindful of children who may wander or leave the setting.

The school's perimeter is locked during the school day, so any child who wanders out of the setting is still within the school's perimeter. School staff in the rest of the school are mindful of the pupils in their area and intervene where a pupil has wandered out of their setting.

Educational visits are carefully risk assessed, including identifying strategies to prevent children from going missing. We follow staff/adult to pupil ratios to ensure that children are being actively monitored and supported on trips. Parent and volunteer helpers are briefed prior to trips leaving the school.

The curriculum in Early Years supports children's growing development, including keeping ourselves safe and a focus on those in society who help us. This includes visits from the Police and other public services.

8.2 Safeguarding at the end of the school day – collection time

Children up to and including Year 6 are expected to be collected from school by a parent/carer or sibling of appropriate age. In the summer term, for Year 6 pupils, parents can give written

permission for their child to make their own way home. It is expected that they will be going home promptly, to a house where there is an adult to provide supervision.

The school gates are opened 5 minutes before dismissal time and remain open for 10 minutes after dismissal time to enable parents/carers to collect their children from different sites/classes. The school operates an aftercare club to support working parents. If, as the gates are being closed a child has still not been collected, the admin team will seek to contact the parents and the child will be brought to the school office. Often, parents have already phoned to explain that they are running late and may seek to add their child to the aftercare club. Usually, the school is able to contact the parent and the child is collected shortly afterwards. If the school is unable to contact a parent or any other adult associated to the child on the school's management information system and nobody has arrived to collect the child within 20 minutes, the school (DSL/ADSL/SLT/SBM) will initiate contact with LBH Children's Services to notify and liaise with them. Should no adult arrive for the child and no contact be made with an adult, the school will ultimately work alongside LBH Children's Services to put in place emergency care and to seek Police or other support to locate the parent/carer.

9. Promoting safeguarding through the curriculum:

Our formal taught curriculum, as well as whole school events, visits, activities and collective worship themes are planned to teach children about how to keep themselves and others safe, including online. We use age-appropriate resources and opportunities in RSHE, Computing and other subjects to promote safeguarding. The curriculum offer is tailored in respect of the specific needs, age and contextual environment of the locality. We may call on outside specialists such as the school nurse, the Police etc to offer bespoke, specific support. An example of this would be the Police visiting to speak to Upper Key stage 2 children about peer pressure and carrying knives.

Our school has a clearly articulated and lived set of Christian based values, which promote effective safeguarding and provide for preventative education which prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. These are underpinned by our behaviour policy.

The school has an RSHE curriculum which tackles, at an age-appropriate stage, 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 abuse such as forced marriage and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

10. 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, exploitation and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration

- more prone to peer group isolation or bullying than other children
- disproportionately impacted by behaviours such as bullying, without showing outward signs of this
- more prone to communication barriers and difficulties in managing or reporting these challenges
- Cognitive understanding – 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

It is important that all staff monitor closely these children's health and well-being and are vigilant to look for any signs of abuse. If staff members have concerns, they should follow the procedures for handling allegations outlined below.

There will be no assumption by school staff that any changes in pupils' behaviour will relate only to special needs and disability. Any changes will be explored to ensure that they are not facing additional safeguarding challenges.

We have staff members who provide mentoring for children (Mrs McPhillips and Mrs Lee). Regular mentoring is provided for children identified in pastoral meetings. Staff can refer children for regular mentoring via the ADSL/DSL. Where a child seems distressed or may benefit from a one off check-in/chat with a mentor, staff can speak to the mentors or other safeguarding staff (DSL) to arrange for a quick check-in to provide space for a child to talk. The mentors and other welfare staff, such as the welfare officer, are available for children to talk to in the school's welfare rooms and on the playgrounds.

There are displays and signage in welfare rooms and around the school to encourage children to seek help and talk to an adult,.

Children with significant SEN needs, who have an EHCP, will usually work with a Learning Support Assistant for part of their school week. LSAs are mindful to the vulnerability of their pupils and liaise frequently with the child's class teacher and the school's Inclusion Coordinator/ADSL.

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.

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 designated teacher, Mrs Corinne Lee, 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

13. Children who are lesbian, gay, bi, or gender questioning

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

We recognise that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children. 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. The school has mentors and access to local mental health professionals who can offer guidance and support should such a situation occur.

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 spectrum disorder (ASD) and/or attention deficit hyperactivity disorder (ADHD).

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

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

14. Child protection 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.

Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

15. Reporting abuse and Taking Action

15.1 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.** The DSL/ADSL can make this referral during the school day.

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

To make a referral telephone Early Help Hounslow on: 020 8583 6600 (option 2). Full details of the referral process in Hounslow are set out in the section below: *Referrals to Children's Social Care in London Borough of Hounslow*

Details for reporting to any local authority in the UK can be found through:

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

15.2 What to do 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):

1. In all cases where abuse is suspected or a sustainable allegation is made, teachers and other adults working, training or volunteering in the school should immediately report the information to the designated teacher. In the absence of the designated safeguarding lead they should report to the deputy designated lead. The usual protocols of politeness should not be observed if a child is in significant risk of harm if action isn't taken swiftly – meetings can be discreetly interrupted. Under no circumstances should a teacher or other member of staff carry out their own investigation into the allegation or suspicion of abuse.
2. Any adult reporting an allegation will need to make an objective written record once the initial report to the designated safeguarding lead has been made.
3. The designated teacher should refer these cases to or discuss them with the investigating agencies according to the procedures established by the Local Safeguarding Children Partnership and by the LA.
4. If the designated teacher is unsure about whether a case should be formally referred or has a general concern about a child's health or development, he or she can seek advice and support from the local social services department, the NSPCC or the LA's child protection co-ordinator. The Education Welfare Officer may also be able to offer advice.
5. Whether or not to make a referral which could activate a child protection investigation is a serious decision and will require careful judgement. Where the designated teacher is not the head teacher, they should agree the way in which the designated teacher will keep the head teacher informed of a case.
6. The Local Safeguarding Children Partnership publish threshold guidance and other documents to support the DSL/ADSL in reaching a decision. Advice can also be sought through the Early Help Hounslow number: 020 8583 6600 (option 2)
7. If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to the Deputy DSL or if s/he is not available, a member of the Senior Leadership Team and/or take advice from Early Help Hounslow on: 020 8583 6600 (option 2). You can seek advice at any time from the NSPCC helpline on 0808 800 5000. Make a referral to Early Help Hounslow directly, if appropriate. Share any action taken with the DSL as soon as possible. Full details of the referral process in Hounslow are set out in the section below: *Referrals to Children's Social Care in London Borough of Hounslow*

Early help assessment

8. If an early help assessment is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.
9. We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.
10. 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

11. 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.
12. If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

13. 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.
14. 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.
15. When referring a case of suspected or alleged abuse, the designated teacher should ask to be informed of the timing of the strategy discussion between the statutory agencies which will decide whether and how to investigate. The designated teacher may wish to clarify with the investigating agencies when, how and by whom the parents and the child will be told that a referral has been made.
16. A member of staff, either the designated teacher or the member of staff who knows the child best, should be prepared to contribute to the strategy discussion the school's knowledge of the child.

15.3 What to do in the event of a disclosure:

A disclosure is when a child tells an adult about an event of child abuse that has or may have happened to them or a friend. A disclosure can happen at any time with any adult in the school. It is essential to respond appropriately:

1. Listen to and believe them. Allow them time to talk freely and do not ask leading questions
2. Stay calm and do not show that you are shocked or upset.
3. Don't dismiss what they are telling you, listen sensitively and allow them time to talk.
4. Tell the child that they have done the right thing in telling you. Do not tell them that they should have told you sooner.
5. Don't promise confidentiality – you have a duty to report any allegation of abuse. Instead tell the child that you must tell somebody else, but this will be to keep them safe.
6. Don't ask any leading questions – schools are not investigative bodies. We use TED to help: Can you **Tell** me what happened?, Can you **Explain** what happened?, Can you **Describe** what happened?
7. Ensure that any medical needs are taken care of appropriately.
8. Report the allegation immediately to the designated safeguarding lead teacher. Use the deputising structure in the school. But if you cannot swiftly access the relevant school staff it may be appropriate to make a referral to Early Help Hounslow or the Police and then tell the DSL as soon as possible afterwards that you have done so.
9. Write up your conversation as soon as possible in the child's own words. Stick to the facts and don't put your own judgement on it. Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to local authority children's social care and/or the police directly (see 11.1), and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

Bear in mind that some children may:

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

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

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

The Department for Education's [Keeping Children Safe in Education \(2025\)](#) 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 2.

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.

Details of the mandatory reporting requirements and procedures can be found on the [DfE website](#). Teachers will face disciplinary sanctions for failing to meet it.

Teachers seeking to make a report in line with the mandatory requirements are advised to make a report orally by calling 101, the single non-emergency number. Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate. In most cases 'reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day'.

Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate.

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

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

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

If it is thought that a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out, the DSL will contact Early Help Hounslow. Full details of the referral process in Hounslow are set out in the section below: *Referrals to Children's Social Care in London Borough of Hounslow*

15.5 Referrals to Children's Social Care in London Borough of Hounslow

If you are concerned about the well-being of a child who may be in need or at risk of abuse or neglect:

New Referrals:

Children's Services Duty Desk: 020 8583 6600 / 3200
Secure email address: csl-socialcare-gcsx@hounslow.gcsx.gov.uk
Fax Number: 020 8583 3245

Duty Manager (West): 020 8583 3257
Duty Manager (East): 020 8583 4573

Existing Cases:

Please contact the allocated social worker or their team manager / assistant team manager. If you do not know the name of the social worker / manager, please contact the Duty Desk 020 8583 6600

15.6 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 [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

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

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

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

15.7 If you have a concern about mental health

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

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

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

The school follows the Department for Education guidance on [mental health and behaviour in schools](#).

15.8 Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback
- Staff deliver messages about seeking help from an adult regularly in curriculum activities, RSHE lessons and worship and wider school activities.
- Staff are mindful of children whose presentation is concerning and will engage proactively with, reminding them that staff, including mentors are there if they need help or to discuss concerns.
- The school also has child friendly posters, reflection areas and visual prompts to encourage children to share concerns.

16. Early Help

Child Safeguarding concerns take priority. Early help and action is vital in order to support children who we suspect may come in to contact with abuse or neglect. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process. The importance of acting promptly is recognised in the [Keeping Children Safe in Education \(2025\)](#). All adults should follow closely the school's procedures for handling allegations and disclosures once a child has made this, reporting to the DSL within the school day, who will make a decision as to the likely course of the disclosure / allegation.

Allegations of abuse and disclosures can have a significant emotional impact on staff managing them. Within school, staff can seek support from the designated safeguarding lead teacher and from the governor with responsibility for safeguarding. Support can also be sought from Early Help Hounslow and the NSPCC. Most school unions also provide pastoral helplines for staff. The [Education Support Network](#), is a charitable organisation to support all school staff and can be accessed for support directly.

If a member of staff or adult volunteer/trainee has reported an allegation to the designated safeguarding lead teacher and is dissatisfied with the action taken, they have a right to report the allegation directly themselves to Early Help Hounslow or through the NSPCC.

17. Confidentiality

All staff have a responsibility to share information about the protection of children with the Designated Safeguarding Lead and other professionals. The school's confidentiality policy sets out the framework in which we work at St Paul's School.

- 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
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
 - There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
 - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
 - The DSL should consider that:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk)
 - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
 - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment – for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)

18. 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. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

Concerns and referrals will be kept in a separate child protection file for each child.

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.

Since the spring of 2022 the school has used CPOMS, an electronic system, to record and store Child protection and safeguarding records. Historic paper-based files are secured in a locked cupboard accessible to the DSL and ADSL. Copies of child protection and safeguarding documents which are disseminated to relevant staff are marked confidential. All teachers have access to a locking cupboard in their classroom.

Where duplicate notes are not needed, for example, additional copies prepared for a meeting, they will be shredded promptly in the school shredder.

19. Communication with parents – Safeguarding Procedures

The school publishes information for parents, which sets out its responsibilities for safeguarding children, including the referral to other agencies. The leaflet is printed and circulated to parents annually. We also publish information about child protection on the school's website as well as a download of the school's leaflet on our responsibilities.

If parents have concerns about abuse, they should contact the designated safeguarding lead, Mr Wright. If the concern arises out of school hours and is serious, or during a long school holiday, they should contact either the Police, Early Help Hounslow or the NSPCC.

20. Communication with parents – Safeguarding Concerns

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. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

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

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

21. Allegations against staff

All staff have a responsibility to be mindful of the actions and practices of colleagues and all contractors and adults working or volunteering in the school. If they witness behaviour or actions of a colleague, contractor, volunteer or other adult in the school that cause a concern around safeguarding, including child protection, they must act. Concerns in this regard may occur from actions of staff outside school which cause a concern around safeguarding, indicating that they may not be suitable to work with children. The school's Whistle Blowing policy and the Complaints against a member of staff policy set out the process for raising a concern.

[Keeping Children Safe in Education \(2025\)](#) sets out on page 93 the **harm threshold** for allegations. It goes on to set out the process for responding to concerns **that do not meet the harm threshold**, as well as those that **do meet the harm threshold**. Senior leaders and governors follow this guidance when addressing allegations against staff and other adults.

If the concern is about any member of staff except the headteacher, it should be reported to the headteacher. If the concern is about the headteacher, it should be reported to the Chair of Governors. The Chair of Governors can be contacted through the school office. The procedure for dealing with safeguarding allegations against a member of staff is set out on page 93 of [Keeping Children Safe in Education \(2025\)](#)

Where the concern covers a contractor, supply staff member or other adult working in the school, but who is not directly employed by the school, the headteacher must ensure that actions are taken as set out on page 93 of [Keeping Children Safe in Education \(2025\)](#) .

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

In Hounslow, the procedures for reporting allegations to the Designated Officer are set out detail in *Allegations against staff and volunteers who work with children, Local Protocol, London Borough of Hounslow 2019*. This document can be downloaded from: <https://www.hscb.org.uk/professionals/allegations-against-professionals/>

Where concerns do not meet the harm threshold, the school follows guidance set out on page 93 of [Keeping Children Safe in Education \(2025\)](#) . The school seeks advice from our HR provider and SAAM team, following our HR policies to address and record low-level concerns.

SAAM Duty Team, LBH:

New referrals / all new enquiries to the LADO should be made through the Safeguarding Advice and Allegations Management (SAAM) duty system:

Tel: 0208 583 5730

Email: lado@hounslow.gov.uk

LADO

Sarah Paltenghi

Tel: 0208 583 3423/ 07970198380

Email: sarah.paltenghi@hounslow.gov.uk

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22. Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. We have a 'zero-tolerance' approach to abuse. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

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 policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

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

See appendix 2.9 for more information about child-on-child abuse.

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

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

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

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 curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by speaking to them at the end of a lesson, approaching a senior member of staff, speaking to the welfare officer or other welfare staff at playtime
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here
 - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child’s behaviour might indicate that something is wrong
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
 - That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
 - The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
 - That they should speak to the DSL if they have any concerns
 - That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

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

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

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

23. Sharing nudes and semi-nudes

If you are made aware of an incident involving sharing nudes or semi-nudes (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately. The school follows DfE guidance on [*Sharing nudes and semi-nudes: advice for education settings working with children and young people*](#), when responding to incidents of sharing of nudes or semi nudes. The school's policy on screening and confiscation, in respect of sharing of nudes and semi-nudes is set out in our behaviour policy.

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 contact with the Hounslow Police Schools' Officer team.

Recording incidents

All sharing nudes or semi nudes incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in this policy also apply to recording incidents of sharing nudes or semi nudes.

Curriculum coverage

IT safety, including the sharing of imagery and use of social media tools is taught through the school's Computing curriculum. RSHE lessons also cover Sex and Relationship education.

The school participates in the annual Internet Safety day and uses age-appropriate resources to support children in accessing internet resources safely as well as knowing what to do when things go wrong.

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our curriculum and computing programmes, using age-appropriate resources. The school uses the NSPCC *Let's Talk* Pants programme with KS1 pupils, to establish key themes around consent and appropriacy. In older age groups, the computing curriculum covers the following in relation to the sharing of nudes and semi-nudes, again using age-appropriate resources:

- 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 and when it may be deemed as online sexual harassment
- 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 families 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

The school has a section of information for parents about safer internet use on the website and holds annual workshops for parents to support them in working with their children to establish safe internet usage outside school.

24. Advanced disclosure

On rare occasions members of staff may accidentally find themselves in a situation, which could be perceived by others to be inappropriate. In such circumstances we encourage 'advanced disclosure'. The member of staff should tell their line manager as soon as practicable afterwards and certainly on the same day of the event, what happened and how it came about.

25. Whistleblowing

The school has a separate policy on Allegations of abuse against staff - Whistle Blowing. This sets out the policy and procedures for staff and other adults in regards to whistleblowing.

26. Training

26.1 All staff

All staff members 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 or neglect. This training is regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Be in line with advice from the 3 safeguarding partners
- Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring
- Have regard to the Teachers' Standards to support the expectation that all teachers:
 - Manage behaviour effectively to ensure a good and safe environment
 - Have a clear understanding of the needs of all pupils

Staff have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into 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. 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.

The school has an induction checklist which a senior member of staff works through with all new staff and adult volunteers as they start in the school. During this induction process key policies, including child protection, behaviour, whistleblowing are shared with staff. The induction process involves explanation of key safeguarding procedures and safe use of IT. All of these aspects are repeated annually with all staff in the first INSET day of the academic year.

26.2 The DSL and deputy

The designated teacher and deputy should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The Lead Designated Teacher should undertake Prevent awareness training.

The Designated Safeguarding Lead and Deputy need to have appropriate training and should know:

- how to identify the signs and symptoms of abuse and when to make a referral
- the Local Safeguarding Children Partnership and/or LA procedures and the designated teacher's role within them
- the role and responsibilities of the investigating agencies and how to liaise with them
- the requirements of record keeping
- the conduct of a child protection conference and how the designated teacher or another member of staff can make an appropriate contribution to it

The Designated Lead Safeguarding teacher and the Deputy attend relevant safeguarding network meetings and training relevant to their role and locally relevant safeguarding issues. They have a responsibility to disseminate training and information and to organise relevant training for staff at all levels in the school.

The Designated Lead Safeguarding teacher and Deputy receive weekly safeguarding and Child Protection updates from Andrew Hall and a weekly online safety update from Alan McKenzie, to support their ongoing knowledge of current issues and responses.

The Designated Lead Safeguarding teacher and Deputy meet weekly during term time to discuss pupils where a safeguarding or pastoral concern applies, to review past actions and to discuss and determine future actions. Following this meeting, they have a weekly liaison meeting with a link social worker in the Local Authority Children's Services Social care team. During this meeting, advice and updates on the progress of cases is discussed.

26.3 Governors

All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge

- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding
- 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.

26.4 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 \(2025\)](#), and will be in line with local safeguarding procedures.

26.5 Staff who have contact with pupils and families

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

27. Online safety and the use of mobile technology

27.1 Adult use and protocols

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present.

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

The school has iPads which all staff are expected to use for recording videos or photographs as part of any planned learning.

Staff are not allowed to take or store photographs of children on their own devices.

Mobile phones are banned for all pupils in the school and should not be brought into school.

No adult working or volunteering in the school should seek or share personal telephone numbers, email addresses or social media account details with children. This is explained at every induction meeting, in the staff handbook and in signage in staff areas of the school.

There is further guidance on staff use of personal IT resources and social media in the Staff Handbook.

27.2 Online safety and mobile technology approach

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, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- **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
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras

- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's 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 which can be found on our website

27.3 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.

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

St Paul's CE Primary School will treat any use of AI to access harmful content or bully pupils in line with this policy and our anti-bullying policy.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

28. Complaints and concerns about school safeguarding policies

28.1 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. These are covered in our Allegations of abuse against staff - Whistle Blowing policy.

28.2 Other complaints

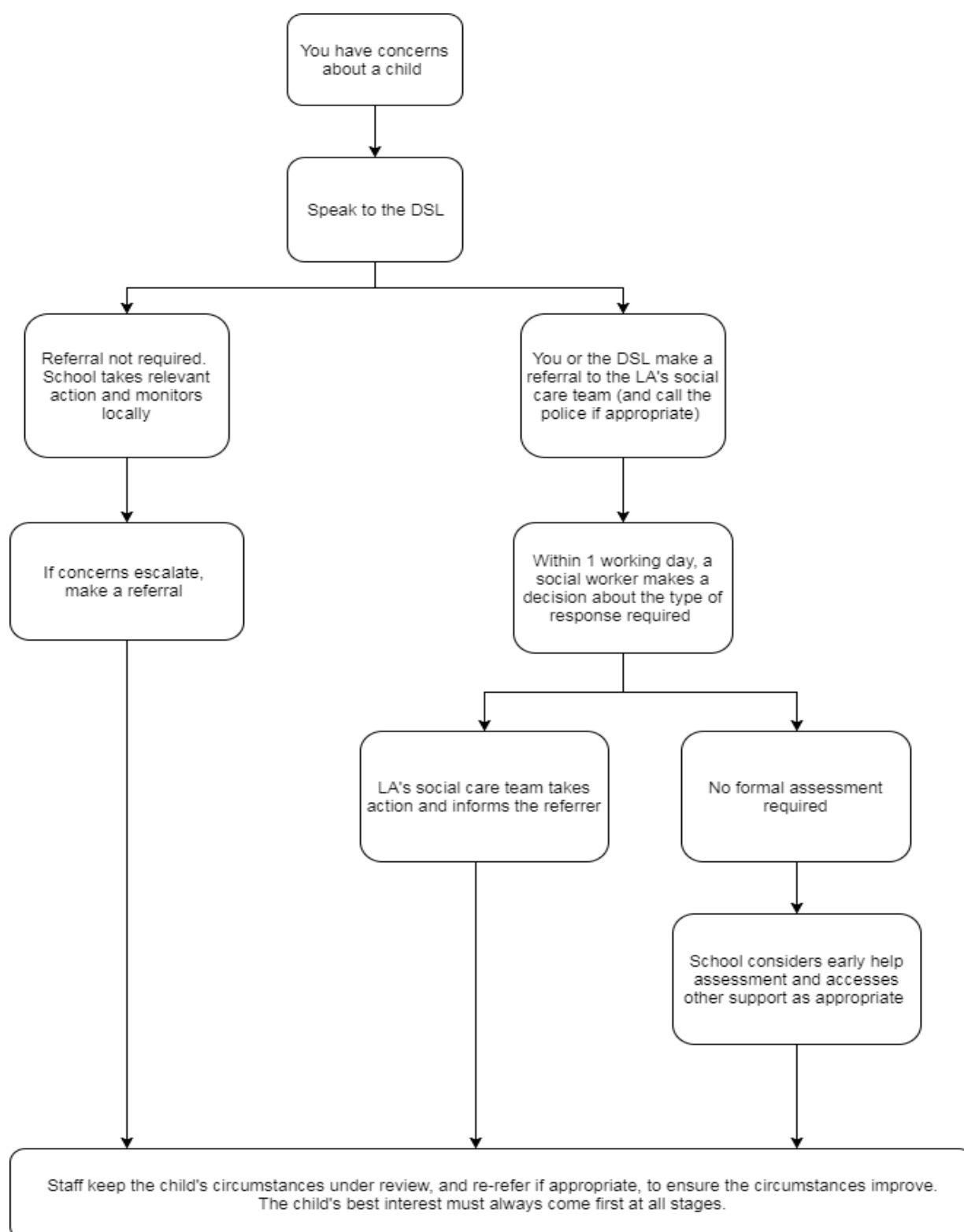
All other types of complaints are dealt with in line with the school's complaints process.

**The policy and procedures above all contribute to the school aims
'Rooted and Growing in God'**

29. Circulation and distribution of the policy

A hard copy of this policy is shared with all staff and adults working in the school at induction and at the start of every school year. Hard copies of the policy can be found in the policy folders in each staffroom. This policy is also published on the school's website. Parents and visitors to the school can request a hard copy of this policy from the school office. A copy of or link to this policy is included in application packs for jobs at the school.

Appendix 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)



Appendix 2 – Signs and indicators of the four categories of abuse and neglect & other specific safeguarding issues

2.1 Types of Abuse:

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by 1 definition or label. In most cases, multiple issues will overlap.

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.

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 cyber-bullying), 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.

2.2 Children who are absent from education

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

There are many circumstances where a child may become 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 are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

The school's attendance team makes first day contact for all absent pupils from school and follows local arrangements for contacting the Education Welfare Officer where three days of absence have passed without parental contact. Where there are any concerns around reasons for absence, these are discussed with the School Business Manager/Senior Leaders/DSL. We have frequent attendance review meetings (minimum 1 a term) with the DSL and attendance team. In these meetings we track pupil attendance across the school, identifying pupils with low or worrying patterns of attendance. We have a procedure for contacting parents, attendance meetings and liaison with the local authority Education Welfare.

We follow national guidance on term time leave for pupils and liaise with Education Welfare where term time leave is taken without permission.

This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff are 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.

2.3 Child sexual exploitation & Child criminal exploitation

Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can 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.

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.

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.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

Child Criminal Exploitation

Child Criminal Exploitation (CCE) is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity:

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial or other advantage of the perpetrator or facilitator and/or
- (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 141 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;

- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

2.4 Homelessness

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

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

So-called 'honour-based' abuse 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 HBV 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 HBV or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

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.

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.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations
 - Asking for help, but not being explicit about the problem
 - Talking about pain or discomfort between her legs

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

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period

- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

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

2.6 Forced marriage

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

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

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the '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
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

2.7 Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into 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 being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

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

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

Staff will be alert to changes in pupils' behaviour.

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

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

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

If staff are concerned about a pupil, they will follow our procedures set out in 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 Prevent policy.

2.8 Assessing adult-involved nude and semi-nude sharing incidents

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

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

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

Sexually motivated incidents

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

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

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

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

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

Financially motivated incidents

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

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

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

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

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

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

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

2.9 Child-on-child abuse

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

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

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

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

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

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in this policy, as appropriate.

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

2.10 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.

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

2.11 Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

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

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

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

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

When supporting victims, staff will:

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

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

Staff should be aware of the importance of:

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

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

2.12 Serious violence

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

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

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

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

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

2.13 Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit. All visitors are directed to sign-in at the School Office on St Paul's Site.

Most visitors will be expected and their name, role and reason for visit will be recorded in advance in the school calendar.

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 visitors' book and wear a visitor's badge.

The school has different visitor lanyards to indicate the type of visitor:

- All staff have a plain lanyard, with their staff id card – which includes the school logo, a photograph, name and job title
- Governors have a **Green** lanyard, this indicates that they have had the necessary checks undertaken for regulated activity.
- Visitors with a **Blue** lanyard, indicate that they have had the necessary checks undertaken for regulated activity.
- Visitors with a **Red** lanyard, indicate that they have had ID checks undertaken but are not cleared for regulated activity and require supervision,

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 appropriate level of DBS check has been carried out (if this is provided, we will not ask to see the DBS certificate)

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.



St Paul's CE Primary School

Concern Sheet

Name of child:	Class:
Adult with concern:	Date:
The concern requires: 1. Immediate action ☐ 2. Further discussion with CP Team ☐	
Details of the concern:	
For LDST use	
Is the child: On the SEN Register? Yes / No Looked after by Social Services? Yes / No Has a Child Protection Plan? Yes/ No Known to the Social Services / EHH Team? Yes / No	
Action:	

Appendix 4 – Links to support

Hounslow Local Safeguarding Children Partnership:

<https://www.hscb.org.uk/>

National Society for the Prevention of Cruelty to Children (NSPCC)

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