

Fairfield Primary
Child Protection and Safeguarding Children Policy

Created/Revised:	September 2026
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Review Details:	Updates
Review Date:	September 2027
Approved by Governing Body:	September 2026

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Key Contacts for Safeguarding and Child Protection at the School

Designated Safeguarding Lead (DSL) Robert Birtwhistle

Deputy Designated Safeguarding Lead (DDSL) Nathan Steel

Deputy Designated Safeguarding Lead – Heather Clayton
Assistant Headteacher

Deputy Designated Safeguarding Lead – Abby Hodgson

Deputy Designated Safeguarding Lead – Rachael Cooke

Deputy Designated Safeguarding Lead – Sarah Clegg

Deputy Designated Safeguarding Lead – Laura Marshall

Deputy Designated Safeguarding Lead – Catherine Jenkinson

Nominated Governor for Safeguarding
Mrs K Knowles

Children in Our Care

Designated Looked After Children Lead Mr Nathan Steel and Mrs Alison Dunford
Telephone 01642 581305

Local Authority Safeguarding Contacts

If you are concerned about an immediate risk to the safety of a child please call Stockton Family Help Point on 01642 130080. This was known previously as the 'Children's Hub'.

Safeguarding Contact Details

Family Help Point – familyhelppoint@stockton.gov.uk
Tel: 01642 130080
(Mon-Thurs 8.30 – 5.00pm / Fri 8.30am – 4.30pm)
Emergency Duty Team (Outside of Office Hours) Tel: 01642 524552

Purpose of Policy

Fairfield Primary School fully recognises its responsibilities for safeguarding children. Our pupils' welfare and safety are at the heart of our school's ethos and in everything we do. School is a key line of defence for the welfare of children.
In this policy, a 'child' means all children and young people below 18 years of age.
In accordance with relevant law and guidance, as set out below in the second section, this policy details our procedures for safeguarding and child protection.

It is applicable to the whole school community. Safeguarding and promoting the welfare of children is everyone's responsibility, whether they work or volunteer in the school. Everyone has a role to play in child protection and safeguarding.

All staff and volunteers will ensure that their approach and actions are child-centred. This means that they will consider, at all times, what is in the best interests of the child. Because of the day-to-day contact with pupils, school staff and volunteers are well placed to observe signs of harm, abuse, neglect, child-on-child sexual violence and sexual harassment, victimisation and/or exploitation.

Fairfield Primary School ensures that arrangements are in place to safeguard and promote the welfare of pupils by:

● Placing Child protection and safeguarding at the heart of everything that school does. A culture of vigilance is a central belief for staff at this school.
●Creating and maintaining an environment where all pupils feel secure, are encouraged to communicate, and are listened to.
● Making sure that all pupils know which adults in the school they can approach if they have any worries. There are safeguarding posters around the school detailing the DSLs.
● Teaching pupils to keep themselves safe from all forms of abuse including: child sexual exploitation, female genital mutilation, forced marriage, extremism, radicalisation, and child-on-child abuse including sexual violence and sexual harassment. A robust and responsive PSHE curriculum is in place.
● Appointing senior members of staff from the school leadership team to the roles of Designated and Deputy Safeguarding Leads.
● Providing effective, relevant and ongoing training and development for all staff and Governors. We do this through a variety of external providers, including local authority, prevent leads, and local County Lines Officers, to ensure best practice.
● Swiftly and effectively addressing any concerns and ensuring robust, timely referrals are made to other agencies. Ensuring effective links with relevant agencies in all matters regarding safeguarding and child protection.
● Reviewing and supporting pupils who are subject to child protection plans and contributing to the implementation of the plan.
● Keeping written records of concerns about pupils, even where there is no need to refer the matter immediately (this includes recording dates, times, people responsible, and actions), and ensuring all records are kept securely and shared appropriately.
● Ensuring the suitability of all staff through safe recruitment practice and maintaining an accurate and up to date Single Central Register.

● Making sure that all school staff and volunteers understand their responsibilities with regard to safeguarding and child protection.
● Ensuring that parents and carers also have an understanding of the responsibility placed on the school and its staff for safeguarding and child protection.
● Maintaining awareness of those pupils who are persistently absent or missing from school, notifying the local authority in line with 'Children Missing Education' (CME) protocols.
● Maintaining clear procedure in line with the latest guidance for reporting allegations against staff members.
● Sharing information pro-actively with safeguarding partners and sharing local intelligence with other schools and settings.

Safeguarding Children

2.1

Fairfield Primary School recognises that safeguarding covers a broad range of areas and it aims to achieve the following:
● Protecting children from maltreatment and/or abuse. This abuse includes physical abuse, emotional abuse, sexual abuse, neglect, child-on-child abuse and online versions of the above. Children should be protected from sexual harassment, online sexual abuse and harassment, sexual violence and exposure to sexualised content.
● Preventing impairment of children's mental and physical health and/or development.
● Ensuring children are growing up in circumstances consistent with the provision of safe and effective care.
● Undertaking that role so as to enable children to have optimum life chances, so they can enter adulthood successfully.

2.2
Information Sharing
From September 2026, the school will comply with the statutory information-sharing duty requiring relevant safeguarding partners and organisations to cooperate and share information where this is necessary to safeguard and promote the welfare of children. The school will share information appropriately and lawfully with relevant agencies and partners where this is necessary to protect a child from harm.
As part of meeting a child's needs, Fairfield Primary School:
● Recognises that sharing information, particularly with safeguarding partner agencies and other professionals, in a timely manner, is crucial in identifying and tackling all forms of abuse and neglect. 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.
● Recognises that the UK GDPR and the Data Protection Act 2018 do not prevent the sharing of information where this is necessary and lawful for safeguarding purposes. The Data (Use and Access) Act 2025 has also introduced changes to the data protection framework which support appropriate information sharing.
● Where special category personal data is involved, will ensure that an appropriate condition for processing is identified under Article 9 of the UK GDPR and, where required, Schedule 1 of the Data Protection Act 2018. This includes the safeguarding condition for the protection of children

and individuals at risk. Consent will not be treated as a barrier to sharing information where there is another lawful basis for sharing and safeguarding duties require action.

● Will identify children who may benefit from community-based Family Help and make timely referrals to the appropriate local service to enable support to begin. The school will work with safeguarding partners and other professionals to assist with assessments and plans arising from these referrals.

● Recognises that mental health difficulties can be an indicator of abuse, neglect or other safeguarding concerns and will respond to and share such concerns appropriately. However, only appropriately trained professionals should attempt to diagnose mental health conditions.

● Will identify pupils who may be suffering or likely to suffer significant harm and make child protection referrals where required.

● Will identify pupils who need additional support and make appropriate referrals, including to Family Help services, to prevent concerns escalating.

2.3

Fairfield Primary School also understands the importance of contextual safeguarding i.e. that incidents or behaviours can be associated with factors outside the school and can occur between children outside of school. All staff should be considering the context within which such incidents and behaviours occur. This is known as contextual safeguarding and simply means that assessments should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Staff are also aware to be wary of and to look out for 'Harm Outside the Home' (HOTH). This term is a safeguarding term for risks and harms experienced by children and young people outside their immediate family, covering exploitation, violence, and radicalisation, whether online or offline. It's also known as extra-familial harm or contextual safeguarding, emphasizing that children are vulnerable in wider community settings, including peer groups, schools, and online spaces, not just within the family unit.

CONTEXTUAL SAFEGUARDING

Safeguarding incidents and/or behaviours can be associated with factors outside school or college and/or can occur between children outside the school or college. All staff should be considering the context within such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Fairfield regularly considers the wider contexts in which our pupils live, learn and socialise. Leaders use knowledge of the local community, safeguarding concerns, pupil behaviour and information from families and partner agencies to identify potential risks, teach pupils how to keep themselves safe and adapt our safeguarding practice where emerging concerns are identified.

School's response is often consistent with the mantra of Prevent → Educate → Monitor → Respond.

Geographical factors	School's response
• Close proximity to busy roads	• Road safety training is part of our wider curriculum. Older KS2 children undertake cycle training provided by the local authority. • PSHE work on Road Safety throughout curriculum and assembly rota.
• Close proximity to a beck	• Water safety is built into the PSHE curriculum and assemblies.
• School Close to a new park which attracts children of all ages.	• PSHE addresses peer pressure, risk-taking behaviours and talking to strangers. Leaders monitor safeguarding logs for any incidents linked to the local area and review risk assessments accordingly.
• Parades of shops near school that may attract older children to congregate	• Maintain high staff visibility at the start and end of the school day. Teach pupils how to keep themselves safe in the local community through PSHE, RSHE and safeguarding lessons. Reinforce procedures for reporting concerns about strangers, anti-social behaviour or incidents in the local area. Work proactively with local businesses, PCSOs, neighbourhood policing teams and the local authority where concerns arise.
Social and economic factors	**School's response**
• Road works around the school and on the way to school can cause hazards • Children may encounter anti-social behaviour or criminal activity within the local community	• We teach children about personal safety and making the right decisions to keep themselves safe when travelling beyond school. KS2 classes are taught about anti-social behaviour and the consequences of criminal damage and trespassing. • Year 5 and 6 children take part in regular presentations and discussions with the local PCSO team. This includes discussion of the consequences of criminal activity, including appearing at Youth Courts.
Peer group factors	**School's response**
• Children have older siblings who may be influential to younger family members	• Our curriculum teaches children about peer pressure. Children explore different scenarios and choices through role play and are taught to be confident and assertive through our PSHCE curriculum. • We engage in a full week of anti-bullying activities and profile this work with our school community. Children are encouraged

• Peer pressure or bullying may occur inside or outside school	to talk to an adult or share concerns through our worry boxes. Safeguarding records are monitored for emerging patterns or concerns.
Home and online factors	**School's response**
• Many children are connected to the internet at home and regularly use gaming devices to engage in online games with their friends • Online or mobile phone incidents may affect individual pupils or groups of pupils. • Parents may need support to manage online risks at home	• Through our Computing curriculum, children are taught about online safety. Every child has signed our Acceptable Use contract and parents sign an Acceptable Use contract too • Our Computing Subject Leader delivers specific work in response to online or mobile phone incidents. This proactive and responsive approach allows us to target particular groups or individuals. • Parent Support Advisor in place to work with families and signpost them to support.

Legislation and Guidance

This policy for Fairfield Primary School is derived from a variety of legislative provisions and statutory guidance. In particular, it is based on good practice found in:
Keeping Children Safe in Education (September 2026).
Working Together to Safeguard Children (2026).
Department for Education: Restrictive Interventions, including the use of Reasonable Force in Schools (effective 1 April 2026).
Guidance relating to the recording, reporting, monitoring and review of restrictive interventions and seclusion.

Our safeguarding policy and procedures comply with this guidance and are updated to reflect local arrangements.

The following legislation is also incorporated into this policy:

● The Children Act 1989 (and 2004 amendment), which gives a broad framework for the care and protection of children and includes provisions for Local Authority inquiries, care proceedings, and emergency provisions.
● Female Genital Mutilation Act 2003 S 5B(11), as inserted by section 74 of the Serious Crime Act 2015, places a statutory duty on teachers to report to the police where they find that female genital mutilation (FGM) appears to have been carried out on a girl under 18. Responsibilities for safeguarding and supporting girls affected by FGM are found in Statutory guidance on FGM.

● The Rehabilitation of Offenders Act 1974 outlines provisions for when people with criminal convictions can work with children.
● 'Regulated activity' in relation to children is found in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006.
● Schools' "PREVENT" duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism can be found in: Statutory guidance on the Prevent duty.

Other statutory provisions relevant to child protection and safeguarding include:

● The Education Act 2002 (section175/157).
● The Education (pupil information) (England) Regulations 2005.
● Prevent Duty Guidance for England and Wales –December 2023.
● The Sexual Offences Act 2003
● Teaching on-line safety in schools, DfE.
● The Children's Wellbeing and Schools Act 2026, where relevant to safeguarding arrangements.
● The Data (Use and Access) Act 2025 and applicable UK data protection law.
● Working Together to Safeguard Children (2026).
● Keeping Children Safe in Education (September 2026).

Related Policies

Safeguarding covers more than the contribution made to child protection in relation to individual young people. It also encompasses issues such as staff conduct, health and safety, bullying, online safety, arrangements for meeting medical needs, providing first aid and/or intimate care, drugs and substance misuse, positive behaviour management, restrictive interventions, physical intervention, restraint, and seclusion. This document must therefore be read, used, and applied alongside the school policies and procedures referred to below:

The staff recruitment and selection processes are completed in line with safer recruitment practices and Keeping Children Safe in Education 2026.

- Local Authority policies on dealing with allegations against members of staff.
- The Safer Working Practices guidelines for staff and volunteers.
- The E-safety and Information Technology Acceptable Use Policy.
- Staff Behaviour Policy
- Data Protection Policy.
- Online Safety Policy.
- The Behaviour and Anti-bullying Policy.
- Health and Safety Policy.
- Educational Visit Policy
- Whistleblowing Policy.
- Restrictive Interventions & Use of Reasonable Force Policy

Responsibilities

Safeguarding Culture and Challenge

All staff are expected to contribute to a strong safeguarding culture in which the welfare of children is paramount. Staff should challenge safeguarding practice where they believe children are not being adequately protected and should escalate concerns through the appropriate safeguarding, management or whistleblowing procedures where necessary. No member of staff should assume that someone else will take action where they have a safeguarding concern.

Fairfield Primary School recognises that safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their parents, or carers, has a role to play in safeguarding children.

All staff working at Fairfield Primary School, including visiting staff and volunteers where applicable, are required to:

● Read and understand Part 1 of KCSIE and receive safeguarding updates throughout the year.
● Be aware of our child protection and safeguarding policy and procedures, including referrals to statutory agencies. They must understand the role of the DSL and know how to deal with children missing education (CME).
● Observe and comply with the staff code of conduct.
● Attend all relevant training and development provided by the school and be aware of all their responsibilities in line with Keeping Children Safe in Education 2026.
● Know how to deal with a disclosure. If a pupil discloses to a member of staff that they are being abused, the staff member should follow the guidance.
● Report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead, or in their absence, the Deputy, in line with the Child Protection Procedures and legal duty for reporting FGM as set out in this policy.
● Understand the school's management policy and procedures and know what to do in the event of an allegation made against someone working with children.
● Be alert to the signs of harm and abuse, including issues that can manifest themselves due to child-on-child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), sexual violence and sexual harassment and sharing nude or semi-nude images.
● Know the Designated and Deputy Safeguarding Lead's name and contact details including telephone numbers and email.
● Be aware of the Family Help process. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking a Family Help assessment.
● Understand the distinction between universal/community-based Early Help and targeted Early Help delivered through Family Help, and know the local arrangements and thresholds for seeking support or making a referral.
●Be alert to signs of exploitation alongside abuse and neglect as outlined in KCSIE 2026.
●Staff should also be aware that anyone can make a referral or take advice from Stockton's Family Help Point.

The Governing Body will:

● Assess the impact of this policy in keeping children safe.
● Contribute any local, contextual information that may support children's safety and welfare.
● Appoint a nominated governor to liaise with the Headteacher and Designated Safeguarding Lead (DSL) on Safeguarding issues.
● Receive and consider regular reports from the Headteacher about the effectiveness of safeguarding and child protection at the school.
● Keep abreast of training to ensure that staff have the skills, knowledge and understanding necessary to keep all children safe.
● Review and annually approve the safeguarding policy, ensuring it complies with all law, regulation and good practice.

They will also hold the headteacher to account for its implementation.

● Ensure that all governors receive and understand the safeguarding information and guidance relevant to their role, including Keeping Children Safe in Education 2026.
● Receive any allegations made against the headteacher.
All Governors must read Keeping Children Safe in Education.

Headteacher will:

● Be responsible for the implementation of this and all related policies and procedures, ensuring that the outcomes are monitored.
● The Headteacher retains ultimate responsibility for safeguarding and child protection within the school. The Designated Safeguarding Lead may delegate activities to appropriately trained deputies, while retaining oversight of those activities.
● Meet regularly with the DSL Team and officers.
● Ensure that the DSL has appropriate time, funding, training, and resources to fulfil all of their functions and ensure adequate cover in the event that the DSL isn't available.
● Ensure that everyone connected to the school is aware of this policy including safeguarding and child protection procedures.
● Attend advanced training with an accredited provider.
● Ensure that all staff are vigilant to harm and abuse, are able to identify those pupils for whom there are child protection concerns, and can make appropriate referrals.
● Be alert to the signs of harm and abuse and specific safeguarding issues including but not limited to: Child Sexual Exploitation (CSE); Child Criminal Exploitation including County Lines activity; serious violent crime including serious violent sexual offences; child-on-child abuse, FGM, and radicalisation.
● Appoint a designated teacher to promote the educational achievement and welfare of pupils who are looked after and to ensure that this person has appropriate training.
● Communicate clearly to governors, visitors, parents, and pupils so everyone understands the school's safeguarding policy and procedures.
● Appoint a DSL and Deputy DSL giving consideration to the range of responsibilities the DSL undertakes, e.g. the DSL needs to have the flexibility to act immediately on a referral that requires an urgent response and time to attend lengthy meetings or case conferences.
● Ensure that contact and role details of the DSL and Deputy DSL are clearly displayed in staff online areas and the website (along with this policy).

● Report to the Governing Body regularly regarding the effectiveness of safeguarding and implementation of related policies.
● Ensure safe recruitment practice is followed when recruiting for posts, and ensure appropriate action is taken when an allegation is made against a member of staff.
● Ensure all appropriate checks are made in relation to all staff, volunteers, and visitors appropriate Section 128 checks for individuals who are subject to them.
● Ensure the school offers a safe environment via a robust health and safety policy and procedure to meet the statutory responsibilities for the safety of pupils and staff at the school.
● Ensure the relevant staffing ratios are met, where applicable.
● Make sure each child in the Early Years Foundation Stage is assigned a key person.
● Ensure appropriate arrangements are in place for the safe use, recording, monitoring and review of restrictive interventions and seclusion.
● Ensure staff receive appropriate training in behaviour support, de-escalation and restrictive intervention techniques where required by their role.
● Ensure incidents involving restrictive intervention or seclusion are reviewed to identify lessons learned and reduce future use.
● Ensure safer recruitment arrangements reflect KCSIE 2026, including appropriate DBS and barred-list checks for staff and volunteers whose roles constitute regulated activity. The school will not rely on the previous "supervision exemption" where the law now requires regulated activity checks.

The Designated Safeguarding Lead is responsible for:
● Ensure effective arrangements are in place for safeguarding cover whenever the DSL is unavailable. Staff will know how to report concerns during periods of absence, including through the school's agreed confidential reporting arrangements.
● Being available for all staff to discuss any safeguarding issues or concerns.
● Ensuring all staff are aware of the DSL and deputy contact details.
● Ensuring that all cases of suspected or actual problems associated with child protection or safeguarding concerns (including cases where the Family Help process may be appropriate) are referred to the appropriate agencies in line with procedures set out in this policy.
● Ensuring the school's safeguarding policy and practice is relevant and consistent with the most recent statutory guidance.
● Being aware of the latest national and local guidance and requirements and keeping staff informed as appropriate.
● Attending appropriate training to fulfil the role and will refresh their knowledge and skills at least annually through appropriate safeguarding updates.
● Ensuring that appropriate training for staff (including periodic updates via e-bulletins, email, or as part of staff meetings) is organised and renewed through ongoing professional development.
● Ensuring families are fully aware of the school policies and procedures and kept informed and involved.
● Ensuring that effective communication and liaison takes place between the school and the Local Authority or partner agencies, and any other relevant agencies, where there is a Safeguarding concern in relation to a pupil.
● Ensuring that all staff have an understanding of child abuse, neglect, and child-on-child abuse (including serious violence and serious sexual violence, Child Criminal Exploitation, FGM, and Prevent) and their main indicators, including for looked after children and additional vulnerabilities of children with special educational needs and disabilities (SEND).

● Maintaining details of any looked after child's social worker and the name of the Virtual School Head (in the authority that looks after the child).
● Dealing with allegations of abuse, including assessments for Family Help, in accordance with local and statutory procedures.
● Supporting the staff member in liaising with other agencies and setting up an interagency assessment as appropriate if Family Help is appropriate.
● Ensuring that adequate reporting and recording systems are in place.
● Liaising with the Governing Body's nominated governor for safeguarding.
● Ensuring relevant records (and further information not contained in the child's child protection file) are passed on appropriately when pupils transfer to other schools, or are being educated at alternative provision or off-site education.
● Being aware of children who are or who may be living in a private fostering arrangement. The Local Authority Private Fostering Officer is known to the school and ensures liaison to support the welfare and safety of the child.
● Referring 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.
● Contributing and helping other staff to contribute to Family Help assessments.
● Meeting regularly with the Deputy Designated Leads to discuss safeguarding issues including outcomes and implementation of actions relating to case conferences and core groups and all current case work. Other key staff will be invited as appropriate.
● Working with the relevant Virtual School Head to discuss how funding can be best used to support the progress of looked after children at the school and meet the needs identified in the pupil's personal education plan.
● Monitor restrictive intervention and seclusion incidents where safeguarding concerns arise, particularly where pupils have SEND, safeguarding plans, social workers, or repeated incidents.
● Ensure patterns of restrictive intervention are considered as part of safeguarding oversight and contextual safeguarding assessments.

Child Protection Procedures

Staff at Fairfield Primary School will follow the necessary child protection procedures if an incident occurs. They will be made aware that:

● Where a child is in immediate danger or at risk of harm, a referral should be made to children's social care and/or the police immediately.
● Anyone can make a referral as a member of the community or with concerns.
● Staff should not assume that somebody else will take action/share information that might be critical in keeping children safe.
● Where referrals are not made by the Designated Safeguarding Lead, the Designated Safeguarding Lead should be informed, as soon as possible, that a referral has been made.
● The reporting of concerns relating to Female Genital Mutilation (FGM) is mandatory.
● The DSL or Deputy DSLs will always be available to discuss safeguarding concerns.
When a member of staff at Fairfield Primary School suspects that any pupil may have been subject to abuse, or a pupil has suggested that abuse has taken place either to themselves or another pupil, the allegation must be reported immediately to the Designated Safeguarding Lead (DSL) or the Deputy DSL if the DSL is off site.

The DSL or Deputy DSL will:

● Ensure the concern is assessed and acted upon without delay and in accordance with local safeguarding procedures and the level of risk.
● Ensure that the Headteacher is informed of all allegations unless the allegation is against the Head, in which case the Chair of Governors will be informed.
● Deal with the allegation in accordance with the agreed procedures. In the case of a violent sexual assault or sexual harassment matter, Fairfield Primary School will follow the latest procedures as set out in Keeping Children Safe in Education 2026.
● Be best placed to carry out a risk assessment of the issue and determine the escalation and timescales for dealing with the allegation.
It is best practice to ensure that all colleagues who are involved in the allegation are informed of the outcome, so there is closure or continual vigilance as necessary.

Allegations of Abuse

KCSIE 2026 provides guidance and detail about:
● Each child abuse category.
● Potential signs of abuse and exploitation.
● Specific procedures about how to deal with a disclosure.

Female Genital Mutilation (FGM)

The FGM Mandatory Reporting Duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires teaching staff to make a report to the police where, in the course of their professional duties, they either:

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

Allegations Against Members of Staff

All allegations of abuse made against a member of staff (including supply teachers and volunteers) in relation to a pupil must be brought to the attention of the Headteacher and where appropriate the Designated Safeguarding Lead immediately.

The school maintains a procedure for responding to concerns about the behaviour of adults working in or on behalf of the school that may not meet the threshold for referral to the LADO. Such concerns will be dealt with in accordance with the school's Staff Behaviour Policy and low-level concerns procedure, recorded appropriately and reviewed for patterns or potential escalation.

In the event the Headteacher is the subject of the allegation, the DSL will report to the Chair of Governors immediately to establish (as outlined in KCSIE 2026) 'the nature, content and context

of the allegation' and agree the appropriate course of action. In some cases, allegations may be so serious that they will require immediate intervention by the police and/or children's social care services.

If the allegation against a teacher or member of staff (including supply teachers and volunteers) meets any of the following criteria, the Headteacher (or other lead person) must report it to the Local Authority Designated Officer (LADO) the same day:

- They have behaved in a way that has harmed a child, or may have harmed a child.
- They possibly committed a criminal offence against or related to a child.
- They have behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
- They have behaved towards a child or children in a way that indicates he/she is unsuitable to work with children. For other allegations, the Headteacher and DSL will decide if further enquiries are required prior to referral to the Local Authority Designated Officer.

Where the Headteacher considers that a referral may be warranted under Child Protection Procedures and an allegation appears to meet the criteria, the Headteacher will inform the Local Authority's Designated Officer.

The Local Authority's Designated Officer (LADO) must be informed of all allegations that come to the school's attention that meet the criteria, so that he/she can consult the police and social care colleagues as appropriate. The Local Authority Designated Officer should also be informed of any allegations that are made directly to the police or to children's social care. Where an allegation or concern indicates that a child may have suffered physical harm, the school will make an appropriate referral to children's social care and/or the police in accordance with the level of risk and local safeguarding procedures.

Low-Level Concerns About Staff Conduct

Fairfield Primary School recognises the importance of identifying and responding to low-level concerns about the behaviour of staff towards pupils. A low-level concern is any concern, however small, that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the school's staff code of conduct or professional expectations, but which does not meet the threshold for an allegation of abuse or harm.

Low-level concerns may include, for example, being over-friendly with pupils, having favourites, engaging in inappropriate or unnecessary physical contact, using inappropriate language, communicating with pupils outside agreed professional boundaries, or other behaviour that causes concern about an adult's conduct.

All staff are encouraged to report low-level concerns promptly to the Headteacher. Where the concern relates to the Headteacher, it should be reported to the Chair of Governors. Staff should not assume that a concern is too minor to report.

All low-level concerns will be recorded appropriately and treated confidentially. The Headteacher, or DSL where appropriate, will consider the information, determine whether any action is required and ensure that concerns are reviewed alongside other relevant information about the individual's conduct. Records will be securely maintained in accordance with the school's data protection and safeguarding procedures.

Low-level concerns will be reviewed for patterns or recurring behaviours. Where a number of concerns arise about the same individual, or where information indicates that the behaviour may

be more serious than initially understood, the concerns will be considered collectively and may require further investigation, management action or escalation.
Where a concern indicates that an adult may have harmed a child, may have committed a criminal offence against or related to a child, or may otherwise pose a risk of harm to children, it will not be treated simply as a low-level concern. The school's procedures for managing allegations against staff will be followed, including consultation with the Local Authority Designated Officer (LADO) where the circumstances meet the relevant threshold.
The school will ensure that staff understand the difference between a low-level concern and an allegation that meets the LADO threshold. The purpose of recording and reviewing low-level concerns is not to prejudge individuals, but to promote a culture of openness, maintain professional boundaries and identify any patterns of behaviour that may require action.

Whistleblowing

Where a staff member at Fairfield Primary School feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.
Staff should follow the school's Whistleblowing Policy.
The NSPCC's "what you can do to report abuse" dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school. Staff can call 0800 028 0285, which is available from 8:00am to 8:00pm, Monday to Friday, and email help@nspcc.org.uk

Preventing Radicalisation and Extremism
Fairfield Primary School is committed to protecting pupils from the risk of radicalisation and extremism and recognises its responsibilities under the Prevent duty. The school will have due regard to the statutory *Prevent Duty Guidance* and will work with the Local Authority and other relevant safeguarding partners where concerns arise.
There is no single way of identifying whether an individual is likely to be susceptible to radicalisation. Staff should not make assumptions based on a pupil's background, ethnicity, nationality, religion, migration status, disability, mental health, socioeconomic circumstances or any other personal characteristic. Instead, staff should remain alert to changes in behaviour, attitudes or circumstances that may indicate that a child is being drawn towards extremist or harmful ideologies.
Possible indicators may include:

- increasing isolation from family, friends or established support networks;
- significant and concerning changes in behaviour, attitudes or language;
- expressing or promoting views that encourage hatred, intolerance or violence towards individuals or groups;
- attempting to impose extremist views or beliefs on others;
- expressing support for or admiration of extremist organisations, individuals or causes that promote violence or hatred;
- accessing, sharing or creating extremist or terrorist material, particularly where this appears to influence the child's behaviour or views;
- becoming increasingly secretive about online activity or associations where there are other safeguarding concerns;

- attempts to access extremist networks or establish contact with individuals associated with extremist or terrorist activity; or
- other behaviour or circumstances that cause staff to have a reasonable concern that a child may be vulnerable to radicalisation or extremist influence.

These indicators should always be considered in context. The presence of one or more indicators does not mean that a child is being radicalised. Staff should consider the child's individual circumstances and report concerns through the school's safeguarding procedures. Staff should also be aware that generative AI may be used to create convincing extremist, harmful or manipulated content which may contribute to radicalisation risks.

Responding to Concerns

Any member of staff who has a concern that a pupil may be vulnerable to radicalisation or extremist influence must report this to the DSL without delay. The DSL will consider the concern alongside any other relevant safeguarding information and determine the appropriate course of action.

Where appropriate, the school will seek advice from the Local Authority and/or relevant safeguarding partners. A Prevent referral will only be made where the circumstances indicate that this is appropriate. The school's response will be proportionate and focused on safeguarding the child.

Prevent concerns will be managed in accordance with the school's safeguarding procedures and will be subject to the same principles of confidentiality, information sharing, recording and professional curiosity that apply to other safeguarding concerns.

Online Safety

The school recognises that the internet and social media can be used to expose children to extremist content and facilitate contact with individuals or groups seeking to influence or radicalise them. Staff will remain alert to online activity that forms part of a wider safeguarding concern.

The school's filtering and monitoring arrangements will be used to help protect pupils from accessing inappropriate or harmful material. Concerns about online content, contact or behaviour will be reported to the DSL and managed in accordance with the school's online safety and safeguarding procedures.

Visiting Speakers and External Organisations

The school will have appropriate arrangements in place for visiting speakers, external organisations and individuals delivering activities to pupils. The school will undertake appropriate due diligence and safeguarding checks before allowing external speakers or organisations to engage with pupils.

The Headteacher and/or DSL will ensure that:

- the purpose and content of a proposed visit or activity are appropriate and consistent with the school's values and safeguarding responsibilities;
- appropriate checks are undertaken on external speakers and organisations, proportionate to the nature of the activity and the level of access to pupils;
- speakers understand that they must comply with the school's safeguarding requirements and relevant policies;
- appropriate supervision and oversight are provided during visits and activities;
- arrangements are in place to manage and challenge inappropriate, discriminatory, extremist or otherwise harmful content; and

- any concerns arising from a speaker, organisation or activity are reported immediately to the Headteacher and/or DSL and dealt with through the school's safeguarding procedures.

The school will not provide a platform for individuals or organisations whose activities, views or materials present a safeguarding risk to pupils.

Staff Training and Awareness

Staff will receive appropriate training and updates so that they understand the Prevent duty, the risks associated with radicalisation and extremism, and how to recognise and report safeguarding concerns. Staff will be reminded that Prevent forms part of the school's wider safeguarding responsibilities and should be approached in a proportionate, child-centred and non-discriminatory manner.

The school will maintain effective links with the Local Authority and other relevant agencies and will cooperate with appropriate safeguarding arrangements where a concern about radicalisation or extremism is identified.

SPOC Responsibilities

Raising Awareness

The Prevent Single Point of Contact (SPOC) role is to raise awareness in relation to all aspects of Prevent and the counterterror agenda generally. They also promote the necessity to safeguard vulnerable children and adults from being exploited and recruited into violent extremism. It is expected that the SPOC will ensure that staff are aware of the role and its responsibilities.

SPOCs are also expected to provide advice and guidance to staff within their school. The Channel coordinators have a range of training packages available to help raise awareness. The aim of training the trainers is to streamline the safeguarding agenda and give everyone the necessary knowledge.

Receiving Referrals

It is expected that if a staff member within the school identifies an individual vulnerable to radicalisation, they will contact the SPOC and/or DSL first to discuss the case internally. They should be asked to record their concerns and raise it, as they would with any other safeguarding concern, with the Local Authority. If deemed suitable, the staff member will be asked to complete the Referral and Assessment Form (RAF).

The Channel Officer will then carry out an extensive risk assessment that aims to identify known risks and additional vulnerabilities. At no point will the person be recorded on a criminal records system as a result of being involved in this process. The coordinator will then complete a case summary and return it to both the SPOC and the staff member.

The SPOC should then arrange a multi-agency safeguarding meeting with the necessary professionals to support the vulnerable individual. Channel can assist this process by using our list of SPOCs from other agencies to help ensure the right people are brought to the multi-agency meeting.

https://www.teescpp.org.uk/procedures-and-guidance-on-specific-issues-that-affect-children/prevent-channel-referral-process/

In addition to the above, links with the local Channel lead can be made by the DSL and where necessary, individual cases will be referred to the local Channel panel for screening and assessment.

More information on Channel Programme:
https://www.gov.uk/government/publications/channel-guidance

Training

All staff at Fairfield Primary School will be provided with an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education, and sharing nudes or semi nudes (also known as youth produced sexual imagery) put children in danger. The Safeguarding Leads will be suitably trained and aware of Prevent issues as part of their training portfolio.

Children Missing Education (CME)

All staff should be aware that children who go missing from education, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation, and can also be a sign of child criminal exploitation including involvement in county lines. It may also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to prevent the risks of a child going missing in future. All staff should be aware of Fairfield Primary School's unauthorized absence and children missing education (CME) procedures.

Child Criminal Exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate, or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence. The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.
The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.
Staff should make themselves aware of issues surrounding County Lines.

Signs of County Lines

Some signs to look out for include:

● An increase in visitors and cars to a house or flat, area or meeting place.
● New faces appearing at the house or flat.
● New and regularly changing residents (e.g. different accents compared to local accent).
● Change in resident's mood and/or demeanour (e.g. secretive/ withdrawn/ aggressive/ emotional).
● Substance misuse and/or drug paraphernalia.
● Changes in the way young people you might know dress.
● Unexplained, sometimes unaffordable new things (e.g. clothes, jewellery, cars etc).
● Residents or young people you know going missing, potentially for long periods of time.
● Young people seen in different cars/taxis driven by unknown adults.
● Truancy, exclusion, and disengagement from school.
● An increase in anti-social behaviour in the community.
● Unexplained injuries.

All staff should be aware of the associated risks and understand the measures in place to manage these. All staff at Fairfield Primary School will be made aware of the indicators that may signal children are at risk from, or are involved with, serious violent crime.

Signs may include:

● Increased absence.
● Change in friendships.
● New relationships with older individuals or groups.
● A significant decline in performance.
● Signs of self-harm.
● Significant change in wellbeing.
● Signs of assault.
● Unexplained injuries.
● Unexplained gifts or new possessions.

These could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Indicators of CCE can include a child:

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

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

Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or pupil under the age of 18 into sexual activity:

● a) in exchange for something the victim needs or wants, and/or
● b) for the financial advantage or increased status of the perpetrator or facilitator.
The victim may have been sexually exploited even if the activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

● Underage sexual activity.
● Inappropriate sexual or sexualised behaviour.
● Sexually risky behaviour.
● Repeat sexually transmitted infections.
● In girls, repeat pregnancy, abortions, and miscarriage.
● Receiving unexplained gifts or gifts from unknown sources.
● Having multiple mobile phones and worrying about losing contact via mobile.
● Having unaffordable new things (clothes, a mobile phone, etc.) or expensive habits (alcohol, drugs, etc.).
● Changes in the way they dress.
● Going to hotels or other unusual locations to meet friends.
● Seen at known places of concern locally or not age appropriate.
● Moving around the country, appearing in new towns or cities, not knowing where they are.
● Getting in/out of different cars driven by unknown adults.
● Having older boyfriends or girlfriends.
● Contact with known perpetrators.
● Involved in abusive relationships, intimidated, and fearful of certain people or situations.
● Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers.
● Associating with other young people involved in sexual exploitation.
● Recruiting other young people to exploitative situations.
● Truancy, exclusion, disengagement with school, opting out of education altogether.
● Unexplained changes in behaviour or personality (chaotic, aggressive, sexual, etc.).
● Mood swings, volatile behaviour, emotional distress.
● Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders.
● Drug or alcohol misuse.
● Getting involved in crime.
● Police involvement, police records.
● Involved in gangs, gang fights, gang membership.

● Injuries from physical assault, physical restraint, sexual assault.

Honour-based Abuse: Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic abuse.

Young men and women can be at risk in affected ethnic groups. A signal of FM is the removal of the pupils from school and lengthy absence which is often unexplained. Other indicators may be detected by changes in adolescent behaviours. Whistleblowing may come from younger siblings.

Any member of staff at Fairfield Primary School with any concerns should report this immediately to the DSL, who should raise the concern with the Local Police Safeguarding Unit by email or phone. Never attempt to intervene directly as a school or through a third party. Whilst the onus of the investigation for criminal offences will remain with the Police, the DSL should co-operate and liaise with the relevant agencies in line with current child protection responsibilities.

Honour-based Abuse: Female Genital Mutilation (FGM)

There is a specific legal duty on teachers regarding FGM. If, during the course of their work, a member of staff finds out that an act of FGM appears to have been carried out on a girl under the age of 18 years, then they must report it to the police. All teachers at Fairfield Primary School will recognise this responsibility.

The 'One Chance' rule.
As with Forced Marriage, there is the 'One Chance' rule regarding FGM. This refers to staff potentially only having one chance to speak to a potential victim and thus may only have one chance to save a life. It is essential that the school takes action without delay.

What is FGM?
Female Genital Mutilation (FGM) involves procedures that intentionally alter or injure the female genital organs for non-medical reasons. FGM is a form of child abuse and is illegal in the UK.
Why might FGM be carried out?
FGM is often associated with cultural, social or traditional beliefs. These may include beliefs that FGM:

- is a requirement or expectation for marriage;
- preserves a girl's virginity or controls her sexuality;
- is part of becoming a woman or a rite of passage;
- maintains family or community honour;
- is necessary for social acceptance or a sense of belonging;
- fulfils a perceived religious requirement, although FGM is **not required by any major religion**;
- is necessary to maintain family or cultural traditions;
- improves cleanliness or hygiene;
- is considered cosmetically desirable; or
- may make childbirth easier, which is a misconception.

FGM is a criminal offence and there is no medical, cultural or other justification for carrying out FGM on a child.

Safeguarding responsibilities

All staff at Fairfield Primary School will be made aware of FGM, including the signs, symptoms and other indicators that may suggest a child is at risk or may have undergone FGM.

Teachers have a **mandatory duty to report to the police** where, in the course of their professional duties, they discover that FGM appears to have been carried out on a girl under the age of 18, either through disclosure by the girl or through the observation of physical signs. Staff must not undertake any physical examination.

The teacher must also inform the DSL immediately, or the Deputy DSL if the DSL is unavailable, who will provide appropriate safeguarding support.

Where there is a concern that a girl may be at risk of FGM, including where there are indications that FGM may take place in the future, this must be reported to the DSL immediately and managed through the school's normal safeguarding procedures.

Circumstances that may indicate a child is at risk of FGM

Staff should be alert to circumstances and information that may indicate that a child is at risk of FGM, including:

- the child talking about a forthcoming special ceremony or celebration;
- the child or family planning or undertaking a prolonged trip abroad;
- information that a sibling or other family member has undergone FGM;
- the child talking about travelling abroad to be 'cut' or about preparing for marriage; or
- information from the child, family or another person indicating that FGM may be planned.

Signs that may indicate a child has undergone FGM

Possible indicators include:

- prolonged or unexplained absence from school or other activities;
- a noticeable change in behaviour, particularly following a holiday or period abroad, such as becoming withdrawn, anxious or subdued;
- difficulties with urination or menstruation;
- difficulty sitting or appearing uncomfortable when sitting;
- complaints of pain or discomfort between the legs;
- reluctance to participate in physical activity;
- repeated urinary tract infections or other related health concerns;
- secretive behaviour or withdrawing from peers;
- the child indicating that something has happened to them that they are not allowed to talk about; or
- a direct disclosure by the child.

These signs and circumstances do not, in isolation, confirm that FGM has taken place. Any concern must be reported promptly to the DSL in accordance with the school's safeguarding procedures.

Further information and support

The **NSPCC FGM Helpline** provides advice and support 24 hours a day.

Telephone:08000283550
Email: fgmhelp@nspcc.org.uk

Child-on-Child Abuse

All staff at Fairfield Primary School will be made aware that children can abuse other children (referred to as child-on-child abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying).
- Physical abuse such as hitting, biting, kicking, shaking, hair-pulling, or causing physical harm.
- Sexual violence, such as rape, assault by penetration, and sexual assault.
- Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Upskirting, which is a form of abuse that has been high on school and court agendas for a number of years and is a criminal offence in its own right under the Voyeurism (Offences) Act 2019. Upskirting occurs when someone takes a picture under a person's clothing, with or without underwear, without them knowing or without permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress, or alarm. It is a common aspect of child-on-child abuse and can happen to any gender.
- Sharing nudes and semi nudes
- Initiation/hazing type violence and rituals.

Sharing Nude or Semi-nude images

Any incident involving the creation, possession, sharing, storing, forwarding, requesting, coercing, threatening to share or distributing of nude or semi-nude images or videos involving a child will be treated as a safeguarding matter and responded to promptly. The Designated Safeguarding Lead (DSL) will follow current Department for Education guidance and seek advice from children's social care, the police or other agencies where appropriate.

The school recognises that incidents may involve self-generated intimate images or videos, including material created, altered or manipulated using artificial intelligence (AI) or other digital technologies. This includes AI-generated or digitally manipulated intimate imagery, sometimes known as "deepfakes". Such concerns will be managed in accordance with the same safeguarding principles and procedures, taking account of potential coercion, exploitation, image-based abuse, harassment, humiliation, criminality and ongoing online harm.

Staff must not view, copy, download, print, forward, share or ask a child to produce or display imagery. If imagery has been viewed inadvertently, this must be reported immediately to the DSL. Any concern must be reported to the DSL without delay. The school will respond in a child-centred, proportionate and supportive manner, recognising that children involved may require safeguarding support and protection.

Children Missing Education (CME)

All pupils, regardless of their circumstances or background, are entitled to full-time education that is suitable to their age, ability, aptitude, and any special educational needs and disabilities.

The school operates a strong attendance tracking system that is overseen by an attendance officer. The tracking and use of effective attendance management strategies enables the school to ensure each day that every child is accounted for. The school takes a range of actions to tackle Persistently

Absent (PA) and Severely Absent Pupils (SA) and completes official reports on children who are persistently absent from school.
The school will only authorise leave of absence in exceptional circumstances. The school recognises that some children seeking leave of absence are vulnerable to risk of abuse, neglect, or travelling to conflict zones, or at risk of FGM or forced marriage. Attendance staff are trained to look out for these triggers and the school works in partnership with the Local Authority to ensure localised risks are particularly taken note of and shared with all staff. Staff who have pastoral responsibility undergo training on attendance and safeguarding issues on an annual basis. The DfE's 'Working together to improve school attendance' is now statutory guidance and features strongly in KCSIE 2026.

Where this is identified, staff should alert the DSL and Headteacher. The DSL will, as soon as a concern is established, alert the Local Authority. As a matter of course, pupil absence must be followed up on a daily basis – this must be a priority. Where a pupil has a period of unexplained absence, the school will follow its attendance and Children Missing Education (CME) procedures and the Local Authority's current arrangements. Where circumstances indicate that a pupil may be at risk of harm, or where immediate action is otherwise necessary, the appropriate referral will be made without delay.

The admissions register at the school is kept up to date and the Local Authority is informed of all pupils who are removed from the school roll when they:

● Have been taken out of school by their parents and are being educated outside the school system e.g. home education.
● Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered.
● Have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
● Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period.
● Have been permanently excluded. The local authority will be informed as soon as the grounds for deletion are met, in line with the local authority guidelines, but no later than at the point of deleting the pupil's name from the roll. The school will follow the statutory requirements and local authority procedures when considering the deletion of a pupil's name from the admission register and will complete all required safeguarding and notification procedures

Domestic Abuse

Domestic abuse refers to any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members, regardless of gender or sexuality.
All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

Operation Encompass

This initiative helps police and schools work together to provide emotional and practical help to children who have been involved in domestic abuse. When the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the DSL) before the child or children arrive at school the following day. This ensures that the school has up to date and relevant information about the child's circumstances and can enable support to be given to the child according to their needs. DSLs should endeavour to alert relevant pastoral support staff as soon as possible where this is appropriate.

Online Safety

Fairfield Primary School's Online, E-Safety and Acceptable use of Technology Policies can be found on the school website or upon request. All staff will be made aware of the contents. The E-safety Policy and related policies must be read alongside this document and in conjunction with the DfE guidance: Teaching on-line safety in schools.

Children must be safeguarded from potentially harmful and inappropriate online material. As such, the school ensures appropriate filters and appropriate monitoring systems are in place.
Online safety is included in our curriculum provision and ensures children are taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through a variety of lessons and learning opportunities.
Although appropriate blocking is essential, it does not restrict our pupils learning or lead to unreasonable restrictions as to what our pupils can be taught with regards to online teaching and safeguarding. This policy sets out specific measures that ensure pupils in the school work safely, including protection from terrorist or extremist material, child abuse, and bullying via online platforms, including sharing nude or semi nude images.

●The school's filtering and monitoring systems are reviewed at least annually by the DSL, a member of the senior leadership team, the school's IT support (Oneit) and the responsible governor. The review is documented, including any identified risks, actions and outcomes. Monitoring reports are reviewed at least weekly, with any high-risk concerns reported immediately to the DSL and appropriate action taken and recorded.
● The school operates a mobile-phone-free environment in line with the Department for Education's statutory Mobile phones in schools guidance. Pupils should not have access to mobile phones throughout the school day, including lessons, between lessons, breaktimes and lunchtime, subject to clearly defined exceptions and reasonable adjustments where required. The school's Behaviour and Acceptable Use policies set out how this is implemented.
Artificial Intelligence

As outlined in Keeping Children Safe in Education 2026, Artificial Intelligence (AI) and generative AI create both opportunities and safeguarding risks. Generative AI can create realistic text, audio, images and video, including self-generated intimate images and/or videos such as AI-generated "deepfakes". The school will consider AI-related risks within its online-safety, filtering and

monitoring arrangements and will ensure staff understand how AI can contribute to sexual harassment, image-based abuse, misinformation, disinformation, scams, bullying and other harmful or inappropriate content. Pupils will be taught how to use digital technologies safely, critically and responsibly, including how to recognise and report harmful online content and behaviour.

Staff should recognise that artificial intelligence may be used to facilitate grooming, impersonation, coercion and exploitation. This may include the use of AI-generated messages, images, video or cloned voices designed to gain a child's trust or manipulate their behaviour. Staff using generative AI tools must ensure that confidential, safeguarding or personally identifiable pupil information is not entered into AI systems unless expressly authorised through school procedures and compliant with data protection requirements. At Fairfield, Microsoft Co-pilot is the officially used AI technology.

Also, pupils should be taught that online messages, images, audio recordings or videos may be artificially generated and should not automatically be trusted as genuine representations of teachers, family members, friends or public figures.

Opportunities to Teach Safeguarding

Fairfield Primary School will ensure that children are taught about safeguarding across a whole range of topic areas. This may include covering relevant topics through learning in general but is covered particularly in Relationships Education and Relationships and Sex Education. This will be delivered through PSHE lessons. The subject of Relationships and Sex education was mandatory from September 2020.

Children and Young People in Our Care (CYPIOC)

All staff in Fairfield Primary School will have an awareness of issues around safeguarding looked after children. The leadership team will ensure that staff have the skills, knowledge, and understanding necessary to keep looked after children safe. Staff will be aware of the legal status of a looked after child's care arrangements. In particular, they will ensure that appropriate staff have the information they need in relation to a pupil's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the pupil's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead will have details of the pupil's social worker and the name of the virtual school head in the authority that looks after the pupil. The Headteacher will appoint a Designated Teacher to promote the educational achievement of pupils who are looked after and to ensure that this person has appropriate training.

Pupils With a Social Worker

We recognise that children with social workers can need extra support. 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.

Young Carers

Fairfield Primary School recognises that young carers may have caring responsibilities that affect attendance, attainment, behaviour and wellbeing. Staff will remain alert to indicators that a pupil may be a young carer and will share concerns with the DSL so that appropriate support, including Family Help and local authority services, can be considered.

Confidentiality and Record Keeping

Staff at Fairfield Primary School have a professional responsibility to share relevant information about the protection of children with the DSL and potentially external investigating agencies, where possible, under the guidance of the DSL. If a pupil confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the pupil sensitively that he/she has a responsibility to refer the matter to the DSL. Accurate written notes must be kept of all incidents or Child Protection concerns relating to individual pupils. If a teacher or any other staff have a child protection concern, they should inform the DSL or Deputy DSL as soon as possible. These will be kept on the pupil's Child Protection record on CPOMS. Child Protection records must be retained securely. Arrangement for Child Protection documentations must comply with the schools Data Protection Policy together with data protection law and regulation applicable at the time. The DSL will ensure that all Child Protection records are held separately from other pupil records. Child Protection files and documents will be stored securely, by encryption and/or password protecting electronic files or ensuring that paper records are in a locked cabinet with restricted access. Information from child protection files will only be shared with relevant staff when it is necessary to do so and in a manner that is consistent with data protection law.

If the school receives a request for direct access to, or copies of, school documentation held on a Child Protection file, the Headteacher and DSL will be informed and a decision taken on the appropriate way forward in accordance with the Data Protection Policy. It may be that the schools Data Protection Officer will be consulted or further legal advice sought.

In the event of a pupil who is being dealt with under the school's child protection procedures transferring to another school, the school will:

● Find out the name of the receiving school (and, where appropriate, the Local Authority).

● Contact the relevant member of staff at that school to discuss the transfer.
● Securely send all information relating to the pupil to the receiving school (and, where relevant, the Local Authority).
● Check with the receiving school that the pupil has actually arrived there on the expected day (and inform all relevant agencies of the transfer).
Any external individual or organisation contracted by the school to work with school pupils must report any child protection incidents or disclosures from pupils to the Headteacher or DSL at the earliest opportunity. Such bodies will, as part of their contractual arrangements with the school, be required to work in accordance with the school's child protection and safeguarding policy. The school has in place data sharing agreements and complies with all relevant data sharing protocols.

Records of safeguarding concerns, discussions, decisions, actions, outcomes and the rationale for decisions will be maintained accurately and securely. When a child moves school, relevant safeguarding information will be transferred securely and, where appropriate, the receiving DSL will be contacted so that significant concerns, risks to the child or others, and any ongoing support needs are understood. Information sharing will be timely, proportionate and in accordance with safeguarding duties and data protection law; data protection will not be treated as a barrier to safeguarding.

Working With Parents/Individuals With Parental Responsibility

Fairfield Primary School recognises the importance of working, where appropriate, in partnership with parents and carers to ensure the welfare and safety of our pupils.

The school will therefore:
● Make parents aware of the school's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on, where necessary, by making all policies available on the website and on request.
● Work with parents to support the needs of their child.
● Consider the safety of the pupil and, should a concern arise, the Designated Safeguarding Lead (DSL) has the responsibility to seek advice prior to contacting parents.
● Aim to help parents understand that the school has a responsibility for the welfare of all pupils and has a duty to refer cases to the Local Authority in the interests of the pupil as appropriate.
● Ensure a robust complaints system is in place to deal with issues raised by parents and carers.
● Provide advice and signpost parents and carers to other services where pupils need extra support.

Health and Safety

The Headteacher of Fairfield Primary School will ensure that there is a robust, up to date Health and Safety Policy alongside robust procedures to meet the statutory responsibility for the safety of pupils and staff at the school. The Headteacher will identify and manage health and safety through the use of risk assessments, which are carried out:

The school will consider safeguarding risks arising from the physical environment and premises, including toilets, changing areas, access arrangements, supervision, visitors and contractors. Safeguarding arrangements will be reviewed where there are changes to premises, activities or the groups of pupils using the site.

- On an annual basis for the school learning spaces and environment in and outdoors.
- For all school trips and educational visits.
- For pupils travelling between locations during the school day.
- For all work-based learning on work experience placements.
- When a pupil returns following an exclusion due to risky or violent behaviour.
- Where a pupil presents a foreseeable risk of harm to themselves or others, the school may undertake individual risk assessments and behaviour support planning. Such plans may identify preventative strategies, de-escalation techniques and, where absolutely necessary, restrictive interventions that may be used as a last resort to maintain safety.
- When there are any changes to the premises or practices.
- Following a serious accident in relation to staff and/or pupils.
- When there is a high-level risk associated with contact with parents.
- To maintain effective security of the premises including protection from intruders, trespassers, and/or criminal damage.

Visitors and contractors will be expected to:

- Report to the school reception on arrival.
- Provide proof of identity.
- Wear a name badge at all times.
- Receive suitable supervision by school staff when on site.
- Be made aware of the arrangements for safeguarding and health and safety.
- Comply with the relevant vetting checks specified through the school's recruitment process

The school has appropriate arrangements in place to meet pupils' medical needs, including emergency treatment for pupils at risk of anaphylaxis.

Equal Opportunities

Fairfield Primary School will follow the safeguarding guidance in KCSIE 2026 when responding to a child or parent/carer raising a request relating to social transition. The school will not initiate action in this area. Any request will be considered at school level with safeguarding oversight and, as a matter of priority, parents/carers will be involved unless the DSL determines that involving them would create a greater risk of harm to the child. Parents/carers' views will be given great weight and properly considered.

Children who are questioning their gender

The school will safeguard and support all children, including those who are questioning their gender, in accordance with Keeping Children Safe in Education 2026 and relevant legislation. The school will maintain single-sex facilities in accordance with statutory requirements and will not permit access to facilities where this would be contrary to those requirements. Where appropriate, suitable alternative facilities will be considered. Further arrangements concerning gender

questioning, social transition, facilities and participation in sport are set out in the school's relevant Equality, Diversity and Values and other school policies.
Fairfield Primary School and the Governing Body will take into account the Equality, Diversity and Values Policy when discharging their duties under this policy.

Monitoring and Review of this Policy

The Designated Safeguarding Lead (DSL) at Fairfield Primary School will monitor the working of this policy and will report as required to the Headteacher and the nominated governor. It will be reviewed annually.

Restrictive Interventions and Seclusion

Fairfield Primary School created a 'School Restrictive Interventions and Use of Reasonable Force Policy' in April 2026 in light of DFE changes. Please consult this policy.

Fairfield Primary School recognises that the use of restrictive intervention, including reasonable force, restraint and seclusion, may constitute a safeguarding matter and must always be approached with the welfare, dignity and rights of the child at the forefront of decision-making.

Restrictive interventions will only be used:

- As a last resort.
- When necessary to prevent injury, serious property damage or serious disruption.
- When lawful, proportionate and reasonable in the circumstances.
- For the shortest time necessary.

Restrictive interventions will never be used as a punishment, to secure compliance, because of staffing shortages, or solely in response to verbal challenges.

The school maintains a separate Restrictive Intervention Policy setting out:

Definitions of restrictive intervention, restraint and seclusion.
Authorised practices.
Staff training requirements.
Recording and reporting procedures.
Parent and carer notification arrangements.
Post-incident review procedures.
Governance and monitoring arrangements.

Any incident involving restrictive intervention or seclusion will be recorded, reviewed and monitored in accordance with statutory guidance and local authority requirements.

Staff Guidance Procedures

Child abuse exists where children have been physically or emotionally abused or severely neglected. Abuse of children is likely to be noticed by the school staff and health workers or Education Welfare Officers. It is essential, therefore, that all those whose work brings them into contact with children and their families know the signs of child abuse and are aware of the procedures that they must follow to safeguard the child.
Part one of Keeping Children Safe in Education 2026 should be referred to for a list of those children who may be in need of safeguarding support. Fairfield Primary School has the role of recognising and responding to potential indicators of abuse and neglect. All other action should be taken by those with statutory powers to help the child. Early contact and close liaison with such agencies are therefore regarded as essential by the school.
In the event of an actual or suspected case of child abuse by adults, parents, teachers, or any other adult, it is the responsibility of staff to report this to the Designated Safeguarding Lead (DSL) as soon as possible. The Designated Safeguarding Lead (DSL) is responsible for ensuring that children are identified and the appropriate agency is involved.

The Designated Safeguarding Lead (DSL) will attend relevant safeguarding meetings and reviews where appropriate. It is important that if staff overhear children discussing 'abuse' or 'neglect' that this information is relayed for investigation. Staff should not assume that somebody else will take action and must share information which might be critical in keeping children safe.

Staff leading school off-site visits, particularly residential visits, should provide the Designated Safeguarding Lead (DSL) with a list of all pupils taking part. This will enable the DSL to ensure that staff responsible for the visit are aware of relevant safeguarding information relating to pupils in their care, on a need-to-know basis. Relevant safeguarding concerns, vulnerabilities and protective arrangements should be identified and communicated appropriately before the visit.

Guidance for all staff on dealing with disclosure / suspected abuse / neglect / sexual harassment, sexual assault, violence, honour-based abuse (forced marriage and female genital mutilation), children who are at risk from or involved with violent crime and child-on-child abuse.

I. Dealing with disclosures of abuse
● Always listen carefully and quietly. Do not press for any evidence at all.
● Remain calm and reassuring. Do not dismiss the disclosure and do not show distress or concern.
● Do not refute the allegation.
● Show that you care through open and reassuring facial expressions and body language.
● Do not interrogate or ask leading questions (it could later undermine a case).
● Make an accurate written record as soon as possible, recording the child's words where practicable and distinguishing clearly between fact, observation and any professional opinion.
● Staff should be aware that written accounts could become part of a statutory assessment or criminal investigation.
● Where there is an online element, the key consideration is for staff not to view or forward illegal images of a child.

II. At this point, staff should take the following steps:
● Explain to the pupil that the disclosure must be reported – emphasise your trust in them.
● Do not promise to keep the allegation secret or that 'everything will be alright.'

Reassure the pupil by telling them that they have done the right thing in telling you without making promises about confidentiality or outcomes.
● Do not admonish in any way e.g. 'I wish you had told me sooner.'
● Inform the DSL initially verbally.
● Do not discuss the concern with other staff, pupils or parents unless this is necessary for safeguarding purposes and authorised through the appropriate procedure. Information should be shared on a need-to-know basis.
● If the child agrees, and it is appropriate, take them with you to the DSL.
● With the DSL, prepare a detailed report itemising:
○ The information revealed by the pupil. It should not contain any opinion whatsoever.
○ Actions taken by yourself, including when the suspicions were reported, to whom the suspicions were reported, and follow-up action taken within the school.
○ Date and sign any written record of events and action taken and keep confidential and secure.
● Staff should record concerns on cpoms and should not retain personal copies unless specifically authorised.
● The DSL keeps Child Protection records centrally and securely and are not kept in the child's file.
● All staff must report safeguarding concerns promptly to the DSL or a deputy DSL. Staff must not assume that another member of staff will take action.
● The DSL is responsible for passing on these concerns to Children's Services.
● Accurate records are essential in the event of further investigations.

III. If you see or hear something that is concerning:
● Don't ignore it or assume that it is someone else's responsibility to report it.
● Upload all information to the school's safeguarding systems and seek advice immediately from your DSL.
● Don't feel silly – if it worries you, someone else needs to know.
● If it is something related to safeguarding, but not a child whose safety is immediately at risk, inform the appropriate Pastoral Leader or safeguarding officer in person and follow up with a one-line email notifying the DSL that there is a safeguarding concern.
● If it is related to a child being at risk, see the DSL or Deputy DSL immediately and definitely before the child goes home that day where possible.
● All staff may raise concerns directly with Children's Services if they feel an incident is not being dealt with appropriately or they are unable to locate relevant staff.
● Concerns about adults in the school should be made directly to the Headteacher.

Child Protection Procedures – Points of Action

1. If anyone discovers or suspects child abuse/child-on-child sexual violence or sexual harassment, they must inform the DSL. The DSL will, in the appropriate manner and according to procedures, assess the situation.
2. The DSL will, if appropriate, take the following steps:
○ Where there is a report of child-on-child sexual violence, the DSL will make an immediate risk and needs assessment in accordance with part five of Keeping Children Safe in Education 2026 (see the KCSIE 2026 Part 5 section of this policy). Where there is a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis.
○ Where it is clear that a Child Protection Referral (significant harm) is needed, they will contact children's social care without delay.

○ Where the DSL is not sure whether it is a Child Protection issue, or where the DSL needs to check the Child Protection register, they may seek advice from the Family Help Point. They will follow locally agreed protocols which can be found on the Tees Procedures Website (below).
https://www.teescpp.org.uk/

3. The DSL or a delegated child protection officer will attend a Child Protection Conference. We recognise the importance of multi-agency working and will ensure that staff are able to attend all relevant meetings, case conferences, core groups, and strategy meetings. We will provide relevant training and support for staff required to attend any meetings

Information on Child Abuse and Categories of Abuse

All staff in Fairfield Primary School should be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

1. Abuse

Abuse of any kind is unacceptable. Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children. In a situation where abuse is alleged to have been carried out by another peer, the child protection procedures outlined in this policy should be adhered to for both the victim and the alleged abuser. That is, it should be considered a child care and protection issue for both children.

All abusers must be held accountable for their behaviour and work must be done to ensure that abusers take responsibility for their behaviour and acknowledge that the behaviour is unacceptable. If there is any conflict of interest between the welfare of the alleged abuser and the victim, the victim's welfare is of paramount importance.

Abusive behaviour that is perpetrated by peers must be taken seriously. It is known that some adult abusers begin abusing during childhood and adolescence, that significant numbers will have suffered abuse themselves, and that the abuse is likely to become progressively more serious. Early referral and intervention are therefore essential.

2. Child-on-Child abuse

Child-on-child abuse can occur between peers or across different ages or year groups and may take place in person or through online communication, including social media, messaging and image sharing.

Child-on-child abuse can take many forms, including but not limited to:

- **Bullying**, including cyberbullying;
- **Physical abuse**, such as hitting, kicking, biting, shaking, hair-pulling or other behaviour intended to cause physical harm;
- **Sexual violence**, including rape, assault by penetration and sexual assault;
- **Sexual harassment**, including sexual comments, remarks, jokes or unwanted sexual behaviour, whether in person or online;
- **Sharing nude or semi-nude images**, including where images are shared without consent;

- **Upskirting**, involving the taking or sharing of an image under a person's clothing without their knowledge or consent;
- **Initiation or hazing activities**, including violent, humiliating or degrading behaviour; and
- Other behaviour that causes, or has the potential to cause, harm, distress, humiliation or fear to another child.

All staff should understand that child-on-child abuse may occur even where there is no obvious imbalance of power or where the children involved are of a similar age. A child's behaviour should not be dismissed as simply 'banter', 'falling out' or 'part of growing up' where it causes harm or distress.

Where a member of staff becomes aware of, suspects or receives a disclosure about child-on-child abuse, they must report the concern to the DSL immediately and follow the school's safeguarding procedures. The DSL will assess the circumstances, consider the needs and safety of all children involved, and take appropriate action in accordance with local safeguarding arrangements.

Where a child may have caused significant harm to another child, this will be addressed as a safeguarding matter. Appropriate support will be provided to children who have experienced abuse, while the needs and safeguarding of the child who has caused harm will also be considered. Where necessary, the school will work with parents/carers, the Local Authority, children's social care, the police and other relevant agencies.

The school will respond particularly seriously to sexual violence, sexual harassment, sharing of nude or semi-nude images and other sexually harmful behaviour. Such incidents will be managed in accordance with current Department for Education guidance and the school's safeguarding and behaviour procedures.

Staff should also remain alert to child-on-child abuse occurring online. Further information about online risks, including the sharing of images and harmful online communication, is contained within the school's Online Safety Policy.

Further guidance is available from the Department for Education and the Child Exploitation and Online Protection (CEOP) Centre.

3. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child that causes severe and persistent adverse effects on the child's development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunity to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploring or learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying) causing children to frequently feel frightened or in danger, exploitation, or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

4. Sexual Abuse

Sexual harassment, online abuse and sexual violence are completely unacceptable. Sexual abuse involves forcing or enticing a child 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 include physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (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.

5. Neglect

Neglect is the persistent failure to meet a child's basic or physical and/or psychological needs, which is 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff and volunteers should be concerned about a child if he/she presents indicators of possible significant harm. Training will be provided to all staff on the 'signs of abuse.'

6. Signs of Abuse or Exploitation in Children:

The following non-specific, broad signs may indicate something is wrong:

- Significant change in behaviour.
- Extreme anger or sadness. Aggressive and attention-seeking behaviour.
- Suspicious bruises with unsatisfactory explanations.
- Lack of self-esteem.
- Self-injury.
- Depression.
- Inappropriate sexual behaviour.
- Child Sexual Exploitation.

7. Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but they:

- Must be regarded as indicators of the possibility of significant harm.
- Justify the need for careful assessment and discussion with the Designated Safeguarding Lead.
- May require consultation with and/or referral to Children's Services. The absence of such indicators does not mean that abuse or neglect has not occurred. In an abusive relationship the child may:
- Appear frightened of the parent/carers.
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups).

The parent or carer may:

● Persistently avoid child health promotion services and treatment of the child's episodic illnesses.
● Have unrealistic expectations of the child, frequently complain about/to the child, and may fail to provide attention or praise (high criticism/low warmth environment).
● Be absent or misusing substances.
● Persistently refuse to allow access on home visits.
● Be involved in domestic abuse.

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

8. Recognising Physical Abuse

The following are often regarded as indicators of concern:
● An explanation which is inconsistent with an injury.
● Several different explanations provided for an injury.
● Unexplained delay in seeking treatment.
● The parents/carers are uninterested or undisturbed by an accident or injury.
● Parents are absent without good reason when their child is presented for treatment.
● Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury). Family use of different doctors and A&E departments.
● Reluctance to give information or mention previous injuries.

9. Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:
● Two simultaneous bruised eyes (rarely accidental, though a single bruised eye can be accidental or abusive).
● Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally.
● Variation in colour possibly indicating injuries caused at different times.
● The outline of an object used e.g. belt marks, handprints, or a hairbrush.
● Bruising or tears around, or behind, the earlobe(s) indicating injury by pulling or twisting.
● Bruising around the face.
● Bruising on the arms, buttocks, and thighs may be an indicator of sexual abuse.

10. Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

11. Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:
● Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine).
● Linear burns from hot metal rods or electrical fire elements.
● Burns of uniform depth over a large area.
● Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of his/her own accord will struggle to get out and cause splash marks).

● Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation.

12. Fractures

Fractures may cause pain, swelling, and discolouration over a bone or joint. There are grounds for concern if:

● The history provided is vague, non-existent, or inconsistent with the fracture type.
● There are associated old fractures.
● Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain, or loss of movement.

13. Scars

A large number of scars, scars of different sizes or ages, and scars on different parts of the body may suggest abuse.

14. Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also suggest the presence of other kinds of abuse.

The following may be indicators of emotional abuse:

● Developmental delay.
● Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate, or not appropriate attachment.
● Indiscriminate attachment or failure to attach.
● Aggressive behaviour towards others.
● Scapegoating within the family, such as a parent blaming the child for something bad that happened to them (e.g. losing a job).
● Frozen watchfulness.
● Low self-esteem and lack of confidence.
● Withdrawn or seen as a "loner" – difficulty relating to others.
● The indicators of emotional abuse are often also associated with other forms of abuse.

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

● Inappropriate sexualised conduct.
● Sexually explicit behaviour, play, or conversation, inappropriate to the child's age.
● Continual and inappropriate or excessive masturbation.
● Self-harm (including eating disorder), self-mutilation, and suicide attempts.
● Involvement in prostitution or indiscriminate choice of sexual partners.

● An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties).
Some physical indicators associated with this form of abuse are:
● Pain or itching of genital area.
● Blood on underclothes.
● Pregnancy in a younger girl where the identity of the father is not disclosed.
● Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen, and thighs, and sexually transmitted disease.

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance, and exploitation.
This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality, and sexual abuse against adults, peers, or children. This may also include online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
It may include:
● Non-consensual sharing of sexual images and videos.
● Sexualised online bullying.
● Unwanted sexual comments and messages, including on social media.
● Sexual exploitation
● Coercion and threats.

Developmental sexual activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional, and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent. Inappropriate sexual behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour. Abusive sexual activity includes any behaviour involving coercion, threats, or aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of an incident and the presence of exploitation, the following factors should be given consideration:

● Equality – consider differentials of physical, cognitive, and emotional development, power and control and authority, passive and assertive tendencies.
● Consent – consider whether an incident appeared consensual or non-consensual, keeping in mind that consent means willing agreement. This requires consideration of all the following:
○ Understanding that is based on age, maturity, development level, functioning, and experience.
○ Knowledge of society's standards for what is being proposed – awareness of potential consequences and alternatives.
○ Assumption that agreements or disagreements will be respected equally.
○ Voluntary decision.
○ Mental competence.
● Coercion – a young perpetrator who abuses may use techniques like bribing, manipulation, and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality, or the threat of these regardless of victim resistance.
In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:
● Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene, and medical care.
● A child seen to be listless, apathetic, and irresponsive with no apparent medical cause.
● Failure of child to grow within normal expected pattern, with accompanying weight loss.
● Child thrives away from home environment.
● Child frequently absent from school.
● Child left with adults who are intoxicated or violent.
● Child abandoned or left alone for excessive periods.

The School's Statutory Duty and Guidance Documents
This policy sets out how Fairfield Primary School will meet its statutory duty to safeguard and promote the welfare of our pupils.

KCSIE 2026 Part 5 Guidance

Part five: Child-on-child sexual harassment, violence and harmful sexual behaviour
Fairfield Primary School recognises that child-on-child abuse is a safeguarding issue for both the victim and the child who has caused harm. Harmful sexual behaviour exists on a continuum, from inappropriate or problematic behaviour through to sexual harassment and sexual violence. The school will respond promptly, proportionately and in a child-centred way, considering the needs and safety of all children involved.

Understanding harmful sexual behaviour

Staff will remain alert to sexual comments, jokes, unwanted touching, sexualised bullying, coercion, sharing or creating intimate images, online sexual harassment, sexual violence, and harmful sexual behaviour. Behaviour must not be dismissed as "banter", "just playing", "boys

being boys" or part of growing up. Misogynistic or discriminatory attitudes and behaviours will be challenged and treated as safeguarding concerns where appropriate.

Self-generated intimate images and/or videos

Where a child reports or staff become aware of self-generated intimate images or videos, including material generated or altered using AI, staff must not view, copy, download, forward or ask a child to send the imagery. The concern must be reported to the DSL immediately. The DSL will determine the appropriate safeguarding response and whether advice or referral to children's social care, the police or other specialist services is required.

Responding to a report

The first response should reassure the child that they have been listened to and taken seriously. Staff should not promise confidentiality, ask leading or investigative questions, or attempt to establish the facts beyond what is necessary to safeguard the child. A factual record should be made as soon as possible, including the child's words where practicable, actions taken, decisions, rationale and outcomes.

Risk and needs assessment

Following a report of sexual violence, the DSL or deputy will make an immediate risk and needs assessment. For sexual harassment or other harmful sexual behaviour, the DSL will consider whether a risk assessment is required. Assessments will consider the victim, the alleged perpetrator and other children or adults who may be affected, including risks on the school site, online and in the wider community. Assessments will be recorded and kept under review.

Options following a report

Depending on the circumstances, the school may manage a concern internally, seek community-based Early Help or targeted Family Help, refer to children's social care, or report to the police. The DSL will consider the child's wishes and best interests alongside the school's safeguarding responsibilities and the need to protect other children. A police or social-care investigation does not remove the school's responsibility to safeguard children while the investigation is ongoing.

Supporting the victim

The victim's safety, welfare and wishes will be central to the response, while recognising that safeguarding decisions cannot always follow a child's preferred outcome. Support may include a trusted adult, pastoral support, reasonable adjustments, access to specialist services and practical arrangements to reduce unwanted contact or harassment. The school will take reasonable steps to protect the victim from retaliation, bullying or further harassment.

Supporting the alleged perpetrator

The alleged perpetrator is also a child and may have safeguarding or additional needs. The school will consider age, developmental stage, vulnerabilities, the nature of the behaviour and any risk posed to others. Support and any disciplinary response will be proportionate and case-specific. Where harmful sexual behaviour may indicate that the child has themselves experienced abuse or exposure to harmful material, the school will consider whether further safeguarding assessment or referral is required.

Managing contact between children

Where the victim and alleged perpetrator attend the same school, the DSL will consider whether changes to classes, groups, activities, seating, supervision or access to particular areas are necessary. Decisions will be based on safeguarding risk and educational needs and will be recorded, explained and reviewed. Any action should avoid penalising the victim for making a report.

Ongoing response and review

Safeguarding arrangements will remain under review after the initial response. Where a criminal investigation, prosecution, caution or conviction occurs, the school will continue to consider the safeguarding and support needs of all affected children. A decision by the police or Crown Prosecution Service not to proceed, or a not-guilty outcome, does not in itself mean that a child's report was untrue or that support is no longer required.

Family Help and multi-agency working

Where a child or family needs support beyond universal provision, the school will work with local safeguarding partners and use the local arrangements for community-based Family Help and targeted Family Help. Where statutory intervention is required, the DSL will make the appropriate referral without delay and will participate in strategy discussions, assessments and multi-agency planning as required.

Recording and information sharing

All concerns, discussions, decisions, actions, outcomes and the reasons for decisions will be recorded securely. Information will be shared with those who need it to safeguard children and in accordance with applicable law and local safeguarding procedures.

Related policies and procedures

Fairfield Primary School maintains a suite of policies and procedures which support and complement this Child Protection and Safeguarding Policy. These policies are reviewed within the school's policy review cycle and are cross-referenced where relevant to safeguarding and child protection.

These include, but are not limited to:

Behaviour Policy
Anti-Bullying Policy
Online Safety Policy
Acceptable Use Policy
Staff Behaviour Policy
Relationships and Sex Education Policy
Health Education Policy

Attendance Policy
SEND/Inclusion Policy
Equality Policy
Whistleblowing Policy
Complaints Policy
Intimate Care Policy
First Aid and Medical Conditions procedures
Use of Reasonable Force/Restrictive Interventions Policy.

Staff are expected to understand how these policies and procedures link to their safeguarding responsibilities and to follow the most relevant policy or procedure when responding to concerns.

Written by

R Birtwhistle
Headteacher



Edited September 2026 in light of changes to KCSIE 2026