



HEATH HOUSE PREPARATORY SCHOOL

Child Protection Policy

This policy applies to all children at Heath House, including those within our EYFS, and has regard for advice in and duties under: the *Children Act 1989* and *2004*; the *Education Act 2002*; the Education (Independent School Standards) Regulations 2014; the *Childcare Act 2006* and the *Statutory Framework for the Early Years Foundation Stage (2021) Safeguarding and Welfare Requirements*; Department for Education (DfE) guidance on *Keeping Children Safe in Education* (September 2022) (KCSIE); *What to do if you're worried a child is being abused: Advice for practitioners* (March 2015); *Working Together to Safeguard Children* (2018); *Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation* (February 2017); *Preventing and tackling bullying: Advice for headteachers, staff and governing bodies* (July 2017); the *Prevent Duty Guidance: for England and Wales* (Revised April 2019) (*Prevent*) and *Relationships Education, Relationships and Sex Education (RSE) and Health Education*.

This policy will be updated as needed, in line with any changes to legislation or procedures, and as a minimum at least annually.

'Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interest** of the child.'

Keeping Children Safe in Education (September 2022)

Everyone employed by Heath House, and all ancillary staff, have a responsibility in relation to child protection, safeguarding and promoting the welfare of children. In most cases this will be the referral of concerns to the designated person. In day-to-day contact with children at risk, members of staff have an opportunity to note concerns and to meet with parents and other associated adults.

Increasingly, schools are expected to work with, support and sometimes lead different agencies to enable the most appropriate form of intervention to take place. This policy aims to outline the role that the school will have, the procedures that staff should take and guidance on issues related to child protection generally. It is not exhaustive. All members of staff should use, as a rule of thumb, the needs and safety of the child as being at the centre of any decision that they make. This policy is drawn up with reference to the Lewisham inter-agency procedures. The school's Child Protection policy is given to all parents joining the school. It is also available on our website www.heathhouseprepschool.com in the policy documents section or on request from the school office.

If you have any concerns related to the welfare or safety of a child, including online-safety and safeguarding (sometimes known as 'e-safeguarding') please contact the Designated Person and safeguarding lead without delay. The school's Designated Person and safeguarding lead is Mr Richard Laslett, Deputy Head Teacher. In Mr Richard's absence, Mrs Emily Reid, PA to the Senior Management Team should be contacted.

Definitions

The school uses the definition of *safeguarding and promoting the welfare of children* and the definitions of *abuse* as stated in the KCSIE 2022:

Definition of Safeguarding

Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Definitions of Abuse

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

Abuse can be *physical abuse, emotional abuse, sexual abuse, or, neglect*. These are defined in greater detail below, where signs and symptoms are also set out.

Aims

The aims of this policy are:

1. To raise awareness of individual responsibilities in identifying and reporting possible cases of abuse;
2. To provide a systematic means of monitoring, recording and reporting of concerns and cases;
3. To provide guidance on recognising and dealing with suspected child abuse;
4. To provide a framework for inter-agency communication and effective liaison;
5. To identify strategies and interventions available to support children at risk;
6. To ensure that any deficiencies or weaknesses in child protection arrangements are remedied without delay;
7. To ensure that safe recruitment procedures are operated.

Management of Safeguarding

Designated Person

The school has appointed Mr Richard Laslett, Deputy Head Teacher, as the designated person and safeguarding lead. As the designated person, Mr Richard takes lead responsibility for safeguarding and child protection. In the event of his absence from the school, Mrs Emily Reid, will act on his behalf.

Designated Person – Richard Laslett, Deputy Head Teacher

Deputy to the Designated Person – Emily Reid, PA to the Senior Management Team

Availability and Contact Details

During term time, and throughout the duration of ‘Summer School’, the designated person and the deputy designated person are always available (during school hours) for staff in the school to discuss any safeguarding concerns. During out of hours activities (for example, on a residential trip) the designated person can be contacted on the out of hours phone number. Contact details for the designated person and the deputy designated person are set out below:

Contact details for the Designated Person and Deputy to the Designated Person

Role	Name	Position at the school	Location on school site	Contact details
Designated Person including for the EYFS	Richard Laslett	Deputy Head Teacher	School Office, Wemyss Road building	0208 297 1900 or dsl@heathhouseprepschool.com
Deputy to the Designated Person	Emily Reid	PA to the Senior Management Team	The Old Library	Out of Hours number:

The Role of the Proprietors

As required by KCSIE the proprietors ensure this Child Protection Policy is implemented and effective. The proprietors are Mrs Sophia Laslett (also the Head Teacher) and her husband Mr Ian Laslett.

They will:

- Be responsible for undertaking annual reviews of the policies and procedures that apply to child protection and of the efficiency with which the related duties have been discharged.
- As owners of the school they have ultimate responsibility of the children in their care and will do their utmost to ensure that all children in their care are safe, happy and learning.

The Role of the Designated Person

The role of the designated person as designated safeguarding lead, from KCSIE 2022:

The designated person/safeguarding lead is an appropriate **senior member** of staff, from the school **leadership team**. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection.

Manage referrals

The designated safeguarding lead is expected to:

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

Work with others

The designated person is expected to:

- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners
- Liaise with the headteacher to inform her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.¹
- As required, liaise with the “case manager” and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member.
- Liaise with staff on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically.
- Liaise with the Mental Health Support Team, (this will be Lewisham CAMHS) where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with the headteacher and relevant teachers, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school or college. This includes:
 - Ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
 - Supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.

¹ <https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible>

Training

The designated person (and all deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated person should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- Understand the importance of information sharing, both within the school and with the three safeguarding partners, other agencies, organisations and practitioners, showing a clear understanding that the GDPR does not stop the information passed on to agencies such as the local authority or police;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Understand the risks that children face online and have the capability to support them to stay safe;
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated person should:

- Ensure the school's Child Protection Policies are known, understood and used appropriately;
- Ensure the school's Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the proprietors regarding this;

- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

The designated person will:

- Take lead responsibility for safeguarding and child protection;
- Support staff to recognise the needs of children, including rescue from possible abuse or neglect;
- Ensure that staff are familiar with the school's Child Protection Policy and procedures, the role of the designated person and line of accountability for reporting concerns and making referrals;
- Ensure that appropriate strategies for recording and reporting concerns, disclosures and incidents are kept within school;
- Create a culture of listening to children and taking their feelings and wishes into account, while always putting their welfare at the centre of any decision;
- Where a child's needs are not being met, help children and their families to get the support they need by contacting the Early Intervention Service (EIS) using the Common Assessment Framework (CAF) and CAF referral form where appropriate;
- Support the Team Around the Child (TAC) model and attend any TAC meetings to help practitioners and family members (and where appropriate, the child) share information and create an action plan to support the child's needs;
- Discuss any concerns about a child with their parents or legal guardians, and where possible seek their agreement to make a referral, unless this may either delay or prompt a behavioural response that places the child at increased risk of significant harm;
- Co-ordinate action within the school and liaise with Children's Social Care and other agencies over cases of abuse and suspected abuse;
- Make child protection referrals following the procedures set by the Lewisham Safeguarding Children Partnership (LSCP), recording and reporting accordingly;
- Safeguard children who have suffered or are likely to suffer significant harm by reporting these cases to Children's Social Care immediately;
- Liaise with agencies about individual cases;
- When children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained;
- Act as a source of advice within the school;
- Organise training on safeguarding and child protection within school;
- Provide appropriate feedback to members of staff as and when necessary;
- Be trained in child protection and inter-agency working. This training will be updated every two years. Training is usually undertaken through Lewisham Council with the course title, 'Child Protection Training for Designated Teachers'.

Role of Staff

Following guidance in *Working Together to Safeguard Children* (2018) the school aims to create an environment in which staff feel supported and able to raise concerns about a child or any safeguarding issue to the designated person using the procedure set out below in this policy.

KCSIE states that any member of staff may make a referral to an external agency. Staff should note that if they are worried a child is being abused, or have concerns about the safety or welfare of a child and feel they are not being acted upon by the designated person, it is the staff member's responsibility to take action. If, at any time, staff believe that a child may be a child in need, or that a child is being harmed or is likely to be, they should refer immediately to local authority children's social care. This referral can be made by any member of staff.

All ancillary staff have safeguarding training and are within eye sight or earshot of a member of Heath House staff at all times.

If a child is in immediate danger or is at risk of harm then a referral should be made to children's social care and/or the police immediately. The designated person should always be informed. The contact details for Lewisham Children's Social Care services are listed in Appendix 1.

School staff should:

- Be alert to the signs of abuse as detailed in this policy;
- Report any concerns immediately, where possible to the designated person or her deputy and completing the appropriate 'Concern Form'. See Appendix 2;
- Consult with the designated person if in any doubt as to how to proceed;
- Follow the advice given in this policy in relation to how to handle disclosures;
- Follow the Staff Code of Conduct Policy;
- Ensure that their behaviour and actions do not place pupils or themselves at risk of harm or allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, or engaging in inappropriate electronic communication with a pupil);
- Ensure that assurance is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site (for example, in a separate institution);
- Follow the whistleblowing procedures in the Whistleblowing Policy;
- Have regard for KCSIE and read any updates provided by the school;
- Have regard for *Prevent* and read any updates provided by the school;
- Attend all update safeguarding training offered by the school, including twilight courses or any weekend courses staff are enrolled on;
- Ensure that they keep their knowledge up to date by reading e-bulletins and other relevant documents;
- Have due regard to the relevant data protection principles and regulations, but ensure that this does not stand in the way of their duty to safeguard children.

Definitions and Signs and Symptoms of Child Abuse

Physical Abuse

Physical Abuse is a form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Signs and symptoms include:

- Unexplained recurrent/frequent injuries;
- Unexplained or unusual fractures or broken bones;
- Unexplained bruises or cuts; burns or scalds; or bite marks;
- Improbable excuses or refusal to explain injuries;
- Wearing clothes to cover injuries, even in hot weather;
- Refusal to undress for gym;
- Bald patches;
- Chronic running away;
- Fear of medical help or examination;
- Self-destructive tendencies;
- Aggression towards others;
- Fear of physical contact - shrinking back if touched;
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study');
- Fear of suspected abuser being contacted.

Emotional Abuse

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

Signs and symptoms include:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Physical, mental and emotional development lags;
- Sudden speech disorders;
- Continual self-depreciation ('I'm stupid, ugly, worthless, etc');
- Overreaction to mistakes;

- Extreme fear of any new situation;
- Inappropriate response to pain ('I deserve this');
- Neurotic behaviour (rocking, hair twisting, self-mutilation);
- Extremes of passivity or aggression;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child;
- Peer on Peer abuse; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Sexual Abuse

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

Signs and symptoms include:

- Being overly affectionate or displaying knowledge or interest in sexual acts inappropriate to the child's age;
- Using sexual language or having sexual knowledge that you wouldn't expect the child to have;
- Children who ask others to behave sexually or play sexual games;
- Physical sexual abuse problems, including chronic itching, soreness or pain in the genital and anal areas, sexually transmitted infections or underage pregnancy;
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia;
- Personality changes such as becoming insecure or clinging;
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys;
- Sudden loss of appetite or compulsive eating;
- Being isolated or withdrawn;
- Inability to concentrate;
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder;
- Starting to wet again, day or night/nightmares;
- Become worried about clothing being removed;
- Suddenly drawing sexually explicit pictures;
- Trying to be 'ultra-good' or perfect; overreacting to criticism; and
- Peer on Peer abuse.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs and symptoms include:

- Constant hunger;
- Children that are dirty or have poor personal hygiene;
- Constant tiredness;
- Children without adequate clothing, e.g. not having a winter coat;
- Poor state of clothing;
- Emaciation;
- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Failure to receive basic health care;
- Untreated medical problems, i.e. parent fails to seek medical treatment when their child is ill or injured;
- No social relationships;
- Compulsive scavenging;
- Destructive tendencies.

Note: A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone.

Mental health problems can be a sign or indicator of abuse, neglect or exploitation.

All teachers will remain vigilant and report any of the above signs, or a combination of the above signs.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

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. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

All staff are constantly vigilant for any signs of abuse and report any concerns to the DSL.

Specific Safeguarding Issues

Pupils with SEND

We are committed to protecting all children including pupils with SEND. Additional barriers can exist when recognising abuse and neglect, they are particularly vulnerable as they may not be able to communicate or verbalise any issues. These barriers can include:

- behaviour, mood and injuries related to the child's condition which may undergo the exploration/investigation;
- the children may be more prone to peer group isolation or bullying, including prejudice-based bullying, than other children;
- children with SEND, or certain medical conditions, may be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

All staff are constantly vigilant for any signs of abuse and report any concerns to the DSL.

Child-on-Child abuse

KCSIE states the following about child-on-child abuse:

'All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy). It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.'

Keeping Children Safe in Education (September 2022)

Teachers are vigilant in identifying and responding to cases of child-on-child abuse, whether this is inside or outside of school, or online.

All staff challenge abusive behaviour and any incidents of child-on-child abuse, including abusive comments and interactions must never be passed off as 'banter' or 'having a laugh'.

Children are encouraged to speak to their teachers about any concerns they have and are encouraged to put a note in the 'Talk to the Teacher' box if they would like.

Any incidents of child-on-child abuse are recorded on the teachers 'Behaviour and Bullying Log' which is also reported to the DSL. Further investigations are made as necessary and parents are informed.

Heath House recognises that even if there are no reported cases of child-on-child abuse, it may be present, but not reported.

Heath House recognises that it is more likely that girls will be victim of child-on-child abuse and boys will be perpetrators. It is important to be clear that peer-on-peer abuse is unacceptable and all allegations will be treated seriously.

Due to the age of children at Heath House, intimate relationships are unlikely, however all staff must be aware that child-on-child abuse may be present in these relationships. In addition, staff will remain vigilant in identifying any child-on-child sexual abuse.

The school has a zero tolerance approach in dealing with the sharing of consensual and non-consensual nude and semi-nude images (also known as sexting).

The school's policy and procedures for incidents of bullying including cyberbullying are set out below.

The school's policy and procedures for dealing with allegations of peer on peer abuse are set out below under the heading Policy on Dealing with Allegations of Abuse made against Members of Staff, Volunteers, Head Teacher or another Pupil.

Please also see the Behaviour Policy for information on the support in place for victims, perpetrators and other children that are affected by incidents of peer-on-peer abuse.

Child Abduction

At Heath House we take the safety and welfare of the children in our care extremely seriously. As such we have secure safety procedures in place to ensure children are safe whilst within our care, this includes safety from abduction. Staff must be vigilant at all times and report any persons lingering on school property immediately. All doors to the school are locked and unable to be accessed unless staff members allow individuals in. There is a video entry system in place. Visitors and general security are covered in more detail in the Supervision of Visitors Policy.

Children will only be released into the care of a designated adult, see the Arrivals and Departures Policy for more details. Parents are requested to inform the school of any potential custody battles or family concerns as soon as they arise so the school is able to support the child. The school will not take sides in relation to any custody battle and will remain neutral for the child. If an absent parent arrives to collect their child, the school will not restrict access **unless** a court order is in place. Parents are requested to issue the school with a copy of these documents should they be in place. We will consult our solicitors with regards to any concerns over custody and relay any information back to the parties involved.

If a member of staff witnesses an actual or potential abduction from school the following procedure will be followed:

- The police must be called immediately
- The staff member will notify the Head Teacher immediately and she will take control.
- The parent(s) will be contacted.
- All other children will be kept safe and secure and calmed down where necessary.
- The police will be given as many details as possible including details of the child, description of the abductor, car registration number if used, time and direction of travel if seen and any family situations that may impact on this abduction.

Upskirting

Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm, is a criminal offence. In line with the schools teaching on cyberbullying and peer-on-peer abuse, any incidents of upskirting will be appropriately reported. Children are not permitted to have a mobile phone with them at school without the permission of their parents and the Head Teacher. Children's phones are switched off and stored in a safe location for the duration of the day.

Bullying including Cyberbullying

The DfE's advice on *Preventing and tackling bullying* states that under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. The Lewisham threshold for referring concerns about a child being bullied, or bullying other children, is set by the London Safeguarding Children Partnership in the *Threshold Document: Continuum of Help and Support* (see below).

Other Safeguarding Issues

Children may be at particular risk if:

- They and their family have dealings with the court system;
- They have family members in prison;
- They or their family are/ have been a victim of Modern Slavery (the National Referral Mechanism will be used as necessary);
- They or their family have been involved in Cybercrime;
- They have witnessed ill treatment;
- They or a member of their family has been subject to Domestic Abuse; and
- They or a member of their family has experienced or is experiencing homelessness.

For further guidance on the above, staff are directed to Annex B of the KCSIE document.

Responding to Reports of Sexual Violence

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any reports. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance. The DSL will work closely with the LADO in the instance of needing to respond to a report of sexual violence.

Information from the Indicators of Need Matrix [Tier 1-4] in the Threshold Document: Continuum of Help and Support

Tier 1 Children with no additional needs whose health and developmental needs can be met by universal services.	Tier 2 Children with additional needs that can be met through the provision of 'early help assessment' - a referral to children's social care is NOT required.	Tier 3 Children with complex multiple needs who need statutory and specialist services. A referral to children's social care is required.	Tier 4 Children in acute need. Require immediate referral to children's social care and/or the police.
The child's social development			
The child demonstrates accepted behaviour and tolerance towards their peers and others. Where on occasion this is not the case, this is managed through effective parenting and universal services	The child exhibits aggressive, bullying or destructive behaviours which impacts on their peers, family and/or local community. Support is in place to manage this behaviour.	The child exhibits aggressive, bullying or destructive behaviours which impacts on their peers, family and/or local community. Early support has been refused, or been inadequate to manage this behaviour.	The child exhibits aggressive, bullying or destructive behaviours which impacts on their peers, family and/or local community, and which is impacting on their wellbeing or safety.
The child demonstrates feelings of belonging and acceptance	The child is a victim of discrimination or bullying.	The child has experienced persistent or severe bullying which has impacted on his/her daily outcomes.	The child has experienced such persistent or severe bullying that his/her wellbeing is at risk.

Where this is the case, the school will report its concerns to Children's Social Care using the contact details in Appendix 1. Even where safeguarding is not considered to be an issue, the school may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying (perpetrator). Please see the Anti-Bullying Policy.

Mental Health and Wellbeing

Please read the Children's Mental Health and Wellbeing policy for the procedures in place to support children's mental health and wellbeing.

Please also see the Staff Mental Health and Wellbeing policy.

Any member of staff with a mental health concern about a child or another staff member must report this immediately to the DSL so that appropriate action may be taken.

Children Missing Education

KCSIE places emphasis on the risks associated with children missing education. The school has a duty to have regard for KCSIE and to report children missing education. The school's procedures for identifying and responding to children who go missing from education are set out in the Children Missing Education Policy.

Staff should:

- Be aware that a child going missing from education is a potential indicator of abuse or neglect;
- Follow the school's procedures for unauthorised absence and for dealing with children that go missing from education as set out in the Children Missing Education Policy;
- Be aware that children who go missing from education, particularly on repeat occasions, may be at risk of potential safeguarding concerns such as risk of radicalisation, travelling to conflict zones, sexual exploitation, FGM and forced marriage; and
- Understand that taking the attendance register for their class on a twice daily basis is a legal requirement, and an essential part of identifying children who go missing from education.

At Heath House, all pupils are expected to aim for 100% attendance however we do understand that this is not always possible. If a child's attendance percentage falls below 90% over the academic year or if they are absent from school for 5 days or more per term, the child's parents will be contacted by the school, as outlined in the Attendance Policy. All attendance registers are monitored regularly by the Senior Management Team.

Please see Attendance Policy, Children Missing Education Policy, and the Staff Code of Conduct Policy.

Child Sexual Exploitation and Child Criminal Exploitation

From the DfE advice *Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation* (February 2017):

The definition of child sexual exploitation is as follows:

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

(DfE, February 2017)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

(KCSIE, 2022)

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited for example they believe they are in a genuine romantic relationship.

(KCSIE, 2022)

Staff should be aware that some of the following signs may be potential indicators of sexual exploitation:

- Acquisition of money, clothes, mobile phones etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal

exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

(KCSIE, 2022)

Staff should be aware that some of the following signs may be potential indicators of criminal exploitation:

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

The LSCB Child Sexual Exploitation Risk Assessment Toolkit for all professionals who work with children and young people is available from: <https://www.safeguardinglewisham.org.uk/lscp/lscp/professionals/toolkits>

Female Genital Mutilation (FGM)

Female genital mutilation (FGM) (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons.

FGM is illegal in the UK, and it is mandatory for teachers to report to the police any cases where it appears that FGM has been carried out. Teachers should still report any concerns around a child to the designated person, and involve Children's Social Care as appropriate.

At Heath House, we believe that all our pupils should be kept safe from harm. FGM affects girls particularly from North African countries, including Egypt, Sudan, Somalia, Sierra Leone and Nigeria. Although our school has no/few children from these backgrounds and consider girls in our school safe from FGM, we will continue to review our policy annually.

Missing Children

Children are at risk of harm when they go missing. A missing or lost child from school or from a school trip or outing is a safeguarding issue. The school has specific procedures in place for reducing the risk of a child going missing from school, and for responding to a missing or lost child incident.

Please see the Missing or Lost Child Policy.

Preventing Radicalisation – the *Prevent* duty

It is the school's policy that children are supervised at all times when using ICT equipment and the Internet, or viewing Internet content during lessons. Children are taught about online safety in order to reduce risks and

build resilience, including to radicalisation; this is delivered in age appropriate ways as part of PSHE and during Computing/ICT lessons.

The Borough of Lewisham is a *Prevent* priority area and contact details for support and advice about extremism can be found in Appendix 1. With regard for *Prevent* duties and the need to safeguard children from being drawn into terrorism or put at risk of online radicalisation the school will ensure that any visiting speaker is suitably and appropriately supervised, and that children will always be supervised when using ICT equipment and the Internet.

Staff are trained in Prevent and Channel awareness. Should the school identify a child at risk of radicalisation it will contact the Lewisham Prevent Programme (contact details in Appendix 1) to ask for guidance in assessing the level of risk to identify the most appropriate referral, for example, Children's Social Care or Channel.

Please see the Supervision of Visitors Policy.

Procedures

The school's procedures for what staff should do if they have concerns about a child are set out below. However, **if a child is in immediate danger or is at risk of harm then a referral should be made to children's social care and/or the police immediately.** Staff should always inform the designated person if they make a referral. The contact details for Lewisham Children's Social Care services are listed in Appendix 1.

Contact Details of the Local Agency Responsible for Child Protection

The Lewisham Safeguarding Children Partnership (LSCP) sets the local procedures for what to do where there are concerns about a child. The telephone numbers of the local agencies responsible for child protection are listed in Appendix 1. They must be contacted within 24 hours of a disclosure or suspicion of abuse.

Full local procedures are available from the Lewisham Safeguarding Children Partnership at:

<https://www.safeguardinglewisham.org.uk/lscp>

Tel: 020 8314 3396

Email: safeguardingpartnership@lewisham.gov.uk

If you are concerned that a child has suffered harm, neglect or abuse, this can be discussed with and reported to the Lewisham Multi Agency Safeguarding Hub (MASH). Contact details are in Appendix 1. If a child is at immediate risk of harm, call the police.

Policy on Dealing with Suspected Abuse

All staff should refer concerns to the designated person without delay. If a child chooses you to disclose:

- Listen to the pupil, keeping calm and offering reassurance;
- Observe bruises but should not ask a child to remove or adjust their clothing to observe them;
- Allow the child to lead the discussion if a disclosure is made, but do not press for details by asking questions, e.g. "what did they do next?";

- Do not ask a leading question (i.e. one that suggests the answer that is expected);
- Listen — don't investigate or ask leading questions, but use questions such as “is there anything else you'd like to tell me?”;
- Accept what the pupil says without challenge — reassure them that they are doing the right thing and that you recognise how hard it is for them;
- Do not lay blame or criticise either the child or the perpetrator;
- Do not promise confidentiality — explain that they have done the right thing and who needs to be told.

When abuse by another child is suspected, child protection procedures will be applied to both (alleged) abuser and abused. If appropriate, the school's disciplinary procedures will be invoked.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

Procedures for Monitoring, Recording and Reporting

School policy is that accurate notes should be written at the time of the incident or immediately after. Records may be used in legal proceedings and must be accurate and secure. Staff should use the Concern Form in Appendix 2, and all records must be copied to the designated person and must include factual information rather than assumption or interpretation. The child's own language should be used, and staff must not attempt to interpret or embellish the child's words. Records may be used at a later date to support a referral to an external agency. Write down what you didn't do as well as what you did do i.e. I did not make my notes immediately because I was with the child and social services until 1am and was then too tired. I made them first thing this morning and all details were still fresh and clear in my mind.

Staff should report any concerns about a child, disclosures or incidents immediately to the designated person. The designated person will follow the steps and processes set out in *Working Together* and by the Lewisham Safeguarding Children Partnership (LSCP) to assess and provide services for children who may be in need, including those suffering harm. This includes:

- The referral process into local authority children's social care;
- The process for determining next steps for a child who has been assessed as being 'in need';
The essential processes for children where there is reasonable cause to suspect that the child is suffering, or likely to suffer, significant harm (this includes immediate protection for children at serious risk of harm).

Thresholds for Referrals

The Lewisham thresholds for reporting to children's social care are set by the London Safeguarding Children Partnership in the *Threshold Document: Continuum of Help and Support*; a tool intended to assist practitioners

to make decisions about the best course of action, when they have concerns about a child. The Threshold Document contains the Indicators of Need Matrix (Tiers 1 – 4) as well as the Threshold Criteria for child protection referrals under Section 47 of the Children Act 1989. The Threshold Criteria is reproduced in Appendix 3, along with information about where staff may consult a copy of the London Child Protection Procedures and the Threshold Document.

Making Referrals to Children’s Social Care

The process for making referrals and reporting concerns about a child to Children’s Social Care is as follows:

- The designated person will make a referral to Children’s Social Care;
- Once the referral has been accepted by Children’s Social Care the lead professional role falls to a social worker;
- The designated person will clarify with the social worker the nature of the concerns about the child and how and why they have arisen;
- The designated person will then expect the social worker to make a decision within 1 working day about the type of response required. This includes determining whether:
 - The child requires immediate protection and urgent action is required;
 - The child is in need, and should be assessed under section 17 of the Children Act 1989;
 - There is reasonable cause to suspect that the child is suffering, or likely to suffer, significant harm, and whether enquires must be made and the child assessed under section 47 of the Children Act 1989;
 - Any services are required by the child and family and what type of services; and
 - Further specialist assessments are required in order to help the local authority to decide what further action to take.

Whistleblowing Procedure

The school has a culture of supporting staff and encouraging them to share concerns surrounding safeguarding with the designated person. Should a member of staff feel there is unsafe practice, have concerns about another person’s practice or behaviour, or see a potential failure in the school’s safeguarding policy and procedures, they should contact the designated person or member of the Senior Management Team immediately and follow the school’s whistleblowing procedure (see Whistleblowing Policy).

Please see the Whistleblowing Policy.

Policy on Dealing with Allegations of Abuse made against Members of Staff, Volunteers, Head Teacher or another Pupil

The school understands that an allegation may be made against a member of staff, volunteer, Head Teacher or pupil. If an allegation is made, the person to whom the allegation is made will immediately inform the Head Teacher and/ or DSL. If the allegation is against the Head, and since the Head is the proprietor, the procedure is to report direct to the LADO. The LADO is aware of this arrangement.

The school will follow the ‘Harm Test’ before reporting allegations of abuse. A person satisfies the harm test if they may harm a child or vulnerable adult or put them at risk of harm. It is something a person may do to cause harm or pose a risk of harm to a child or vulnerable adult.

The Local Authority Designated Officer (LADO) must be informed using the procedure described below in respect of all cases in which it is alleged that a person has behaved in a way such that:

- A child has been harmed, or may have been harmed;
- A possible criminal offence against or related to a child has been committed;
- He or she poses a risk of harm towards a child or children if they work regularly or closely with children.

The DSL, in respect of all such cases, will complete a referral form and send this to the LADO within 24 hours of becoming aware. In any case where information is reported to the DSL and a professional judgement made that a child is in immediate danger or risk or harm, the DSL will immediately contact the police, and inform the LADO.

There will be no delay in referring and managing allegations against staff. The matter must remain strictly confidential until the DSL (or LADO) has made an initial assessment. A false allegation, whether it is made for frivolous or malicious reasons, can jeopardise the career of a member of staff/volunteer and cause irreparable damage. Equally, if a genuine complaint is not taken seriously, it can be damaging to the child concerned and to other children who may become future victims.

A member of staff/volunteer against whom an allegation has been made may - but will not automatically - be suspended. Suspension will arise on the following grounds:

- A child or children would be at risk;
- The allegation is so serious that dismissal for gross misconduct is possible;
- It is necessary to allow any investigation to continue unimpeded.

A distinction should be drawn between an allegation, a concern about the quality of care or practice or a complaint. Please see the school's Whistleblowing Policy and Complaints Procedure.

Low Level Concerns

All concerns relating to children will be treated with the utmost severity and 'Concern Forms' must be appropriately filled in and the procedures contained within this policy must be followed.

Lower level concerns relating to Staff which do not meet the 'Harm Test' outlined above will be addressed separately to higher level of concerns. This is to create and embed a culture of openness, trust and transparency within the school.

All reports of low level concerns are to be reported to the DSL as outlined earlier in this policy.

Records of Low Level Concerns are kept securely in the School Office, details of the individual reporting the concern, the date and the nature of the concern are all recorded.

Any patterns of behaviour are noted and appropriate action will be taken including, if necessary, informing the LADO.

Following a report of a low level concern, the Senior Management Team will consider if there are any wider cultural issues in the school that have enabled the behaviour and if all policies and procedures in place are

appropriate or need revising. If required, additional training will be provided to minimise the risk of recurrence.

Please see the Staff Disciplinary Policy for the policy on Low Level Concerns relating to staff conduct.

Safe Recruitment of Staff

Mrs Elena Laslett-Shaw, School Manager and Bursar, Mr Richard Laslett, Deputy Head Teacher and Mrs Emily Reid, PA to the Senior Management Team are trained and qualified in Safer Recruitment in Education. The school follows the recruitment procedure set out in the Safe Recruitment of Staff Policy.

Please see the Safe Recruitment of Staff policy.

Staff induction training includes:

- The Staff Handbook;
- The School Handbook;
- The Child Protection Policy;
- The identity of the Designated Person (see Child Protection Policy);
- Safeguarding Children e-learning;
- The Privacy Policy;
- Introduction to GDPR e-learning;
- The Confidentiality Policy;
- The Staff Code of Conduct Policy;
- The Staff Disciplinary Policy;
- Staff and Volunteer Acceptable Use of Technology Policy Agreement;
- The Whistleblowing Policy;
- The Behaviour Policy;
- The Children Missing Education Policy;
- The School Policy List;
- Information about the risks of radicalisation:
 - The Prevent duty: Departmental advice for schools and childcare providers;
 - How social media is used to encourage travel to Syria and Iraq briefing note for schools;
 - Prevent and Channel General Awareness training (see below);
- Keeping children safe in education: Part 1 information for all school and college staff, and Annex B;
- Duty for health and social care professionals and teachers to report female genital mutilation (FGM) to the police factsheet;
- New staff Handover sheet.

In line with KCSIE 2022, as part of the recruitment process, the Senior Management Team may carry out an online search as part of their due diligence on shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school might want to explore with the applicant at interview.

Reporting to the DBS

The school will report to the Disclosures and Barring Service (DBS), within one month of leaving the school, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. In this context, ceasing to use a person's services includes:

- Dismissal;
- Non-renewal of a fixed-term contract;
- No longer engaging/refusing to engage a supply teacher provided by an employment agency;
- Terminating the placement of a student teacher or other trainee;
- No longer using staff employed by contractors or volunteers;
- Resignation;
- Voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering;
- Referral to the Teaching Regulation Agency where a teacher has been dismissed for "unsuitable professional conduct."

It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence and the school may be removed from the Department for Education's register.

Consideration will be given to making a referral to the Teaching regulation Agency where a teacher has been dismissed for misconduct (or would have been dismissed had he/she not resigned first). The reasons for such an order are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'. Statutory guidance is available to support "consideration", which must be genuine.

Please see the Safe Recruitment of Staff Policy, Supervision of Staff Policy, and Staff Code of Conduct Policy.

Supporting pupils

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

- The content of the curriculum;
- The school ethos which promotes a positive, supportive and secure environment and gives the pupil a sense of being valued;
- The school Behaviour Policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- Liaison with other agencies that support the pupil such as social services, child and adult mental health services, the education welfare service and educational psychology service;

- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed. In line with KCSIE 2022, transfers will be made within 5 days of the child leaving during term time or within 5 days of the start of the new term out of term time.

Physical Contact with Pupils

All staff should be aware of issues related to physical contact with pupils and the way in which this might be misconstrued. This relates particularly to any sensitive areas of the body. In the event of physical restraint it is important that only the minimum amount of physical contact and force is used in order to prevent the pupil from causing injury to themselves, others or property. Following such an intervention an incident form should be completed and the Head Teacher immediately informed.

There are some occasions when physical contact may be appropriate. The need for physical contact for a child in the Early Years Foundation Stage (EYFS) will be greater than for older children, for example, including support with toileting or changing clothes. Physical contact should always comply with the school's Intimate or Personal Care Policy. Physical contact may be necessary to demonstrate a required action or correct a technique, for example in PE or Games lessons, music lessons, and extra-curricular clubs such as Gym & Dance. The appropriate policies have been made available to parents, who have signed the relevant consent form.

Please see the Staff Code of Conduct Policy, Intimate or Personal Care Policy, Extra-Curricular Club Policies and Risk Assessments.

EYFS Pupils

Early years providers have a duty under section 40 of the *Childcare Act 2006* to comply with the safeguarding and welfare requirements of the *Statutory Framework for the early years foundation stage* (EYFS Framework). At Heath House the Early Years Foundation Stage (EYFS) staff complete safeguarding training that enables them to recognise signs of potential abuse and neglect. The school designates Mrs Laslett as listed on page 2, to take lead responsibility for safeguarding children within the EYFS setting and liaising with local statutory children's agencies as appropriate.

The school will inform Ofsted of any allegations of serious harm or abuse by any person living (no permission is given for any person to live on any of the school premises), working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. The school will inform Ofsted as soon as is reasonably practical, but at the latest within 14 days.

Policy for the use of Mobile Phones and Digital Photography

Children have their photographs taken to provide evidence of their achievements for development records and displays. Staff, visitors, volunteers and students are not permitted to use their own mobile phones or cameras to take or record images of children for their own records. Each class has a Tablet which staff are encouraged to use to take photos. Please refer to the Tablet Agreement. All Staff ensure that their mobile

phones are off and stored securely during teaching hours. Mobile phones may only be used in an emergency when out of the building, for example when on the Heath.

Please see Staff Code of Conduct Policy and the Staff and Volunteer Acceptable Use of Technology Policy.

Online Safety and 'E-safeguarding'

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school approach to online safety empowers a school to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

KCSIE (2022) states that online safety issues can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism;
- **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes;
- **Conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and;
- **Commerce:** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If any member of staff feel that pupils, themselves or other staff are at risk, the DSL must be informed and a report filed to the Anti-Phishing Working Group (<https://apwg.org/>).

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. Staff and volunteers are required to abide by the Staff Acceptable Use of Technology Policy and Tablet Agreement.

The School operates password-protected Wi-Fi across its buildings with adequate firewalls in place. Pupils are not given access to the school Wi-Fi, and only access the Internet via the school laptops during class time and under supervision. It is recognised that with 3G/4G/5G available, staff need to remain alert for the misuse of technology not provided by the school. Pupils are not allowed to bring their own electronic devices to school, this includes mobile telephones. The only exception to this is pupils in Year 6 who may bring a mobile phone to school if they travel to/from school alone, and only with the express permission of the Head Teacher or Deputy Head Teacher. On arrival at school, pupils hand their mobile phones to their form tutor; it is returned to them at the end of the school day. Pupils are not allowed to use their mobile phone during the school day, and may only use their mobile phone under the supervision of a teacher to contact their parents, guardian or carer to confirm their arrival at and departure from school.

It is the school's policy that pupils are supervised at all times when using ICT equipment and the Internet, or viewing Internet content during lessons.

Internet filters are strict and blocked websites and word groups are regularly reviewed. The school uses 'Cisco Meraki' content filtering through Virgin Media to control access to websites as well as monitor the use of all

devices connected to the school Wi-Fi. The IT Co-Ordinator checks network reports on a daily basis to review the effectiveness of the filters in place and provides feedback to the Senior Management Team as appropriate. Filtered word groups and websites are reviewed regularly, as and when the need arises, and as a minimum once per term.

In an age appropriate manner, pupils should be informed of and be able to understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. Potential risks of going online include: exposure to and sharing of explicit material (including sexting); grooming; radicalisation; exploitation; identity theft; cyber-bullying; cyber hacking. Pupils are taught about online safety in order to reduce risks, keep themselves safe online, and build resilience, including to radicalisation; this is delivered in age appropriate ways as part of PSHE and during Computing/ICT lessons.

Outside of school hours it is the responsibility of parents, guardians and carers to safeguard their child and protect them from the risks associated with going online, using the Internet, and social media. The school does not allow pupils to access social media sites and applications using the school's laptops or any other devices, and asks for parents to support the school in this by prohibiting their children from accessing social media sites and applications for example, Facebook, Instagram, Tiktok, Pinterest, YouTube, Snapchat, Twitter, Vine and WhatsApp, from home or personal electronic devices. Primary school age children fall below the minimum age restrictions for users of these and similar sites and applications. It is worth considering that such sites will not necessarily have procedures in place to make them suitable places for younger children. If the school receives information that a child is using a social media site or application that they fall below the minimum age user restriction for, the school will contact the child's parents to request they restrict access to the site. For advice on how to talk to children about online safety see: <https://www.thinkuknow.co.uk>

The school recommends the following 'Parents and Carers resource sheet' produced by Childnet International as a useful source of information and resources about online safety: <http://www.childnet.com/ufiles/parents-factsheet-11-16.pdf> Hard copies of the fact sheet are available from the School Office.

Parents are encouraged to constantly monitor their child's use of the internet when they are at home. Should the school become aware of a child accessing an inappropriate website at home, the child's parents will be informed and will be invited in to school to meet with the DSL. The school also arranges for visiting speakers to talk to parents about how to keep their child safe online.

Remote Learning

In the unlikely event of a school wide closure due to exceptional circumstances, teachers will teach via Microsoft Teams, an online workspace that enables children and teachers to interact in a professional environment as well as share documents, projects, videos and photos of their work. Microsoft Teams can be accessed on a computer, laptop or tablet. All Heath House children will receive their unique login information directly from the school along with information on what to expect from remote learning which will be set out by each class teacher.

Due to the nature of remote learning, the children's use of technology will not be subject to the same strict filters that are in place at school and parents are therefore informed that they must closely, constantly monitor their child's use of technology to ensure that it is appropriate.

The school will intermittently monitor the children's use of Microsoft Teams however this must not be considered as a replacement for parental monitoring. Teachers are also asked to follow the 'Working from Home Guidelines' that are issued to them by Heath House. Please see the Covid-19 School Closure Arrangements for Child Protection, Appendix 4.

All teachers will be issued with a school laptop to use during any remote learning period, teachers are not permitted to hold any information on children on their own device. Teachers sign a 'Laptop Agreement' on receipt of the laptop and confirm they will follow the correct procedures when using the laptop and working from home.

Please see the Laptop Agreement, Covid-19 School Closure Arrangements (Appendix 4) and Working from Home Guidelines.

Sexting

The school follows advice about sexting in schools from the UK Council for Child Internet Safety (UKCCIS): *Sexting in schools and colleges*.

UKCCIS states the following:

'This increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing sexual images of under 18s is also illegal. Although the production of such imagery will likely take place outside of school and college, these issues often manifest in schools, colleges and organisations working with children and young people. Schools, colleges and other organisations need to be able to respond swiftly and confidently to ensure that children are safeguarded, supported and educated.'

All incidents involving youth produced sexual imagery should be dealt with as a safeguarding concern and responded to in line with procedures set out within this policy. The response to these incidents should be guided by the principle of proportionality and the primary concern at all times should be the welfare and protection of the young people involved.

When an incident involving youth produced sexual imagery comes to the attention of a member of staff:

- The incident should be referred to the DSL as soon as possible;
- The DSL should hold an initial review meeting with appropriate school staff;
- There should be subsequent interviews with the young people involved (if appropriate);
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm;
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

The school welcomes any questions that staff or parents, carers, or guardians may have about e-safeguarding and online safety. If you would like to speak to the Designated Person and safeguarding lead about online safety then please contact the School Office on 020 8297 1900.

For further advice, or to report concerns, contact Child Exploitation & Online Protection (CEOP) using the details in Appendix 1. Links to further advice and information from relevant agencies is also included in Appendix 1.

If you have any concerns related to the welfare or safety of a child, including online-safety and safeguarding (sometimes known as 'e-safeguarding') please contact the Designated Person and safeguarding lead without delay. The school's Designated Person and safeguarding lead is Mr Richard Laslett, Deputy Head Teacher. In Mr Richard's absence, Mrs Emily Reid, PA to the Senior Management Team should be contacted.

Signed:



Sophia Laslett – Head Teacher

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Last reviewed	8 September 2022
Date for review	8 September 2023

APPENDIX 1

Contact Details - Lewisham

Children's Social Care

First Floor
1 Laurence House
Catford Road
SE6 4RU

Tel: 020 8314 6000

Lewisham Multi Agency Safeguarding Hub (MASH)

During Office hours: Lewisham's MASH Tel: 020 8314 6660

Out of Office hours: Emergency Duty Team Tel: 020 8314 6000

Email: mashagency@lewisham.gov.uk

Web: <https://lewisham.gov.uk/myserVICES/socialcare/children/keeping-children-safe/multi-agency-safeguarding-hub>

Lewisham Safeguarding Children Partnership

Kaleidoscope Child Development Centre
32 Rushey Green
SE6 4JF

Web: <https://www.safeguardinglewisham.org.uk/lscp>

Tel: 020 8314 3396

Email: safeguardingpartnership@lewisham.gov.uk

Lewisham Local Authority Designated Officer, LADO

Lewisham Local Authority Designated Officer (LADO) & Child Protection Chairperson
Quality Assurance Service
1st Floor Laurence House
1 Catford Road
London
SE6 4RU

Tel: 020 8 314 7280

Email: LewishamLado@lewisham.gov.uk

Early Intervention Service (EIS)

Tel: 020 3228 9300

CAF forms available for download from: <https://www.slam.nhs.uk/our-services/service-finder-details?CODE=SU0393>

CEOP (Child Exploitation & Online Protection)

Web: <https://ceop.police.uk/safety-centre/>

DBS Disclosure and Barring Service

Tel: 03000 200 190

Independent School Inspectorate (ISI)

Email: concerns@isi.net

Ofsted

National Business Centre
Piccadilly Gate
Manchester
M1 2WD

Tel: 0300 123 1231

Prevent - Support and advice about extremism

Lewisham Prevent programme

Tel: 07710 387 930

Email: prevent@lewisham.gov.uk

The local police force

Call Lewisham Police using Tel: 101

The non-emergency police number:

Tel: 101

DfE helpline and mailbox for non-emergency advice for staff and governors:

Tel: 020 7340 7264

Email: counter-extremism@education.gsi.gov.uk

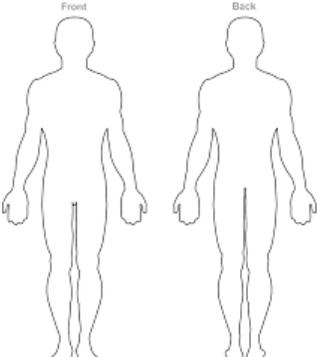


HEATH HOUSE PREPARATORY SCHOOL

CONCERN FORM

Staff must complete this form if they are concerned about a child. Once completed, this form must be handed to the Designated Safeguarding Lead or a member of the Senior Management Team.

TYPE OF CONCERN (please circle): PASTORAL, MEDICAL OR SAFEGUARDING
NAME OF CHILD:
CLASS:
ADULT REPORTING CONCERN:
DATE AND TIME OF INCIDENT OF CONCERN:

<p>NATURE OF CONCERN: Please be as specific as possible and where appropriate only use the words reported by the child. Where necessary, please include details of how the disclosure was made, who made the disclosure, if any marks/ bruises were left and if any objects/ implements were used.</p> <div style="text-align: right;">  <p>INDICATE ANY MARKS OF CONCERN</p> </div>

ONE OFF OR HAPPENED BEFORE?	ANY OTHER CONCERNS WITH THE FAMILY?
SIGNED BY STAFF MEMBER REPORTING CONCERN:	DATE AND TIME OF REPORT:
SIGNED BY DSL OR SENIOR MANAGER:	DATE AND TIME OF RECEIPT:

ACTIONS TAKEN		
DATE AND TIME	PERSON TAKING ACTION	ACTION AND OUTCOME

APPENDIX 3

The London Child Protection Procedures and the Threshold Document: Continuum of Help and Support are available for staff to consult in the School Office.

The London Child Protection Procedures are available from: <http://www.londoncp.co.uk/>

The Threshold Document is available from: http://www.londoncp.co.uk/files/revised_guidance_thresholds.pdf

The Threshold Criteria: Section 47 of the Children Act 1989 (Reproduced from the Threshold Document)

Section 47, Children Act 1989: Child Protection enquiries [Tier 4]
The table below is an indicator guide of the type of circumstances which would lead to a S47 assessment. This table is intended as a guide and is not exhaustive. Reference should also be made to the London Child Protection Procedures 5th edition. http://www.londonscb.gov.uk/procedures/
Any allegation of abuse or neglect or any suspicious injury in a pre- or non-mobile child.
Allegations or suspicions about a serious injury / sexual abuse to a child.
Two or more minor injuries in pre-mobile or non-verbal babies or young children (including disabled children).
Inconsistent explanations or an admission about a clear non-accidental injury.
Repeated allegations or reasonable suspicions of non-accidental injury.
A child being traumatised injured or neglected as a result of domestic violence.
Repeated allegations involving serious verbal threats and/or emotional abuse.
Allegations / reasonable suspicions of serious neglect.
Medical referral of non-organic failure to thrive in under-fives. .
Direct allegation of sexual abuse made by child or abuser's confession to such abuse.
Any allegation suggesting connections between sexually abused children in different families or more than one abuser.
An individual (adult or child) posing a risk to children.

Any suspicious injury or allegation involving a child subject of a current child protection plan or looked after by a local authority.
No available parent and child vulnerable to significant harm (e.g. an abandoned baby).
Suspicion that child has suffered or is at risk of significant harm due to fabricated or induced illness.
Child/ren subject of parental delusions.
A child at risk of sexual exploitation or trafficking.
Pregnancy in a child aged under 13.
A child at risk of FGM, honour based violence or forced marriage.



HEATH HOUSE PREPARATORY SCHOOL

Covid-19 School Closure Arrangements for Child Protection and Remote Learning

This is an appendix to the Child Protection Policy and it applies to all children at Heath House, including those in the EYFS. This appendix operates in conjunction with all other school policies and is applicable to the remote learning children engage in during the closure of Heath House due to Covid-19.

Child Protection Arrangements for Remote Learning

All information and procedures outlined in the Child Protection Policy still apply during the school closure. In addition to the Child Protection measures that are outlined in the Policy, it is important to recognise the differences that remote learning and classroom based learning have and the additional safeguarding measures that have been put in place to ensure all children are protected by the school as far as possible.

During a School wide closure, Heath House children will take part in remote learning using Microsoft Teams. Microsoft Teams is an online workspace that enables children and teachers to interact in a professional environment as well as share documents, projects, videos and photos of their work. It can be accessed on a computer, laptop or tablet.

Parents have been informed that by allowing their child to use the login information that they receive from the school, they agree to constantly monitor their child's use of Microsoft Teams and all other aspects of their use of technology in line with the school's policies, ensuring that the use of such technology is appropriate. It is vital that parents work in partnership with teachers to ensure every child accesses technology safely. The School retains the right to intermittently monitor and restrict the use of Microsoft Teams and all Office software that is accessed using the login details provided by the school.

Children are taught how to be safe online whilst at school, and when accessing technology and the internet at school are subject to the school's strict firewalls. Due to the nature of remote learning, it is the parent's responsibility to ensure that their child is using technology safely and that the appropriate restrictions are in place on their computer, laptop and tablet.

Parents are advised to ensure that they have the appropriate internet filters activated to ensure that children access the internet in a safe manner.

When providing content for children to use, teachers will make every effort to thoroughly check that all content is appropriate before publishing it to Microsoft Teams. In addition to this, all teachers will abide by the 'Working from Home Guidelines' that have been issued by Heath House. The 'Working from Home Guidelines' outline the expectations of teachers to fulfil the stated remote learning timetable as well as guidance on how to ensure lessons are appropriate and effective for all learners.

The school will intermittently monitor children's accounts to check their activity however, this must not be relied upon as monitoring appropriate use as the checks will be carried out randomly from a perspective of confirming the account is functioning correctly. It is the parent's responsibility to ensure that children are using technology safely and appropriately. Staff accounts are regularly monitored.

Teachers and Parents are reminded to be especially vigilant regarding peer on peer abuse through the online Microsoft Teams platform.

Teachers will talk to the children in the same way they would in the classroom. Whilst monitoring each child's mental health and wellbeing is more of a challenge via remote learning, teachers will endeavour to support each child throughout the remote learning period and will liaise with the DSL and/or Head Teacher to address any concerns that may arise.

Remote Learning

All Heath House children, including those in the EYFS, have been issued a unique username and password for Microsoft Office along with a user guide to aid parents in setting up Microsoft Teams on their home computers.

Teachers will create interactive lessons using a multitude of different resources including videos of themselves, videos from YouTube, PowerPoints, Word documents, quizzes and much more. Children are expected to log in each day, at the time outlined by the teacher in the Curriculum Outline sent to parents at the beginning of term, and complete all work that has been set for them to the best of their ability.

As with their normal school timetable, children will engage in academic lessons in the morning and will then be encouraged to exercise and be creative in the afternoon. It is important that children take regular breaks from using their computer, laptop or tablet and move away from the screen during this time.

The work set by teachers will be appropriate for their class and teachers will use a suitable type of technology for the children's age. For example, children in Lower School will receive more video based recordings from their teachers as well as simple quizzes and tasks whereas Upper School children, who have more experience using technology, will be set more complex assignments that may, for instance, require them to type in a

Word document. Whilst the children’s instruction and many of their tasks will be computer based, teachers will set project and paper based work for the children to engage in to ensure that they are not spending all of their time learning at the computer. Teachers will continue to adapt their teaching style to ensure that it is appropriate for all children in their class.

Children are encouraged to communicate with their teachers about their work and ask questions, just as they would in the classroom at school. Teachers will provide both written (typed) and verbal feedback, via video call, to children for all work that is submitted.

The school will intermittently monitor children’s accounts to check their activity however, this must not be relied upon as monitoring appropriate use as the checks will be carried out randomly from a perspective of confirming the account is functioning correctly. Staff accounts will also be monitored.

Parents who require technical support with Microsoft Teams are directed to contact Mrs Reid on e.reid@heathhouseprepschool.com

If you have any concerns related to the welfare or safety of a child, including online-safety and safeguarding (sometimes known as ‘e-safeguarding’) please contact the Designated Person and safeguarding lead without delay. The school’s Designated Person and safeguarding lead is Mr Richard Laslett, Deputy Head Teacher. Mr Richard can be contacted on info@heathhouseprepschool.com or 02082971900.

Internal use only

Last reviewed	8 September 2022
Date for review	8 September 2023