Heath House Prep School

SAFEGUARDING POLICY

Introduction

This policy applies to all children at Heath House, including those within the Early Years Foundation Stage (EYFS), and has regard to relevant legislation and statutory guidance, including the Children Act 1989 and 2004; the Education Act 2002; the Education (Independent School Standards) Regulations 2014; the Childcare Act 2006; the Statutory Framework for the Early Years Foundation Stage (September 2026); Keeping Children Safe in Education (September 2026) (KCSIE); Working Together to Safeguard Children (2026); What to do if you're worried a child is being abused: Advice for practitioners; Working Together to Improve School Attendance; the Prevent Duty Guidance; the Equality Act 2010; the Data Protection Act 2018; UK GDPR; the Data (Use and Access) Act 2025; and Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance.

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

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 Safeguarding Lead. 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 Safeguarding 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 schools Safeguarding 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 relating to the welfare or safety of a child, including concerns relating to online safety, please contact the Designated Safeguarding Lead without delay. The school's Designated Safeguarding Lead is Mrs Anna Rokakis, Assistant Head Teacher - Pastoral. In Mrs Rokakis' absence, please contact Mrs Emily Reid, School Manager, Miss Lucy Borg, Early Years Lead, or Mr Mark Pearce, Head Teacher.

Definitions

The school uses the definition of *safeguarding and promoting the welfare of children* and the definitions of *abuse* as stated in the KCSIE 2026:

Definition of Safeguarding

'Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance (KCSIE 2026) as:

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

Keeping Children Safe in Education (September 2026)

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. Children may also cause harm to other family members, often referred to as child-to-parent or caregiver abuse. Staff should recognise this as a potential safeguarding concern and respond in accordance with the school's safeguarding procedures.

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 Safeguarding arrangements are remedied without delay;
7. To ensure that safe recruitment procedures are operated.
8. To promote an inclusive and anti-discriminatory safeguarding culture in which racism, discrimination and prejudice are recognised, challenged and responded to appropriately, and their potential impact on children's experiences, safety and access to help is understood.

Management of Safeguarding

Designated Safeguarding Lead

The school has appointed Mrs Anna Rokakis, Assistant Headteacher - Pastoral as the Designated Safeguarding Lead. As the Designated Safeguarding Lead, Mrs Anna Rokakis takes lead responsibility for safeguarding and child protection. In the event of her absence from the school, Mrs Emily Reid, Miss Lucy Borg and Mr Mark Pearce will act on her behalf.

Availability and Contact Details

During term time, and throughout the duration of 'Summer School', the Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads 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 Safeguarding Lead can be contacted on the out of hours phone number. Contact details for the Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads are set out below:

Contact details for the Designated Safeguarding Lead and Deputy to the Designated Safeguarding Lead

Offsite Designated Safeguarding Lead, Mr Jonathan Carroll, Chair of the Board: chair@heathhouseprepschool.com 07702828112

Role	Name	Position at the school	Location on school site	Contact details
Designated Safeguarding Lead including for the EYFS	**Anna Rokakis**	Assistant Head Teacher - Pastoral	School Office, Old Library Building	Internal dial 200 0208 297 1900 or dsl@heathhouseprepschool.com Out of Hours: 07483930479
Deputy to the Designated Safeguarding Lead (DDSL)	**Emily Reid**	School Manager	School Office, Old Library Building	Internal dial 200 0208 297 1900 or dsl@heathhouseprepschool.com Out of Hours: 07483925128
Deputy to the Designated Safeguarding Lead (DDSL)	**Mark Pearce**	Head Teacher	Head's Office, Old Library Building	Internal dial 203 0208 297 1900 or dsl@heathhouseprepschool.com Out of Hours: 07483916842
Deputy to the Designated Safeguarding Lead (DDSL)	**Lucy Borg**	Head of EYFS	Tranquil Hall	Internal dial 205 02082971900 or dsl@heathhouseprepschool.com Out of Hours: 07483926751

The school maintains robust safeguarding cover arrangements for any period when the DSL is unavailable due to illness, leave or other circumstances. At least one appropriately trained DDSL will be available, and the

confidential DSL email account is accessible to the safeguarding team to ensure that safeguarding concerns are received, monitored and acted upon without delay.

Contact Details of the Local Agency Responsible for Safeguarding

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 Safeguarding are listed in Appendix 1. Safeguarding concerns must be acted upon without delay. Where there is a concern that a child is suffering, or is likely to suffer, significant harm, a referral to local authority children's social care and/or the police must be made immediately, in accordance with KCSIE and local safeguarding procedures.

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 there are concerns that a child has suffered harm, neglect or abuse, these should be discussed with the DSL and, where appropriate, referred to the Lewisham Families First Contact Point (FFCP). Any member of staff may make a referral directly where necessary. Contact details are provided in Appendix 1. If a child is in immediate danger, call 999.

The Role of the Proprietors

As required by KCSIE the proprietors ensure this Safeguarding Policy is implemented and effective. The proprietors of Heath House are Global Schools Group.

They will:

- Be responsible for undertaking annual reviews of the policies and procedures that apply to Safeguarding 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 Safeguarding Lead

The role of the Designated Safeguarding Lead as designated safeguarding lead, (guidance taken from KCSIE 2026):

The Designated Safeguarding Lead/safeguarding lead is an appropriate senior member of staff, from the school leadership team. The designated safeguarding lead takes 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 Safeguarding Lead 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 him 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 safeguarding 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.
- When a child leaves the school, including through an in-year transfer, ensure that their child protection file is transferred securely and separately from the main pupil file to the new school or college as soon as possible, and within five days for an in-year transfer or within the first five days of the start of a new term. Confirmation of receipt must be obtained. The file should include a clear, structured summary identifying current safeguarding concerns, relevant context and any ongoing support needs. Current safeguarding concerns should be clearly distinguished from historic information.
- Where appropriate, the DSL will speak directly with the DSL at the receiving school to ensure that significant safeguarding information is understood and acted upon.
- Understand relevant data protection legislation and regulations, including the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025, and understand that data protection law does not prevent the sharing of information for the purposes of keeping children safe.
- Be able to keep detailed, accurate and secure written records of all concerns, discussions and decisions made, including the rationale for those decisions. This should include instances where referrals were or were not made to another agency, such as local authority children's social care or through the Prevent referral process.
- 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:

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

o 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

o 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.

- Work with the Senior Leadership Team to discuss, determine and implement the appropriate internet Filtering and Monitoring systems for the school to ensure all children's safety when using technology (particularly the internet) at school.

Training

The Designated Safeguarding Lead (and all DDSLs) 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 Safeguarding Lead 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 Family Help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- Have a working knowledge of how local authorities conduct a safeguarding case conference and 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 Safeguarding 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;
- Have regard for the Data Protection in Schools guidance;
- 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 DPA/ 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. This includes ensuring that the school meets the Internet Filtering and Monitoring guidance set out by the DfE;
- 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.
- Understand the lasting impact that adversity and trauma can have on children's behaviour, mental health and wellbeing, and how this may affect their educational outcomes.
- Be alert to the specific needs of children in need, children with SEND, children with relevant health conditions and young carers.

Raise Awareness

The Designated Safeguarding Lead should:

- Ensure the school's Safeguarding Policies are known, understood and used appropriately;
- Ensure the school's Safeguarding 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 Safeguarding 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 safeguarding partner arrangements to ensure that staff are aware of relevant training opportunities and the latest local safeguarding policies and procedures.

The Designated Safeguarding Lead 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 Safeguarding Policy and procedures, the role of the Designated Safeguarding Lead 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, support the child and their family to access appropriate help at the earliest opportunity, including universal services, community-based early help or targeted support through Family Help, in accordance with Lewisham's local safeguarding arrangements and thresholds;
- 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 safeguarding file is transferred to the new school or college as soon as possible within the specified time frame. 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;
- Review and monitor the Internet Filtering and Monitoring systems in place at Heath House;
- Be trained in Safeguarding and inter-agency working. This training will be updated every two years. Training is usually undertaken through Lewisham Council or another suitable and reputable training provider.

Role of Staff

Following guidance in *Keeping Children Safe in Education (2026)* and *Working Together to Safeguard Children* (2026) 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 Safeguarding Lead using the procedure set out below in this policy.

All staff, including those who do not work directly with children, must read and understand Part One of Keeping Children Safe in Education 2026. Part One will be provided to all staff at induction and whenever the statutory guidance is updated. Staff will be required to confirm that they have read and understood it.

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 Safeguarding Lead, 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.

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 Safeguarding Lead 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 Safeguarding Lead or their deputies and record their concerns on CPOMS;
- Consult with the Designated Safeguarding Lead 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 Safeguarding 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 2026 and read any updates provided by the school;
- Have regard for the Prevent Duty 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;
- Engage in informal training during staff meetings and read any briefings or information shared relating to safeguarding children and child protection;
- Ensure that they keep their knowledge up to date by reading e-bulletins and other relevant documents;
- Have regard for all school policies including any updates issued;
- Be aware of any changes in guidance or legislation relevant to their position and the children in their care;
- Ensure they carry out their due diligence prior to directing children to access any website or computer program to ensure that the content is appropriate. If a teacher feels that a website which can be accessed is inappropriate, they should alert the Senior Leadership Team as soon as possible;
- 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 them 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;
- Child-on-child 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/ 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 childminder;
- 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
- Child-on-child 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 staff will remain vigilant and report any of the above signs, or a combination of signs, to the DSL or a DDSL without delay. Staff should be aware that safeguarding concerns may not always present through obvious or outward 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.

Staff should be aware that domestic abuse can include coercive or controlling behaviour and that children may experience domestic abuse directly as victims, as well as through seeing, hearing or experiencing its effects within the family. Staff should consider the cumulative and potentially long-term impact of domestic abuse on a child's safety, wellbeing and development.

All staff are constantly vigilant for any signs of abuse and report any concerns to the DSL. Additional information and support for staff is available from the NSPCC and the government's advice on 'What to do if you're worried a child is being abused: Advice for Practitioners'.

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 take the lead in responding to reports of child-on-child sexual violence and sexual harassment and, where appropriate, will liaise with local authority children's social care and/or the police in accordance with KCSIE and local safeguarding procedures. KCSIE 2026 states that it is important that all school staff are aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it can happen both inside and outside of school. When referring to sexual violence in this section, KCSIE does so in the context of child-on-child sexual violence.

When referring to sexual violence, KCSIE refers to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (NOTE - Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault).

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

What is consent?
Consent is about having the freedom and capacity to choose.
Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.
It is important to note that:
• a child under the age of 13 can never consent to any sexual activity
• the age of consent is 16
• sexual intercourse without consent is rape.

(KCSIE 2026)

Specific Safeguarding Issues

Pupils with SEND

We are committed to safeguarding all children, including children with special educational needs and disabilities (SEND) and children with certain health conditions. Staff must recognise that additional barriers can exist when identifying abuse, neglect and exploitation in this group of children. These can include:

• assumptions that indicators of possible abuse, such as behaviour, mood and injury, relate to the child's disability or condition without further exploration;
• children being more prone to peer-group isolation or bullying, including prejudice-based bullying, than

other children;
• children with SEND or certain medical conditions being disproportionately affected by behaviours such as bullying without outwardly showing signs; and
• communication barriers and difficulties in managing or reporting these challenges.

Staff must remain alert to these additional vulnerabilities and report any safeguarding concern to the DSL or a DDSL without delay. The school will consider what additional pastoral support and communication arrangements may be appropriate for children with SEND and certain health conditions.

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 2026)

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

• bullying, including cyberbullying, prejudice-based and discriminatory bullying;
• abuse in intimate personal relationships between children;
• physical abuse, such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
• sexual violence and sexual harassment;
• consensual and non-consensual sharing of nude and semi-nude images and/or videos, including images that have been digitally manipulated or wholly generated using artificial intelligence;
• causing someone to engage in sexual activity without consent;
• upskirting; and
• initiation or hazing-type violence and rituals.

All staff are vigilant in identifying and responding to child-on-child abuse, whether it occurs inside or outside 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 or the 'Worry Box' if they would like.

Any incidents of child-on-child abuse are recorded on CPOMS and 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 child-on-child 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.

In the context of managing reports of child-on-child sexual violence and/or harassment, KCSIE 2026 states that, 'Where appropriate, children affected by harmful sexual behaviour should be supported through the appropriate level of intervention, which may include universal or community-based early help, Family Help or statutory children's social care intervention. Early and proportionate intervention can be particularly important in addressing non-violent harmful sexual behaviour and preventing escalation.'

The school will respond to all incidents involving the making or sharing of nude and semi-nude images and/or videos in accordance with KCSIE and current UKCIS guidance. This includes consensual and non-consensual sharing and imagery that has been digitally altered or wholly generated using artificial intelligence, including deepfakes or 'deep nudes'.

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 child-on-child 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 child-on-child 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 he 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.

In the event of the school being made aware of a local abduction, attempted abduction or other related concern, the children may be shown the following video and have an additional PSHE lesson/ discussion with their teacher to remind them of the appropriate way to behave when out in the local community as well as what to do if they feel they are in danger whilst they are outside.
Stranger Safety Video: https://www.youtube.com/watch?v=H95m0v2sIMY

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 school's teaching on cyberbullying and child-on-child abuse, any incidents of upskirting will be appropriately reported. Heath House is a mobile phone-free environment for pupils throughout the school day. Pupils must not have access to or use a mobile phone or other personal interactive communication device during the school day, including during lessons, transitions, breaktimes and lunchtime. Where a pupil brings a permitted device to school, it must be switched off and stored securely for the duration of the school day. Any exception must be authorised by the Head Teacher and will be considered on an individual basis, including where necessary to meet a pupil's medical needs or to make a reasonable adjustment.

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 school will have regard to the current Lewisham Safeguarding Children Partnership threshold guidance when determining the appropriate level of support or intervention. Where there is reasonable cause to

suspect that a child is suffering, or is likely to suffer, significant harm, a referral will be made to children's social care immediately. Where needs do not meet the threshold for statutory intervention, the school will consider appropriate universal or community-based early help or Family Help in accordance with current local arrangements.

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.

Children in Temporary Accommodation

From 1 September 2026, local housing authorities have a duty, where the required agreement has been obtained, to take reasonable steps to notify a child's educational institution when the child is placed in temporary accommodation. Where Heath House receives such a notification, the information will be shared promptly with the Designated Safeguarding Lead and other relevant staff on a need-to-know basis.

The school recognises that children living in temporary accommodation may experience additional barriers affecting their education, attendance, wellbeing and welfare. The DSL, working with the school's pastoral and attendance leads as appropriate, will consider whether the child or family requires additional support, including practical support, pastoral support, attendance support, universal or community-based early help, Family Help or referral to other services where appropriate. Any safeguarding concerns arising from the child's circumstances will be managed in accordance with this policy.

For further guidance on these and other specific safeguarding issues, staff should refer to KCSIE 2026 and current relevant statutory and local safeguarding guidance.

Children who are lesbian, gay or bisexual and children who are questioning their gender

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory Relationships and Health Education (RHE) curriculum and at an age appropriate time in an age appropriate manner to children at Heath House.

Children who are questioning their gender may have additional vulnerabilities and may need sensitive and thoughtful support. Staff should respond to each child as an individual, taking account of their particular circumstances, safeguarding needs and wellbeing. In accordance with KCSIE 2026, the school will take a cautious approach and consider the broad range of the child's individual needs, normally in partnership with parents or carers, except where involving them would present a significant risk of harm to the child. Any relevant clinical information and wider vulnerabilities, including bullying, should be considered. Safeguarding concerns must be reported to the DSL in the usual way.

Young Carers

Heath House recognises that children who have caring responsibilities may require additional support. Staff should be alert to the needs of young carers and recognise that caring responsibilities can have an impact on a child's attendance, attainment, behaviour and wellbeing.

Early identification is important to ensure that young carers receive appropriate support at the right time. Where a child is identified, or is thought to be, a young carer, staff should inform the Designated Safeguarding Lead. The DSL will consider the child's individual circumstances and whether additional pastoral support, universal or community-based early help, Family Help, or support from relevant external, local authority or health services may be appropriate.

Heath House will work sensitively with the child and their family and will remain alert to any wider safeguarding concerns that may arise from the child's circumstances.

Early Help and Family Help

All children and families may benefit from help and support at different times. Universal services and community-based early help can provide support as soon as problems emerge. Where a child and family have multiple or complex needs requiring more targeted support, Family Help brings together targeted early help and support for children in need under section 17 of the Children Act 1989. The school will work with local services and safeguarding partners to ensure that children and families receive the right help at the right time. Any child may benefit from early help or Family Help, but staff should be particularly alert to the potential need for additional support for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;

- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing alcohol and other drugs themselves;
- has returned home to their family from care;
- has experienced multiple suspensions;
- is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit;
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; or
- is persistently absent from education, including persistent absences for part of the school day.

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.

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. Please also see the Staff Mental Health and Wellbeing policy.

Children Absent from Education

KCSIE 2026 places emphasis on the risks associated with children being absent from 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. Children being absent from education for prolonged periods and/or on repeat occasions can be a vital warning sign of a range of safeguarding issues, including neglect, child sexual exploitation and child criminal exploitation, particularly county lines. Unexplained and/or persistent absence from education, including absence for part of the school day, may indicate that a child is at risk of harm.

The school recognises that attendance is a safeguarding matter as well as an educational one. Staff must respond promptly to unexplained and persistent absence and follow the procedures set out in the school's Attendance and Pupil Welfare Policy and, where relevant, the Children Missing Education Policy. Particular attention will be given where a child is already known to children's social care, as absence from education may increase existing safeguarding risks.

Staff should:

- Be aware that unexplained and/or persistent absence from education may be an indicator of abuse, neglect or exploitation;
- Follow the school's procedures for unauthorised absence as set out in the Attendance and Pupil Welfare Policy and the procedures for children missing 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.

The school monitors attendance closely and responds to emerging or persistent attendance concerns in accordance with the Attendance and Pupil Welfare Policy. Attendance concerns will be considered alongside any wider safeguarding information, and staff must report safeguarding concerns to the DSL without delay.

Alternative Provision

If a pupil is placed in alternative provision, Heath House retains full responsibility for that pupil's safeguarding and welfare (as required by KCSIE 2026). To ensure that placements are safe and appropriate, Heath House will ensure that:

- Written confirmation is obtained from the alternative provider that all necessary safeguarding checks have been carried out on all individuals working there—these checks should be equivalent to those performed for Heath House.
- The alternative provider will inform Heath House promptly of any changes that might affect the child's safety (e.g. staff changes or other arrangements posing risk).
- Records of the address of the alternative provider and any subcontracted or satellite sites used are maintained.
- Placements are reviewed at least every half term to assure ourselves that the pupil is attending as required, that the child's needs are being met, and that the provision remains safe.
- If at any time safeguarding concerns arise about the alternative provision, the placement will be reviewed immediately—and terminated if necessary—unless the concerns are satisfactorily resolved.
- The school will maintain regular contact with the alternative provision and continue to undertake due diligence throughout the placement, including monitoring the pupil's attendance, welfare, behaviour and progress and ensuring that the provision continues to meet the pupil's educational, pastoral and, where relevant, SEND needs.

The school will ensure that all staff are aware of these arrangements and that alternative provision partners are clear on our safeguarding expectations.

(KCSIE 2026)

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, 2026)

The school recognises that exploitation may be perpetrated by individuals or groups and may occur within wider peer, community or organised networks. Children may experience multiple and overlapping forms of harm, including sexual exploitation, criminal exploitation, trafficking, coercion, violence and online abuse. Staff should consider the wider context in which harm occurs and report any concerns to the DSL without delay.

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 non contact 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, 2026)

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, 2026)

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 Lewisham Safeguarding Children Partnership provides local safeguarding guidance and resources for professionals working with children and young people. Staff should refer to current LSCP guidance and procedures where there are concerns about exploitation.

Female Genital Mutilation (FGM)

Female Genital Mutilation is illegal in the UK and is a form of child abuse and violence against women and girls. All staff must act immediately on any concern that a girl may be at risk of, or may have undergone, FGM and must follow the school's safeguarding procedures.

Teachers have a specific statutory duty to report directly 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. This duty is in addition to following the school's safeguarding procedures and informing the DSL. Concerns that a girl may be at risk of FGM should be reported to the DSL and dealt with through the usual safeguarding referral process.

Staff must not make assumptions about risk based solely on a child's ethnicity, nationality or family background. Each safeguarding concern will be considered on its individual circumstances.

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 and Channel
Schools are subject to a duty (under section 26 of the Counter-Terrorism and Security Act) and must have due regard to the need to prevent people from becoming terrorists or supporting terrorism. This is known as the Prevent Duty.

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multiagency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern.

Staff receive appropriate Prevent awareness training and understand how to identify and report concerns that a child may be susceptible to radicalisation. Where a concern is identified, staff must report it without delay to the DSL, who will consider the appropriate next steps in accordance with the Prevent duty and local procedures, including whether a Prevent referral, Channel support or referral to children's social care is appropriate.

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.

Please see Appendix 4 for the Internet Safety and Filtering Policy.

Local Prevent advice and referral contact details for Lewisham are set out 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.

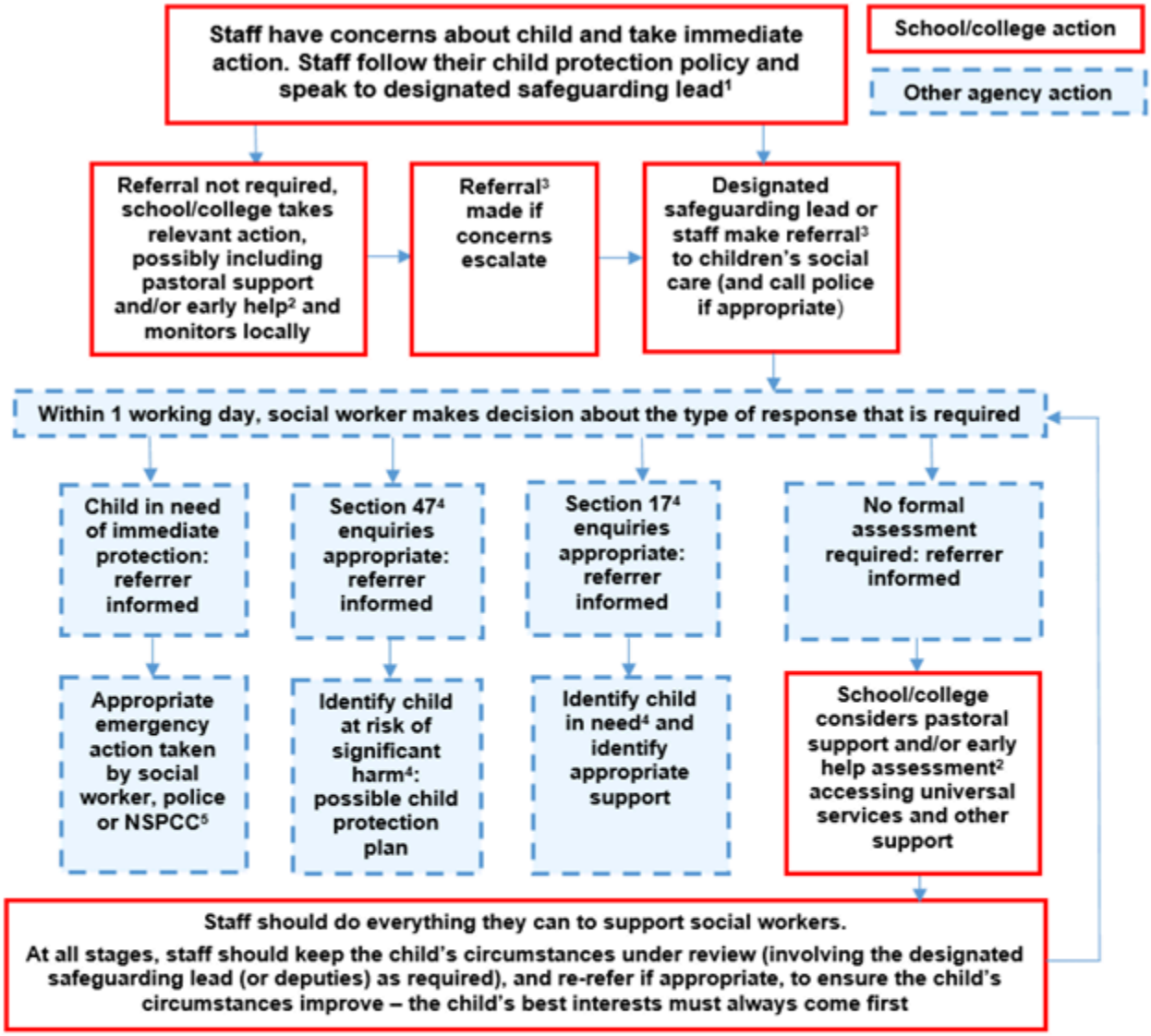
Please see the Supervision of Visitors Policy.

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 Safeguarding Lead if they make a referral. The contact details for Lewisham Children's Social Care services are listed in Appendix 1.

Actions where there are concerns about a child (taken from KCSIE 2026):

Figure 1: Flowchart setting out the actions taken where there are concerns about a child



[1] In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

[2] Family Help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated Family Help, a family help inter-agency assessment should be arranged. Working Together to Safeguard Children provides detailed guidance on the Family Help process.

[3] Referrals should follow the process set out in the local threshold document and local protocol for assessment. See Working Together to Safeguard Children.

[4] Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Working Together to Safeguard Children.

[5] This could include applying for an Emergency Protection Order (EPO).

Contact Details of the Local Agency Responsible for Safeguarding

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 Safeguarding are listed in Appendix 1. Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, a referral to local authority children's social care must be made immediately. Where a child is in immediate danger, the police must also be contacted without delay.
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 there are concerns that a child has suffered harm, neglect or abuse, these should be discussed with the DSL and, where appropriate, referred to the Lewisham Families First Contact Point (FFCP). Any member of staff may make a referral directly where necessary. Contact details are provided in Appendix 1. If a child is in immediate danger, call 999.

Policy on Dealing with Suspected Abuse
All staff should refer concerns to the Designated Safeguarding Lead 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.

Where child-on-child abuse is suspected or reported, safeguarding procedures will be followed in respect of all children involved. The school will consider the safeguarding and support needs of the child who has experienced the alleged harm, the child alleged to have caused the harm, and any other children who may have been affected. . 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 school's CPOMS (Child Protection Online Monitoring System) software, and all records must be copied to the Designated Safeguarding Lead 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. Records should be made as soon as reasonably practicable. Where there is an unavoidable delay in creating the written record, the reason for the delay should be recorded. Records must clearly distinguish between fact, observation, allegation and professional opinion and should record the child's own words wherever possible.

Staff should report any concerns about a child, disclosures or incidents immediately to the Designated Safeguarding Lead. The Designated Safeguarding Lead 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 school will have regard to the current thresholds and referral arrangements published by the Lewisham Safeguarding Children Partnership and local authority children's social care. Staff should not delay action because they are uncertain about which threshold applies. Concerns should be discussed with the DSL or a DDSL, and where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, a referral to children's social care must be made immediately.

Making Referrals to Children's Social Care or the Police

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care and if appropriate the police, (see When to call the police: Guidance for schools and colleges - npcc.police.uk) is made immediately. Referrals should follow the local referral process.

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

- The Designated Safeguarding Lead 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 Safeguarding Lead will clarify with the social worker the nature of the concerns about the child and how and why they have arisen;
- The Designated Safeguarding Lead 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.

If information is not forthcoming within the expected timeframe, or if the school remains concerned about the child's safety after a decision has been made, the DSL will follow up and, where necessary, escalate the concern in accordance with local safeguarding procedures.

Whistleblowing Procedure

The school has a culture of supporting staff and encouraging them to share concerns surrounding safeguarding with the Designated Safeguarding Lead. 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 Safeguarding Lead or member of the Senior Leadership Team immediately and follow the school's whistleblowing procedure (see Whistleblowing Policy).

As outlined in KCSIE 2026 and the Whistleblowing Policy, if a member of staff feels unable to raise an issue with the Senior Leadership Team, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- General guidance can be found via - https://www.gov.uk/whistleblowing
- The NSPCC's What you can do to report abuse helpline - https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/ (for staff who feel unable to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled).

Please see the Whistleblowing Policy.

Safeguarding Concerns or Allegations about Staff, Supply Staff, Trainee Teachers, Volunteers and Contractors

The school will follow Part Four of KCSIE 2026 whenever a safeguarding concern or allegation is made about any adult working in or on behalf of the school, including members of staff, supply staff, trainee teachers, volunteers and contractors. Concerns and allegations will be managed promptly, fairly and consistently, with the welfare of the child as the paramount consideration. Where an allegation concerns the Head Teacher, it must be reported directly to the Chair of the Board without informing the Head Teacher. The procedure is to report to the Chair of the Board, Jonathan Carroll on chair@heathhouseprepschool.com.

The harm threshold is met where it is alleged that a person who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Where the harm threshold may be met, the case manager will contact the LADO without delay and before undertaking any internal investigation. Where a child is in immediate danger or a crime may have been committed, the police and/or children's social care will also be contacted as appropriate.

There will be no unnecessary delay in referring and managing allegations. Information relating to an allegation will be shared only with those who need to know in order to safeguard children, support those involved and enable the allegation to be properly considered and investigated. Confidentiality will be maintained in accordance with KCSIE 2026.

Suspension will not be an automatic response to an allegation. The case manager, in consultation with the LADO where appropriate, will consider whether there is cause to suspend the individual or whether alternative arrangements can be put in place while the allegation is investigated. Decisions will take account of the safeguarding risk to children, the seriousness of the allegation and the need to ensure that any investigation can proceed effectively.

Low-Level Concerns

As part of the whole school approach to safeguarding, Heath House ensures that it promotes an open and transparent culture in which all concerns about all adults working in or on behalf of the school are dealt with promptly and appropriately.

Creating a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should:

- enable schools to identify inappropriate, problematic or concerning behaviour early
- minimise the risk of abuse, and
- ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of Heath House.

What is a low-level concern?

The term ‘low-level’ concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their personal phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating children.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

It is crucial that all low-level concerns are shared responsibly with the right person and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from becoming the subject of potential false low-level concerns or misunderstandings.

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

Concerns about adults that do not meet the harm threshold will be managed as low-level concerns in accordance with KCSIE 2026, the Staff Code of Conduct and the school's disciplinary procedures as appropriate. Staff are encouraged to self-refer where they believe that they may have acted in a way that could be misinterpreted or may fall below the standards expected in the Staff Code of Conduct.

All low-level concerns about a member of staff, supply staff, volunteer or contractor should be reported to the Head Teacher. The Head Teacher may delegate responsibility for receiving and managing low-level concerns to the DSL, but retains overall responsibility for their management. Where a low-level concern relates to the Head Teacher, it must be reported to the proprietor or the proprietor's designated representative.

Low-level concerns will be recorded in writing, including details of the concern, the context in which it arose and the action taken. The name of the individual sharing the concern should also be recorded unless they wish to remain anonymous, where reasonably possible. Records will be kept confidentially, reviewed so that potential patterns of concerning behaviour can be identified, and retained in accordance with KCSIE and the school's data-retention arrangements.

Following a report of a low-level concern, the Senior Leadership 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 and the Staff Code of Conduct for the policy on low-level concerns relating to staff conduct.

Safe Recruitment of Staff

Mrs Emily Reid, School Manager, Anna Rokakis, Assistant Head – Pastoral, Damian Williams, Assistant Head – Academic and Mark Pearce, Head Teacher are trained in Safer Recruitment. The school follows the recruitment procedure set out in the Safe Recruitment of Staff Policy.

Staff induction training includes:

- The Staff Handbook;

- The School Handbook;
- The Safeguarding Policy;
- The identity of the Designated Safeguarding Lead (see Safeguarding Policy);
- Safeguarding Children e-learning;
- The Privacy Policy;
- Appropriate data protection and information governance training;
- The Confidentiality Policy;
- The Staff Code of Conduct Policy;
- The Staff Disciplinary Policy;
- Staff Acceptable Use of Technology Policy Agreement;
- The Whistleblowing Policy;
- The Behaviour and Anti-Bullying Policy;
- The Attendance and Pupil Welfare Policy;
- The Children Missing Education Policy;
- The School Policy List;
- Information about the risks of radicalisation:
o Current Prevent duty guidance and Prevent awareness training appropriate to the staff member's role;
- Keeping Children Safe in Education 2026 – Part One, which all staff must read and understand;
- Duty for health and social care professionals and teachers to report female genital mutilation (FGM) to the police factsheet;
- New staff Handover sheet.

Heath House uses specialist teaching recruitment agencies to fill all staff vacancies such as Reeson and Veritas. The teaching agencies are reputable specialist agencies who have a clear understanding of the type of candidate that may be suited to a particular role at Heath House. The instructed agencies conduct pre employment vetting checks on the school's behalf in addition to the vetting carried out by Heath House.

In line with KCSIE 2026, as part of the recruitment process, the Senior Leadership Team will consider carrying 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. Candidates are made aware of this as part of the application process by the teaching agency and are reminded that such searches may be conducted when they attend the school as part of the interview process.

From 1 September 2026, the supervision exemption from the definition of regulated activity with children no longer applies. Where a volunteer or other individual teaches, trains, instructs, cares for or supervises children on more than three days in any 30-day period, or meets the relevant overnight condition, they will be regarded as undertaking regulated activity even where they are supervised. The school will determine the appropriate DBS and Children's Barred List checking requirements in accordance with the statutory definition of regulated activity and current DfE and DBS guidance.

Reporting to the Disclosure and Barring Service (DBS)

The school, as a regulated activity provider, has a legal duty to make a referral to the Disclosure and Barring Service where the statutory referral conditions are met.

A referral will be made where the school has removed an individual from regulated activity with children, or would or might have removed them had they not resigned, retired, been made redundant, been redeployed or otherwise ceased to provide regulated activity, and the school considers that the individual has:

- engaged in relevant conduct in relation to children;
- satisfied the harm test in relation to children; or
- received a caution or conviction for a relevant offence.

The school will complete appropriate safeguarding and disciplinary investigations and gather sufficient information to determine whether the statutory conditions for referral are met, even where the individual has already left the school. Where the conditions are met, the school will make the referral to the DBS and provide the relevant information required.

The duty to refer applies even where a referral has also been made to another body, such as the local authority, LADO, police or a professional regulator. Failure to make a referral where the legal duty applies, without reasonable justification, is an offence.

The school will consider whether a referral to the Teaching Regulation Agency (TRA) is appropriate where a teacher has been dismissed for serious misconduct, or would have been dismissed had they not resigned. A referral will be considered in accordance with current TRA teacher misconduct guidance, including where the conduct may amount to unacceptable professional conduct, conduct that may bring the teaching profession into disrepute, or conviction for a relevant offence. A referral to the TRA may be required in addition to any referral made to the DBS or other safeguarding body.

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

Use of School Premises for Non-School Activities

Heath House is the sole occupier of all 3 school buildings (Wemyss Road, Tranquil Hall and the Old Library). The school does not hire the buildings out to any third parties for any non-school events. All activities that take place within the 3 school buildings are school related activities and are therefore subject to all school policies and procedures.

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 and practitioners supporting the pupil, including local authority children's social care, Family Help services, mental health services, education welfare services and educational psychology services, as appropriate;
- Ensuring that, when a pupil with safeguarding concerns leaves the school, their child protection file is transferred securely and separately from the main pupil file to the new school or college as soon as possible, and within five days for an in-year transfer or within the first five days of the start of a new term. Confirmation of receipt will be obtained and, where appropriate, the child's social worker and/or other relevant professionals will be informed.

Physical Contact with Pupils

All staff should be aware of issues relating to physical contact with pupils and the potential for such contact to be misconstrued. Staff may use reasonable force only where it is necessary and lawful, and no more force than is reasonably required in the circumstances should be used. The use of force may involve passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact.

The school follows the DfE guidance *Restrictive interventions, including the use of reasonable force, in schools*, effective from 1 April 2026. Restrictive interventions should be used only where necessary and proportionate. Wherever possible, staff should seek to prevent or de-escalate situations before restrictive intervention becomes necessary, taking particular account of the additional vulnerabilities of pupils with SEND, mental health needs or medical conditions and the school's duties under the Equality Act 2010.

All significant incidents involving the use of force, and all incidents of seclusion, will be recorded and reported in accordance with statutory requirements and the school's procedures. Parents or carers will be informed as required by the statutory guidance. The Head Teacher and DSL will be informed of any incident where the use of force raises a safeguarding concern.

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, all staff working within the Early Years Foundation Stage (EYFS) receive safeguarding training

in accordance with the safeguarding training criteria set out in the EYFS statutory framework. This training enables staff to recognise signs of abuse, neglect and exploitation, understand how to respond appropriately to safeguarding concerns and understand the school's safeguarding procedures. The DSL responsible for the EYFS undertakes training that meets the additional requirements for designated safeguarding leads set out in the EYFS statutory framework. The school designates Mrs Rokakis, the school's Designated Safeguarding Lead, to take lead responsibility for safeguarding children within the EYFS and liaising with local statutory children's services as appropriate.

The school will comply with the notification requirements of the EYFS statutory framework. Where required, Ofsted and/or any other relevant agency will be notified of allegations of serious harm or abuse by any person living, working or looking after children at the premises, whether the alleged harm or abuse occurred on the premises or elsewhere, and of any other abuse alleged to have taken place on the premises. Notifications will be made as soon as reasonably practicable and within the timescales prescribed by the EYFS statutory framework. The school will also make any notification required to the Independent Schools Inspectorate (ISI) in accordance with the applicable independent-school inspection arrangements.

Policy for the use of Mobile Phones and Digital Photography

In accordance with the school's mobile phone policy, pupils must not have access to or use mobile phones or other personal interactive communication devices throughout the school day. Any permitted device brought onto the school site must be switched off and stored securely in accordance with school procedures. Exceptions will only be permitted where authorised by the Head Teacher, including where necessary for medical needs or reasonable adjustments.

Children have their photographs taken to provide evidence of their achievements for development records and displays. Each class has a Tablet/ school assigned mobile phone which staff use to take photos. Staff, visitors, volunteers and students are not permitted to use their own personal mobile phones or cameras to take or record images of children for their own records. Please refer to the Tablet/ Mobile Phone Agreement and Acceptable Use of Technology Policy. All staff ensure that their personal mobile phones are switched off or otherwise unable to cause disruption and are stored securely while they are responsible for pupils, in accordance with the Staff Code of Conduct and the school's mobile phone procedures. School issued mobile phones may only be used in line with the parameters set out in the Acceptable Use of Technology Policy and the Staff Code of Conduct. The school's approach to mobile phones and other personal electronic devices forms part of its wider safeguarding arrangements. Expectations for staff, pupils, visitors and volunteers are set out in the relevant Acceptable Use of Technology, Staff Code of Conduct and mobile phone policies and are communicated clearly to all relevant individuals.

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 (2026) 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, including making or sharing nudes or semi-nudes, consensually or non-consensually; viewing or sharing pornography; online bullying; and the creation, manipulation or sharing of sexualised or otherwise harmful content using artificial intelligence;
- Commerce: - risks such as online gambling, inappropriate advertising, phishing and or financial scams.Any online safeguarding concern relating to a pupil must be reported to the DSL or a DDSL without delay and managed in accordance with the school's safeguarding procedures. Where appropriate, concerns will be referred to children's social care, the police or other relevant agencies.

The proprietors of Heath House ensure that online safety is a running and interrelated theme throughout the school's approach to safeguarding and all related policies and procedures. This includes considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement. (KCSIE 2026)

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. Pupils may only bring a mobile phone to school where an exception has been specifically agreed by the school. This may include Year 6 pupils who travel to or from school independently, with the express permission of the Head Teacher or a member of the Senior Leadership Team, or where an individual exception or reasonable adjustment is required for a medical, disability, safeguarding or other exceptional need. 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 must not use or have access to their mobile phone during the school day unless a specific exception has been agreed by the school. Where access is permitted, the school will determine the purpose, time, location and level of supervision required.

It is the school's policy that pupils are supervised <u>at all times</u> when using ICT equipment and the Internet, or viewing Internet content during lessons. Teachers ensure that they have conducted their due diligence before directing children to access a website/ computer program. Teachers inform SLT of any websites/ programs which they feel may have harmful or suspicious content so that the website/ program can be investigated further and access blocked if necessary.

Internet filters are strict and blocked websites and categories 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 School Manager checks network reports on a daily basis to review the effectiveness of the filters in place and provides feedback to the Senior Leadership Team as appropriate.

Filtered groups and websites are reviewed regularly, as and when the need arises, and as a minimum once per term. The effectiveness of the school's filtering and monitoring provision will be formally reviewed at least once every academic year. The review will be led by the member of the Senior Leadership Team responsible for filtering and monitoring, supported by the DSL and relevant IT staff or providers. The review will include checks of filtering and monitoring systems on internet-connected devices used across the school and in all relevant school locations. A record of the review, its findings and any actions arising will be maintained.

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 the making or sharing of nudes and semi-nudes; 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.

The school recognises the important role of parents and carers in supporting children to stay safe online outside the school day. The school will work in partnership with parents and carers by providing information and guidance about online risks, age restrictions, privacy settings, parental controls and appropriate use of social media, online games, messaging services and other digital platforms. Parents and carers are encouraged to take an active interest in their child's online activity and to talk regularly with their child about staying safe online. Where the school becomes aware of an online safeguarding concern affecting a pupil, this will be managed in accordance with the school's safeguarding procedures and parents or carers will normally be involved where it is appropriate and safe to do so.

The school will signpost parents and carers to current, reputable online-safety information and resources, including guidance published or endorsed by the Department for Education and other recognised online-safety organisations.

Parents are encouraged to maintain appropriate oversight of their child's use of the internet and connected devices at home, taking account of the child's age and maturity. The school will provide support and guidance to parents and carers where online activity gives rise to a safeguarding concern and may invite parents or carers to meet with the DSL where appropriate.

Please see Appendix 4 of this policy for the Internet Safety and Filtering Policy which contains further detail on the measures in place to safeguard children at Heath House.

The school recognises that children may encounter misinformation, disinformation, conspiracy theories and other misleading or harmful content online, including content that has been created or manipulated using artificial intelligence. Such material can affect children's understanding of the world, their behaviour, wellbeing and relationships, and in some circumstances may contribute to radicalisation or other safeguarding risks.

Our Approach:

1. **Education and Awareness**
    - Online safety and age-appropriate media literacy will be incorporated into the curriculum, assemblies and pastoral education. Pupils will be supported to think critically about information encountered online, recognise that online content may be inaccurate, misleading, manipulated or AI-generated, and understand when and how to seek help from a trusted adult.
2. **Staff Vigilance**
    - Staff will remain alert to signs that pupils may be influenced by harmful content or engaging in unsafe online behaviour.
    - Concerns will be recorded and reported using the school's safeguarding procedures.
3. **Support and Intervention**
    - Pupils identified as being at risk will receive age-appropriate support through pastoral care, guidance, or referral to external services where needed.
    - Parents and carers will be informed and guided on how to discuss these issues with their children safely.
4. **Preventive Measures**
    - The school will ensure that online platforms used within the school are monitored and filtered to reduce access to harmful content.

AI (Artificial Intelligence)

When using AI, the Heath House team will:

- Ensure that any use of generative AI by staff or pupils is age-appropriate, educationally appropriate and consistent with the terms and age restrictions of the particular product. AI tools will only be made available to pupils where they have been approved by the school and appropriate safeguarding, filtering, monitoring and data-protection arrangements are in place.
- consider safeguarding and online safety as part of any decision to introduce or use an AI tool;
- ensure that AI use is age-appropriate and that the terms, conditions and age requirements of individual products are followed;
- use only AI tools and platforms that have been approved by the school and/or Global Schools Group;
- ensure that appropriate filtering, monitoring, cyber-security and data-protection arrangements apply to the use of AI;
- ensure that staff do not enter personal, confidential or sensitive information about pupils, families or staff into AI systems unless the system has been specifically approved for that purpose and the processing complies with the school's data-protection requirements;
- educate pupils, where age appropriate, about the limitations and risks of AI, including inaccurate or fabricated information, bias, manipulation, inappropriate content, privacy risks and AI-generated or manipulated images;
- remain alert to the potential misuse of AI by pupils, including its use in bullying, impersonation, the creation or manipulation of sexualised images, academic work or other harmful behaviour; and
- review the school's approach to AI as technology, statutory guidance and associated safeguarding risks develop.

iPads

Heath House has a growing suite of iPads for use by children within their lessons. The iPads will only be used under the strict supervision of Heath House Staff for appropriate and sanctioned activities. Children, regardless of their age or the activity they are engaged in, should not be left alone using the iPad. The time iPads are used for will be mandated by teachers and the reasons for use will be within teachers planning. iPads are, under no circumstances, to be taken home by any pupil or teacher.

Use of the iPads is with the focus on broadening the computing curriculum at Heath House and allowing use of integrated technology throughout the wider curriculum areas. The Senior Leadership Team, in collaboration with Class Teachers, determines which applications are available for children to use so that robust checks can be conducted prior to use to determine suitability.

Teachers are not to use the iPads for their work (each teacher has access to a desktop PC) nor are they to be used for personal means.

iPads are currently stored in the Old Library building. All devices are locatable via the 'Find My' app from the School Manager's school phone. Staff are unable to download new apps without seeking permission from the School Manager and/or Head Teacher and passwords/ controls ensure this as a further method of safeguarding.

All school iPads are connected to the school network and are subject to the school's filtering and monitoring arrangements. These arrangements apply to school-managed devices and are reviewed in accordance with the Department for Education's filtering and monitoring standards.

iPads all have screen protectors and robust cases to protect them and prevent as much damage as possible. Any damage, however it is caused, must be reported to the Head Teacher or School Manager at the earliest opportunity. In the same way, any misuse of the iPad must also be reported to the Head Teacher as soon as possible.

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, children accessing school-provided online learning from home will not necessarily be subject to the same filtering and monitoring arrangements that operate on the school premises. Parents and carers will therefore be advised to provide age-appropriate oversight of their child's use of technology and to ensure that appropriate parental controls and filtering arrangements are in place on devices used at home.

The school will intermittently monitor the children's use of Microsoft Teams from a technical perspective 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 School Closure Arrangements for Child Protection, Appendix 3.

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. Teachers will only access data relating to the children in their care whilst at school, programmes such as SIMS are not to be accessed from home under any circumstances.

Please see the Laptop Agreement, School Closure Arrangements (Appendix 3) and Working from Home Guidelines.

Sharing Nudes and Semi-Nudes

The making or sharing of nude and semi-nude images or videos involving children is a safeguarding concern. This includes consensual and non-consensual sharing and imagery that has been digitally altered or wholly generated using artificial intelligence, including deepfakes or 'deep nudes'.

All incidents involving the making or sharing of nude or semi-nude images or videos will be responded to in accordance with KCSIE 2026 and current UKCIS guidance. The welfare and safeguarding of the children involved will be the school's primary consideration.

When an incident comes to the attention of a member of staff:

• the incident must be reported to the DSL or a DDSL without delay;
• the DSL will undertake an initial review and consider the safeguarding needs of all children involved;
• staff must not view, copy, print, share, store or save the imagery, or ask a child to share or download it, unless there is an exceptional safeguarding reason and this has been agreed by the DSL in accordance with current guidance;
• parents or carers will normally be informed at an early stage unless doing so would place a child at additional risk of harm or otherwise prejudice a safeguarding response;
• the DSL will consider whether referral to children's social care and/or the police is required; and
• appropriate support will be provided to all children affected by the incident.

The school recognises that incidents involving nude or semi-nude imagery may form part of wider child-on-child abuse, sexual harassment, sexual violence, bullying, coercion or exploitation and will respond accordingly.

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 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 relating to the welfare or safety of a child, including concerns arising from their use of technology or activity online, please contact the Designated Safeguarding Lead without delay.

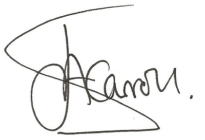
Signed:

Mark Pearce – Head Teacher

Table of changes made in the most recent review

Page number	**Change made**
Page 2	Definition of safeguarding updated in line with KCSIE 2026
Page 3	Out of hours phone number added for DSL and DDSL
Page 5	Additional duties for the DSL (from KCSIE 2026)
Page 6	Reference to the Data Protection in Schools guidance
Page 14	Early Help and Child-on-Child Sexual violence/ harassment (update from KCSIE 2026)
Page 17	Additional points added for who staff should be particularly alert for, with regards to Early Help.
Page 17	Further guidance on how to support gender questioning children.
Page 18	Further detail added to the Preventing Radicalisation section
Page 18	Detail that unexplained or persistent absences could be a sign of harm
Page 25	Added the importance of calling the local authority or the police. Link to a document which explains when to call the police.
Page 32	Name of Head Teacher amended.
Throughout	References to abuse and neglect have been updated to abuse, neglect and exploitation.
Throughout	References changed to Children Absent from Education (from children missing education)
Throughout	Concern forms replaced with CPOMS

Internal use only

Last reviewed	September 2026
Date for review	September 2027
Director's Signature	

APPENDIX 1

Contact Details - Lewisham
Children's Social Care

First Floor
1 Laurence House
Catford Road
SE6 4RU

Tel: 020 8314 6000

Lewisham Families First Contact Point (FFCP) – Children's Social Care referrals (formerly MASH)

Daytime hours (Monday–Friday, 9am–5pm): 020 8314 6660
Email: MashAgency@lewisham.gov.uk

Emergency Duty Team (out of hours): 020 8314 6000

If a child is in imminent danger, call 999.

Professionals should use the current Lewisham FFCP referral process.

Lewisham Safeguarding Children Partnership

Web: https://www.safeguardinglewisham.org.uk/lscp
Tel: 020 8314 3396
Email: safeguardingpartnership@lewisham.gov.uk

Lewisham Local Authority Designated Officer (LADO)
Tel: 020 8314 7280
Email: LewishamLADO@lewisham.gov.uk

CEOP (Child Exploitation & Online Protection)

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

Disclosure and Barring Service (DBS)
Tel: 03000 200 190

Independent Schools Inspectorate (ISI)
Tel: 020 7600 0100
Email: info@isi.net

Prevent - Support and advice about extremism

Email: prevent@lewisham.gov.uk

Where there is a safeguarding concern that a child may be susceptible to radicalisation, staff must report this to the DSL without delay. The DSL will consider the appropriate referral route in accordance with current Prevent and local safeguarding procedures.

Police
Emergency: 999
Non-emergency: 101

Department for Education – non-emergency advice about extremism in education settings
Tel: 020 7340 7264
Email: counter.extremism@education.gov.uk

This service is not for emergencies. In an emergency, call 999

APPENDIX 2

Lewisham Safeguarding Thresholds and Procedures

The school follows the current safeguarding procedures and threshold guidance published by the Lewisham Safeguarding Children Partnership (LSCP), including the LSCP Family Help Continuum of Need.

The LSCP Family Help Continuum of Need supports professionals in identifying the appropriate level of help, support or protection required for a child and family. Staff should consult the current guidance when considering whether a child or family may require universal or community-based support, Family Help or statutory children's social care intervention.

Where a safeguarding concern requires referral or advice, staff should follow the procedures set out in this Safeguarding Policy and contact the DSL or a DDSL without delay. The DSL will consider the appropriate referral route, including the Lewisham Families First Contact Point (FFCP), in accordance with current local safeguarding procedures.

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, a referral to children's social care and/or the police must be made immediately.

APPENDIX 3

SCHOOL CLOSURE ARRANGEMENTS FOR SAFEGUARDING AND REMOTE LEARNING

This is an appendix to the Safeguarding 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 may engage in during the closure of Heath House for any unforeseeable reasons (snow days/loss of power or water/pandemic etc)

Safeguarding Arrangements for Remote Learning

All information and procedures outlined in the Safeguarding Policy still apply during the school closure. In addition to the Safeguarding 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 and carers are expected to provide age-appropriate oversight of their child's use of Microsoft Teams and other technology used for remote learning. Parents and carers should work in partnership with the school to support children to access technology safely and should ensure that appropriate parental controls

and filtering arrangements are in place on devices used at home. The school retains its safeguarding responsibilities during remote learning and will respond to any safeguarding concerns in accordance with this policy. The school may monitor and restrict the use of Microsoft Teams and other school-provided Microsoft 365 services accessed using school login details.

Children are taught how to stay safe online and how to report anything that concerns or upsets them. When accessing technology and the internet through the school's network, children are protected by the school's filtering and monitoring arrangements. During remote learning, the school will continue to promote online safety and provide clear routes for children and parents or carers to report safeguarding concerns.

When providing content for children to use, teachers will ensure, so far as reasonably practicable, that content and online resources provided to children are appropriate for their age and stage of development. 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 maintain appropriate oversight of children's use of school-provided accounts and services during remote learning. Any activity that gives rise to a safeguarding concern will be reported to the DSL and managed in accordance with this Safeguarding Policy. The school's filtering and monitoring arrangements will be reviewed to take account of remote access and the use of school-managed devices away from the school site.

Staff and parents or carers should remain alert to the possibility of child-on-child abuse occurring online, including through Microsoft Teams or other technology used for remote learning. Any safeguarding concerns must be reported to the DSL without delay.

Teachers will communicate with children professionally and in accordance with the Staff Code of Conduct, as they would when teaching in school. Staff will remain alert to changes in a child's presentation, behaviour, engagement or wellbeing during remote learning and will report any safeguarding concerns to the DSL or a DDSL without delay. Appropriate pastoral support will be provided where required.

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.

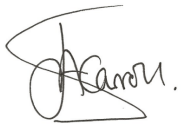
The work set by teachers will be appropriate for their class and teachers will use a suitable type of technology for the children's age. For example, children in Lower School will receive more video based recordings from their teachers as well as simple quizzes and tasks whereas Upper School children, 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.

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

If you have any concerns relating to the welfare or safety of a child, including concerns arising from their use of technology or activity online, please contact the Designated Safeguarding Lead without delay.

Internal use only

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Director's Signature	

APPENDIX 4

INTERNET SAFETY AND FILTERING POLICY

Identifying and Assigning Roles and Responsibilities

Schools should provide a safe environment to learn and work, including when online. Filtering and monitoring are both important parts of safeguarding pupils and staff from potentially harmful and inappropriate online material. Clear roles, responsibilities and strategies are vital for delivering and maintaining effective filtering and monitoring systems. It's important that the right people are working together and using their professional expertise to make informed decisions.

The Proprietors have overall strategic responsibility for filtering and monitoring and need assurance from the relevant staff that the standards are being met.

To do this, proprietors should identify and assign:

- A member of the Senior Leadership Team to be responsible for ensuring these standards are met;
- Roles and responsibilities of staff and third parties, for example, external service providers

These individuals chosen for these roles and responsibilities may do this as part of a wider role within the school. However, it must be clear who is responsible and it must be possible to make prompt changes to the provision.

Mrs Anna Rokakis, as DSL and a member of the Senior Leadership Team, has lead operational responsibility for online safety and works closely with the School Manager in relation to filtering and monitoring. The proprietors retain overall strategic responsibility for ensuring that appropriate filtering and monitoring systems are in place.

Technical Requirements

- Procuring filtering and monitoring systems – Heath House uses Cisco Meraki as part of its filtering and monitoring provision, procured through Virgin Media. The licence is renewed annually and, as part of the school's review of its filtering and monitoring provision, the SLT considers whether the existing solution continues to meet the safeguarding and operational needs of the school.
- Documenting decisions on what is blocked or allowed and why – The school maintains appropriate records of filtering categories and significant decisions to block or allow particular content. Changes to filtering arrangements, together with the reasons for significant changes, are documented so that decisions can be reviewed and appropriate safeguarding oversight maintained.
- Reviewing the effectiveness of the provision – The effectiveness of the school's filtering and monitoring provision is reviewed regularly and formally at least once each academic year. The formal review involves members of the Senior Leadership Team, the DSL and appropriate IT support, with proprietor oversight. The outcome of the review and any actions arising from it are recorded. Additional reviews or

checks are undertaken where a safeguarding risk is identified, working practices change or new technology is introduced.

- Overseeing reports – The School Manager oversees filtering and monitoring reports and alerts and ensures that potentially concerning activity is reviewed promptly. Any activity that may indicate a safeguarding concern is reported to the DSL or a DDSL without delay. Appropriate action is taken and the outcome recorded in accordance with the school's safeguarding procedures.

Monitoring Strategy

The school maintains a monitoring strategy that is appropriate to the age and needs of pupils, the technology used by the school and the safeguarding risks identified through its annual filtering and monitoring review.

Monitoring arrangements include:

- regular review of monitoring reports and alerts, with reports reviewed at least weekly and more frequently where the system provides daily reporting;
- immediate escalation to the DSL or a DDSL where activity indicates a high-risk safeguarding concern;
- recording the action taken and outcome where monitoring identifies a safeguarding concern; and
- periodic checks to confirm that monitoring systems are functioning effectively and continue to provide appropriate coverage.

Monitoring is used as part of the school's wider safeguarding arrangements and does not replace appropriate staff supervision, professional curiosity or the requirement to report concerns without delay.

Standards for All Staff

All staff must:

- Understand their role in safeguarding in relation to internet safety and filtering;
- Ensure they are appropriately trained and keep their training up to date;
- Follow policies and procedures in place at Heath House;
- Act on reports and concerns that may arise;
- Ensure that they communicate any concerns in a timely manner;
- Maintain appropriate supervision of children's use of technology and remain alert to online safeguarding concerns;
- Be vigilant with any suspicions of inappropriate online relationships including cyber bullying (mainly through observation of conversations or dealing with disclosures appropriately);
- Report if:
  - they witness or suspect unsuitable material has been accessed
  - they can access unsuitable material
  - they are teaching topics which could create unusual activity on the filtering logs
  - there is failure in the software or abuse of the system
  - there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
  - they notice abbreviations or misspellings that allow access to restricted material

The Senior Leadership Team work closely with the School Proprietors on all aspects of Internet Safety and Filtering.

Day to Day Management

Day to day management of filtering and monitoring systems requires the specialist knowledge of both safeguarding and IT staff to be effective.

Any issues which arise are dealt with at the time of the issue – there is **no delay** in acting upon any allegations of inappropriate use or reviewing filters if inappropriate content can be accessed.

As outlined in the Safeguarding Policy, the DSL takes lead responsibility for safeguarding and online safety, which includes overseeing and acting on:

- Filtering and Monitoring Reports;
- Safeguarding concerns
- Checks to filtering and monitoring systems

The School Manager is responsible for:

- Maintaining filtering and monitoring systems;
- Providing filtering and monitoring reports;
- Completing actions following concerns or checks to systems.

The School Manager and the Senior Leadership Team work to:

- Procure systems
- Identify risk
- Carry out reviews
- Carry out checks

The filtering and monitoring systems in place at Heath House are reviewed termly in addition to annually when the solution's license expires at which time investigations into whether the solution remains the most suitable for the needs of the school.

The Importance of Internet Safety, Filtering and Monitoring

For filtering and monitoring to be effective, it must meet the needs of pupils and staff and reflect the specific use of technology at Heath House while minimising potential harms. To understand and evaluate the changing needs and potential risks of the school, regular reviews of filtering and monitoring provisions must be conducted, at least annually. The reviews are conducted by SLT using guidance issued by the government to ensure compliance. The reviews are recorded as part of the SLT weekly meetings and Annual Safeguarding Review.

Additional checks to filtering and monitoring need to be informed by the review process so that proprietors have assurance that systems are working effectively and the school is meeting safeguarding obligations.

The annual review takes into account:

- The risk profile of pupils, including their age range, pupils with special educational needs and disability (SEND), pupils with English as an additional language (EAL);
- What the filtering system currently blocks or allows and why;
- Any outside safeguarding influences, such as county lines;
- Any relevant safeguarding reports;
- The digital resilience of pupils;
- Teaching requirements, for example, your RHE and PSHE curriculum;
- The specific use of your chosen technologies, including Bring Your Own Device (currently prohibited at HH);
- The risks associated with generative artificial intelligence, including dynamic, personalised and AI-generated content, and
- What related safeguarding or technology policies you have in place;
- What checks are currently taking place and how resulting actions are handled.

To make the filtering and monitoring provision effective, the review informs:
- Related safeguarding or technology policies and procedures;
- Roles and responsibilities of staff;
- Training of staff;
- Curriculum and learning opportunities;
- Procurement decisions;
- How often and what is checked;
- Monitoring strategies.

The review is formally conducted as a minimum annually, or when:

- a safeguarding risk is identified;
- there is a change in working practice, like remote learning;
- new technology is introduced.

Blocking harmful and inappropriate content without unreasonably impacting teaching and learning
An active and well managed filtering system is an important part of providing a safe environment for pupils to learn. No filtering system can be 100% effective. SLT understand the coverage of the filtering system, any limitations it has, and mitigate risks as much as possible accordingly to minimise harm and meet the statutory requirements in Keeping Children Safe in Education (KCSIE) and the Prevent duty.

An effective filtering system needs to block internet access to harmful sites and inappropriate content however, it should not unreasonably impact teaching and learning or school administration or restrict students from learning how to assess and manage risk themselves.

Filtering System
The school's filtering provider (Cisco Meraki) is:

The school's filtering provision is configured to implement the Internet Watch Foundation (IWF) and Counter-Terrorism Internet Referral Unit (CTIRU) blocklists. These blocklists are regularly updated and must not be capable of being disabled, overridden or altered by users. The filtering provision blocks access to illegal content, including child sexual abuse material and unlawful terrorist content.

The school works with its filtering provider and IT support to ensure that the filtering provision continues to meet the school's safeguarding needs and the current DfE filtering and monitoring standards.

The filtering system is active, up to date and, as appropriate to the school's technical configuration, applies to:

- all users, including guest accounts;
- all school-managed devices, including those taken off-site;
- all devices accessing the school's internet connection.

Where temporary exceptions to filtering arrangements are required for legitimate technical or educational purposes, they must be authorised and documented by the member of SLT responsible for filtering and monitoring, with any safeguarding implications considered by the DSL.

Staff are not permitted to 'Bring their own Device' and therefore are not permitted to use the school's internet on their own laptop, tablet, phone or other mobile device.

The filtering system should:

- filter all internet feeds;
- be age and ability appropriate for the users, and be suitable for educational settings;
- handle multilingual web content, images, common misspellings and abbreviations;
- identify technologies and techniques that allow users to get around the filtering such as VPNs and proxy services and block them;
- provide alerts when any web content has been blocked;
- take account of content accessed through mobile applications and other technologies where browser-based filtering alone may not provide sufficient protection;
- be considered alongside the school's monitoring provision in relation to real-time, dynamic, personalised and AI-generated content;
- enable, as a minimum, relevant activity to be traced by device name or ID, IP address and, where possible, individual user, together with the time and date of attempted access and the search term or content blocked.

The school's arrangements should enable potentially concerning activity to be traced, where reasonably practicable, to the relevant device and individual user. School-managed devices are identifiable and appropriate records or allocation arrangements are maintained so that safeguarding concerns arising from their use can be investigated.

Content Filtering

The school maintains an operational record of filtering categories, significant blocked or permitted content and the rationale for significant filtering decisions. This is reviewed as part of the school's filtering and monitoring arrangements and updated in response to changes in safeguarding risks, guidance and technology.

Filtering arrangements are differentiated appropriately for users; as a minimum, staff and pupil profiles provide different levels of access appropriate to their roles and safeguarding needs.

Access to video-sharing platforms is restricted in accordance with the school's filtering arrangements. Staff may access approved video content for legitimate educational purposes. Pupils may access age-appropriate video content only where permitted by the school's filtering arrangements and under appropriate staff supervision.

This policy has been informed by current statutory and non-statutory guidance, including:

- Keeping Children Safe in Education 2026;
- DfE Filtering and Monitoring: Core Standard;
- DfE Generative AI: Product Safety Standards;
- Prevent Duty Guidance;
- National Cyber Security Centre guidance for schools; and
- UK Safer Internet Centre guidance on appropriate filtering and monitoring.