# HERITAGE HOUSE SCHOOL

# CHILD PROTECTION & SAFEGUARDING POLICY AND PROCEDURES

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| **Approved by:** | [ FGB ] | **Date:** | [ 16th October 2025 ] |
| **Last reviewed on:** | [September 2025] | | |
| **Next review due by:** | [September 2026] | | |

Adapted from Buckinghamshire Model Policy September 2025

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APPENDIX

## 1. Contacts

### School contacts

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| **Headteacher** | Jacqueline Clearkin<br>head@heritagehouse.bucks.sch.uk<br>01494 771445 |
| **Designated Safeguarding Lead (DSL)** | Jacqueline Clearkin<br>head@heritagehouse.bucks.sch.uk<br>01494 771445 |
| **Deputy Designated Safeguarding Lead(s)** | Kathryn Dean (Deputy Head)<br>deputy@heritagehouse.bucks.sch.uk<br>Sarah O'Donnell (Family Advocate)<br>familyadvocate@hhschool.org.uk<br>The DSL and DDSLs can also be contacted via the school office on 01494 771445 or via dsl@hhschool.org.uk |
| **Designated Teacher for Children Looked After (DT for CLA)** | Jacqueline Clearkin<br>head@heritagehouse.bucks.sch.uk<br>01494 771445 |
| **Mental Health Lead** | Sky Gregory<br>sgregory@hhschool.org.uk<br>01494771445 |
| **Prevent Lead** | Jacqueline Clearkin<br>head@heritagehouse.bucks.sch.uk<br>01494 771445 |
| **Nominated Safeguarding Governor** | Angela Coneron<br>aconeron@hhschool.org.uk |
| **Chair of Governors** | Jo Pearce<br>cog@heritagehouse.bucks.sch.uk |

## Contacts in The Local Authority

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|---|---|
| **Education Safeguarding Advisory Service**<br>ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities. | 01296 387981<br><br>Secure-esasduty@buckinghamshire.gov.uk |
| **First Response Team (aka MASH) (including Early Help, Channel)**<br>The First Response Team process all new referrals to social care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner. | 01296 383962<br><br>Out of hours<br>0800 999 7677<br><br>Secure-cypfirstresponse@buckinghamshire.gov.uk |
| **Local Authority Designated Officer (LADO)**<br>The Buckinghamshire Local Authority Designated Officer (LADO) is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Buckinghamshire on either a paid or voluntary basis | 01296 382070<br><br>Secure-lado@buckinghamshire.gov.uk |
| Bucks Family Information Service<br>Information for families on a range of issues including childcare, finances, parenting and education | 01296 383293 |
| Buckinghamshire Safeguarding Children Partnership (BSCP)<br>Procedures, policies and practice guidelines | |

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| Schools Web<br>School bulletin, Safeguarding links, A-Z guide to information and services | |
| **Thames Valley Police** | 101<br>(999 in case of emergency) |

This policy should be read in conjunction with the following policies and other policies you feel it would be useful to refer to:

- Anti-bullying
- Attendance
- Behaviour

- Children Looked After
- Complaints
- Equalities
- GDPR
- Lettings
- SEN/Inclusion
- Health & Safety (including managing children with medical needs) & First Aid
- Photography
- Online Safety (including use of mobile/electronic devices)
- Staff Code of Conduct
- PSHE - to include RE & RSE
- Visitors
- Whistleblowing
- Safer Recruitment
- Record Keeping

## Definitions

'Safeguarding and promoting the welfare of children is defined for the purpose of this policy as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is in or outside the family home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- Taking action to enable all children to have the best outcomes in line with outcomes set out in the Children's Social Care National Framework.

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.' *(Working Together December 2023)*

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Further information regarding the categories of abuse can be found in the appendix to this document.

Children includes everyone under the age of 18.

## *2.* Introduction

This policy has been developed in accordance with following legislation and guidance:

- Children Act 1989 (amended 2004)
- "Working Together to Safeguard Children" Working together to safeguard children - GOV.UK (www.gov.uk)
- Keeping Children Safe in Education 2025"- statutory guidance for schools and further education colleges - Keeping children safe in education (publishing.service.gov.uk)
- Information Sharing Guidance for Safeguarding Practitioners Information sharing advice for safeguarding practitioners - GOV.UK
- Children Missing Education; Statutory Guidance for Local Authorities - Sept 2016 Children missing education - GOV.UK
- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act - 2015 Prevent Duty Guidance
- The Equality Act - 2010 Equality Act 2010: guidance - GOV.UK
- What to do if you're worried a child is being abused - March 2015 What to do if you are worried a child is being abused
- Statutory guidance on FGM Multi-agency Statutory Guidance on Female Genital Mutilation

Clear governance and leadership is central to embedding a safeguarding culture. The Governing Body takes its responsibility seriously under **section 175 of the Education Act 2002** to safeguard and promote the welfare of children; working together with other agencies to ensure effective and robust arrangements are in place within our school to identify and support those children who are suffering harm or whom may be at risk of harm.

Section 175 of the Education Act 2002, places a duty on schools and local authorities to safeguard and promote the welfare of pupils.

Governors will ensure all staff at the school have read and understood their responsibilities pertaining to **Part 1, Part 5 and Annexe B of Keeping Children Safe in Education.**

All staff are required to read and adhere to the **Staff Code of Conduct**.

Every member of the school community is responsible for contributing to a positive culture of safeguarding.

The school recognises that as well as risks to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their homes, including online and from other children. Staff must remain vigilant and alert to these potential risks.

The aims of this policy are:

To provide an environment in which children feel safe, secure, valued and respected.

To ensure that senior leaders, teaching staff and non-teaching staff, supply staff, governors and volunteers:

- Are aware of the need to safeguard and promote the wellbeing of children
- Identify the need for early support
- Promptly report concerns, in line with guidance from the Buckinghamshire Continuum of Need
- Are trained to recognise signs and indicators of abuse

To provide systematic means of monitoring children known to be or thought to be at risk of harm and ensure contribution to assessments of need and support plans for those children.

To ensure Heritage House School has a clear system for communicating concerns both internally and with external agencies in line with the Working Together guidance.

To ensure the school has robust systems in place to accurately record safeguarding and child protection concerns.

To develop effective working relationships with all other agencies involved in safeguarding, supporting the needs of children at our school.

To ensure that all staff appointed have been through the safer recruitment process and understand the principles of safer working practices as set out in our **Staff Code of Conduct**.

To ensure that all staff understand the processes in place to manage an allegation against a staff member, governor or volunteer.

To ensure that any community users of our facilities have due regard to expectations of how they should maintain a safe environment, which supports children's wellbeing.

This policy is published on our website, (www.heritage-house-school.co.uk/key-information/policies) and hard copies are available from the school office.

## 3. Responsibilities

All **staff, supply staff, volunteers, visitors, governors and contractors** understand that safeguarding children is everyone's responsibility. Any person who

receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately to Jacqueline Clearkin (Designated Safeguarding Lead; DSL) or, in their absence, to Kathryn Dean, ~~Tracey Walker~~ or Sarah O'Donnell (Deputy DSLs). In the absence of either of the above, concerns will be brought to the attention of the most senior member of staff on site.

Staff must maintain a good working knowledge of the Buckinghamshire Continuum of Need The Continuum of Need - Buckinghamshire Safeguarding Children Partnership (buckssafeguarding.org.uk) and any updates and how it should be used to inform decision making regarding a referral to First Response.

Staff must have the skills, knowledge and understanding to keep both looked after children and previously looked after children safe.

Staff must understand vulnerability and that barriers exist when recognising abuse. Consider the following groups who may have increased vulnerability:

- Young carers
- Children with SEND
- Children living with domestic abuse
- Children who experiencing poor mental health
- Children whose parents suffer with poor mental health, including substance misuse
- Criminal exploitation, including sexual exploitation, County Lines radicalisation and gang involvement
- Look after children and previously look after children
- Children who have a social worker
- Privately fostered children
- Asylum seekers
- So-called Honour Based Violence, including FGM and forced marriage
- Children who frequently go missing or whose attendance is a concern
- Children who are part of the LGBTQ+ group
- Children who are at risk of discrimination due to faith and belief, race or ethnicity
- Children who have English as an additional language (EAL)
- Children who are living in temporary accommodation.

The Governing Body understands and fulfils its safeguarding responsibilities.

It must:

Ensure that the Headteacher and the DSL(when not the Headteacher) creates and maintains a strong, positive culture of safeguarding within the school.

Ensure that this policy reflects the unique features of the community we serve and the needs of the pupils attending our provision. This policy will be reviewed at least annually and whenever new guidance is issued.

Regularly monitor and evaluate the effectiveness of this Child Protection Policy at weekly senior leadership meetings, fortnightly DSL meetings, and half termly governors meetings.

Appoint a Designated Safeguarding Lead (DSL), who is a member of the Senior Leadership Team (SLT) and has the required level of authority and also appoint at least one Deputy DSL. The roles and responsibilities of the DSL and Deputy DSL are made explicit in those post-holders' job descriptions. If not the DSL, the Headteacher still maintains overall responsibility for safeguarding and child protection within the school.

Recognise the importance of the role of the DSL, ensuring they have sufficient time, training, skills and resources to be effective. Refresher training must be attended every 2 years, in addition knowledge and skills must be refreshed at regular intervals, at least annually.

Ensure that all staff complete safeguarding training to include their roles and responsibilities with regards to the school IT system's online filtering and monitoring.

Ensure measures are in place for the governing body to have oversight of how the school's delivery against its safeguarding responsibilities are exercised and evidenced, to include reviewing online filtering and monitoring on a regular basis and at least annually. Ensure robust structures are in place to challenge the Headteacher where there are any identified gaps in practice or procedures are not followed.

Recognise the vital contribution that the school can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the PSHE curriculum and relevant issues through the Relationship Education (primary schools) or Relationship Sex Education (secondary schools, mandatory from Sept. 2020). Ensure that through curriculum content and delivery children understand how to keep themselves safe.

Ensure that school is following the statutory RSE guidance –Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)

Ensure safe and effective recruitment policies and disciplinary procedures are in place.

Ensure resources are allocated to meet the needs of pupils requiring child Protection or early intervention.

Ensure the DSL completes an Annual Safeguarding Report for Governors and a copy is shared with the Education Safeguarding Advisory Service at Buckinghamshire Council.

It is the duty of the Chair of Governors (Jo Pearce) to liaise with relevant agencies if any allegations are made against the Headteacher. If there are concerns that issues are not being progressed in an expedient manner, staff/pupils/parents/carers should escalate concerns to the Local Authority Designated Officer (LADO) via First Response.

The Governing body must ensure that procedures are in place to manage, record and escalate as appropriate safeguarding concerns of allegations against staff, supply staff, governors, volunteers, visitors or contractors where they could pose a risk of harm to children. This must include those concerns that do not meet threshold (low-level concerns).The guidance in Part four of Keeping children safe in education (publishing.service.gov.uk) must be followed if there were any such concerns.

The Governing Body must ensure that a named teacher is designated for Looked After Children and that an up to date list of children who are subject to a Care Order or are accommodated by the Local Authority is regularly reviewed and updated. The school must work with the Virtual Schools Team to support the educational attainment for those children who are Looked After.

The Governing Body must have assurance that any alternative provision attended by children on roll has appropriate safeguarding arrangements and child protection policies in place. The Governing Body must ensure that any children, at such a provision, are visited whilst they are attending, that the curriculum is appropriate to the needs of the child and that attendance is monitored daily.

Any outside agencies providing services or activities to the school have provided assurances that they have safeguarding policies and procedures in place.

The Governing Body has a statutory duty to appoint a Nominated Governor for safeguarding. The Nominated Governor must be familiar with Buckinghamshire Safeguarding Children Partnership procedures, Local Authority procedures and guidance issued by the Department for Education. The Nominated Governor must:

- Work with the DSL to produce the Child Protection Policy annually.
- Undertake appropriate safeguarding training, to include Prevent and Safer Recruitment training.
- Ensure child protection is regularly discussed at Governing Body meetings
- Meet at least termly with the DSL to review and monitor the school's delivery on its safeguarding responsibilities, to review the Single Central Record and complete an audit of the staff files
- Ensure that filtering and monitoring systems are in place and take part in the review
- Take responsibility to ensure that the school is meeting the OFSTED requirements as set out in the inspection guidance:

Education inspection framework (EIF) - GOV.UK (www.gov.uk)

All governors must complete safeguarding training on appointment, to also include Prevent training. This training must be regularly updated in line with national or local guidance. The governing body must ensure that relevant staff have due regard to the relevant data protection principles set out in the Data Protection Act 2018 and the GDPR, which allow them to share or withhold personal information when it is necessary to safeguard any child.

We have a **Designated Safeguarding Lead (DSL)** who is responsible for:

Creating a culture of safeguarding within the school where children are protected from harm.

Ensuring all staff receive an effective induction and ongoing training to support them to recognise and report any concerns.

Ensuring children receive the right help at the right time using the Buckinghamshire Continuum of Need document.

Ensuring referrals to partner agencies, are followed up in writing, including referrals to First Response and Early Help (FSS).

Establishing and maintaining a safe and secure system for recording safeguarding and child protection records. These records must be audited regularly to ensure all actions are completed.

Ensuring all child protection files are held separately from pupils' educational records.

Maintaining the record for staff safeguarding training.

Ensuring that the safeguarding team contact details and photos are displayed in prominent areas around the school and also on the website.

Being the designated point of contact for staff to be able to discuss and share their concerns.

Ensuring the online filtering and monitoring system is reviewed regularly, at least annually.

Being available to staff and outside agencies during school hours and term time for consultation on safeguarding concerns raised.

Having responsibility to ensure that cover is arranged outside of term-time during working hours, with the expectation that all meetings in school holidays are attended including those convened at short notice.

During residential and extended school hours, ensuring arrangements are in place for staff to have a point of contact.

Contributing effectively to multiagency working, for the safeguarding and promotion of the welfare of children, as set out in Working Together.

Providing the Headteacher (if the Headteacher is not the DSL), with an annual report for the Governing Body, detailing how school delivers on its safeguarding responsibilities and any child protection issues within the school. The Governing Body will use this report to fulfil its responsibility to provide the Local Authority with information about their safeguarding policies and procedures.

Meeting at least once a term with the Nominated Governor to share oversight of the safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in policy or procedure. A record will be kept of these meetings. Providing the Headteacher (if DSL is not Headteacher) with up to date information of any issues.

Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending mandatory and any other additional relevant training.

Referring immediately to the Police, using the guidance, When to call the police NPCC Guidance for any cases where a criminal offence may have been committed or risk of harm is imminent.

Completing DSL refresher training every 2 years and updating their skills and knowledge on a regular basis and at least annually, through means such as training, reading bulletins or attending DSL forums.

To fulfil the DSL responsibilities as set out in the KCSIE, Annexe C.

The school's **Headteacher** is responsible for:

Ensuring that this policy is updated annually or before to reflect any changes to guidance and/or legislation.

Ensuring that this policy is published on the school website.

Recording, reviewing and making decisions on any low-level concerns, may be in conjunction with the DSL.

Liaising with the LADO in the event of an allegation being made against a member of the staff, volunteer or an organisation using the school premises.

Liaising with the DSL to ensure they have appropriate time, funding, training and resources to fulfil their role.

Ensuring that appropriate cover is in place to attend strategy meetings or CP conferences that take place during the school holidays or in the event that the DSL is absent.

Ensuring that a designated 'Appropriate Adult' is in place in order to support children in line with the Police and Criminal Evidence (PACE) act, PACE Code C 2023

(accessible) - GOV.UK (www.gov.uk) which advises that “The role of the appropriate adult (AA) is to safeguard the rights, entitlements and welfare of juveniles and vulnerable persons”, with there being further elaboration that the AA is expected to observe that the police are acting properly and fairly in relation to a vulnerable detained persons rights and entitlements, as well as helping the detained person understand their rights. This can also be found as part the school’s Searching and Screening Policy.

## 4. Procedures

Our school procedures for all staff, supply staff, governors, volunteers, visitors and contractors in safeguarding and protecting children from harm are in line with Buckinghamshire Council and Buckinghamshire Safeguarding Children Partnership safeguarding procedures, **“Working Together to Safeguard Children”** Working together to safeguard children - GOV.UK (www.gov.uk),

**“Keeping Children Safe in Education”** Keeping children safe in education (publishing.service.gov.uk) and statutory guidance issued under section 29 of the **Counter-Terrorism and Security Act 2015** Revised Prevent duty guidance: for England and Wales - GOV.UK (www.gov.uk).

All learners at Heritage House School have special educational needs. We recognise the learners with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration
- Learners being more prone to peer group isolation than other learners
- The potential for learners with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive to withdrawn. Research also tells us that children with special educational needs are at an increased risk of abuse. Changes in mood, patterns of behaviour, injury and responses to stimulus around them may be wrongly attributable to their disability. Staff are therefore trained to question behaviours and be professionally curious about changes noted, all staff are required to be prepared to “think the un thinkable”, raise the concern and ensure safeguards are in place.

We recognise children with communication difficulties may be especially vulnerable and for this reason we link behaviour with safeguarding, “listening to behaviours”, acknowledging not all children will be able to verbalise what may be troubling them.

Staff understand the need for a culture of vigilance to be present in the school to support safeguarding. Staff are particularly vigilant of any changes to a child and/or caregivers behaviour and share any concerns. This includes awareness and

sensitivity to changes in the attitudes of learners, which may indicate there are at risk of radicalisation.

We will ensure:

Visitors are:

- Clearly identified with visitor/contractor passes. Red lanyards clearly identify if the visitor must be supervised.
- Met and directed by school staff/representatives.
- Signed in and out of the premises by school staff.
- Directed to a Safeguarding poster informing them of how to report a concern. The name of the DSL and deputies are clearly displayed around the school in appropriate locations including Reception, LEAF building and in the staff room, with a statement explaining the school's role in referring and monitoring cases of suspected abuse. The DSL or Deputy DSL will be available during school hours and terms time to support safeguarding within our school.
- Given restricted access to only specific areas of the school, as appropriate.
- Escorted by a member of staff/representative as required.
- Given access to pupils restricted to the purpose of their visit.

All members of staff must complete safeguarding training every 3 years, attend annual refresher training and partake in any training opportunities arranged or delivered by the DSL. Updates must be cascaded to all staff throughout, the year. All new staff will receive safeguarding and child protection training on induction to include online safety and the school's filtering and monitoring system.

All staff will read the Child Protection policy, Part 1 and Part 5 of the KCSIE, at least Annually, will sign a declaration to show that the guidance has been reviewed and they have a clear understanding of their role. There are audit methods in place to ensure that staff have understood the content.

All parents/carers must be made aware of the school's responsibilities in regard to child protection procedures through this policy.

All staff, including supply staff, must follow the reporting procedures as follows when reporting any child protection concerns:

- Staff must ensure the child is in a safe place and in receipt of support
- Staff must initially make a verbal report to the DSL to alert them to the safeguarding/child protection concerns are recorded on CPOMS
- Staff must make a written report using the school record keeping process
- All concerns are recorded on CPOMS- **heritagehouse.cpoms.net**
- Staff may use any school device to access CPOMS and may use their own devices outside of school hours.
- All staff have received training on how to report incidents on CPOMS, including safeguarding concerns.
- Staff must ensure the time and date of the incident is recorded

- A factual account of the incident must be recorded, including who was involved, what was said/seen/heard, where the incident took place and any actual words or phrases used by the child
- Use a body map to record any injuries seen or reported by the child
- CPOMS records the time and date the incident was reported as well as who made the report.
- When an incident is recorded on CPOMS, staff alert the DSLs, which immediately notifies the DSL and all the DDSLs.
- The DSL or DDSL will add the relevant actions and where appropriate, notify the reporting person
- In exceptional circumstances staff may record incidents on paper forms if they experience any difficulties accessing CPOMS. The incident recorded on the paper form will be uploaded to CPOMS as soon as possible by a DSL.
- Each classroom has copies of concern forms as well as the staff room and further copies available from the school office. Completed forms are to be returned to the office for the attention of the DSLs. If urgent these forms MUST be passed directly to the DSL or DDSL to be actioned immediately.
- Staff must sign and date the report giving details of their role within school
- The DSL must record when the repost was passed to them and what action was taken alongside any outcomes achieved. This is recorded on CPOMS.
- The DSL must ensure the child's wishes and feelings are taken into consideration when deciding on next steps.

Through our **Attendance Policy**, we have a robust system for monitoring attendance which is in line with the latest national attendance guidance, and will act to address absenteeism (including unexplainable and/or persistent absence) with parents/carers and pupils promptly and identify any safeguarding issues arising. We involve the local authority attendance team at appropriate stages.

When a child is absent and no contact has been received from the patents a member of the admin team from the school office will make contact by 10.00am to ascertain the wellbeing of the child and the reason for their absence.

All children attending our school are required to have a minimum of two identified emergency contacts. Any pupil whose absence is causing concern and where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education (CME) using the **Buckinghamshire CME Protocol**. Any absence, of a pupil who is currently subject to a child protection or child in need plan is immediately referred to their social worker.

Heritage House School has a mandatory duty to inform the local authority, via the First Response Team, if they become aware that a child under the age of 16 years is living with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a private fostering arrangement.

All staff, parents/carers and children are made aware of the school's complaints and escalation processes, (Please refer to the school's complaints and escalation processes on the school's website) which can be activated in the event of concerns not being resolved after the first point of contact.

Our lettings policy reflects the ongoing responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. School must have sight of the up to date **Child Protection Policy** of any organisation hiring the school's facilities.

The school operates **Safer Recruitment** practices. Governors ensure that staff who are involved in the recruitment process have received safer recruitment training. Robust procedures are in place in order to prevent and deter people who are unsuitable to work with children, from applying or being employed by the school.

Allegations against members of staff, supply staff, governors, including volunteers and contractors are referred to the Local Authority Designated Officer (LADO).

Our procedures are reviewed and updated annually as a minimum, or as there are changes to legislation.

Children are encouraged to share any concerns or worries with staff and are regularly reminded about this as part of the curriculum, assemblies and tutor time.

## 5. Record-Keeping and Retention of Records

When a disclosure of abuse or an allegation against a member of staff or volunteer has been made, no matter how low level, our school must have a record of this. These records are maintained in a way that is confidential and secure, in accordance with our **Record Keeping Policy** and **Data Protection Legislation.**

Records should include:

- a clear and comprehensive summary of the concern
- a clear, detailed and robust chronology must be maintained
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

There is a statutory requirement for our school to pass any child protection records to the pupil's next school. This must take place within 5 days of the 1st day of term or within 5 days of an in-year transfer. There must be an auditable system in place to evidence this has taken place. Safeguarding records will be sent separately from the general files using a secure method. No records should be maintained within the school once the files have been transferred.

The last statutory school maintains child protection files until a pupil reaches the age of 25 years, therefore if the transfer school is unknown, or a pupil is going to be

electively home educated, any child protection files will remain at our school in a secure location. Child protection files will only be destroyed when the pupil reaches their 25th birthday.

We have a robust system for reviewing our archived information held. Our files are stored and disposed of in line with GDPR protocols, local and national retention policies.

We record low level concerns regarding staff, governors and volunteers and review them regularly to look for patterns, escalation or increase in frequency of concerns and take appropriate action as required.

## 6. Alternative Provision

When a child is accessing an alternative provision, the school remains responsible for the safeguarding of that child.

Heritage House School will obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that schools would otherwise perform on their own staff).

Heritage House School will always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. We will regularly review the alternative provision placements.

Alternative Provision DFE statutory guidance
Alternative provision - GOV.UK
and Education for children with health needs who cannot attend school - GOV.UK (www.gov.uk) – DFE statutory guidance.
Education for children with health needs who cannot attend school - GOV.UK

## 7. Confidentiality

We recognise that all matters relating to child protection are confidential.
The Headteacher or Designated Safeguarding Lead must only disclose personal information about a pupil to other members of staff on a need to know basis.
Staff must not keep duplicate or personal records of child protection concerns. All information must be reported to the Designated Safeguarding Lead and securely stored in the designated location within the school, separate from the pupil records.

All staff are aware they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another as they have a duty to share. Staff must, however, reassure the child that information will only be shared with those people who will be able to help them and therefore need to know.

We will always undertake to share our intention to refer a child to Social Care (First Response) with their parent/carer's consent, unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult

with First Response on this point. We recognise that GDPR data Protection Act 2018 must not be a barrier for sharing information regarding safeguarding concerns in line with **'Working Together'**.Gov guidance link:

https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

## 8. Recognising abuse

In the event of a child disclosing abuse staff must:

Refer to the following guidance:

**"What to do if You're Worried a Child is Being Abused"**
Stat guidance template (publishing.service.gov.uk)

Listen to the child, allowing the child to tell you what has happened in their own way and at their own pace. Staff must not interrupt a child who is freely recalling significant events. Remain calm. Be reassuring and supportive, endeavouring not to respond emotionally.

Do not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said or to gain sufficient information to know that this is a safeguarding concern. Staff are trained to use TED; Tell, Explain, Describe.

Make an accurate record of what they have seen/heard using the school's record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child, as possible. Staff must not substitute anatomically correct names for body part names used by the child.

Reassure the child that they did the right thing in telling someone.

Staff must explain to the child what will happen next and the need for the information to be shared with the DSL.

In the unlikely event the DSL and the deputy DSL are not available, staff are aware they must share their concerns with the most senior member of staff.

**If there is immediate risk of harm to a child, staff will NOT DELAY and will ring 999.**

The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded.

Reporting systems for children:

At Heritage House School children are made to feel safe and secure to share any concerns that they may have and know the systems in place for making any such report.

We recognise that our learners, who all have special educational needs or disabilities (SEND) or certain health conditions, can face additional safeguarding challenges. The Senior Leadership Team and Designated- and Deputy Safeguarding Leads work together to ensure that all staff are aware that additional barriers can exist when recognising abuse and neglect in this group of learners. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

At Heritage House School we provide extra pastoral support and attention for our learners, along with ensuring any appropriate support for communication is in place. The school's teaching, therapy and safeguarding teams work closely together from school admission through to when a learner leaves the school. The collaboration between speech and language, occupational therapy, teaching staff and safeguarding leads provides a bespoke package of support empowering a learner to communicate and also to receive and process information; for example, by using symbol-based augmentative and alternative communication means and/or Talking Mats, delivered by staff trained in using this approach.

Following a report of concerns the DSL must:

Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to First Response and the police if it is appropriate, referring to the guidance, When To Call The Police:

when-to-call-the-police--guidance-for-schools-and-colleges.pdf (npcc.police.uk)

The rationale for this decision should be recorded by the DSL.

School must try to discuss any concerns about a child's welfare with parents/carers and, where possible, obtain informed consent before making a referral to First Response. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with First Response or the police whether the parents/carers should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views must also be taken into account.

If there are grounds to suspect a child is suffering or is likely to suffer significant harm, the DSL (or Deputy) must contact First Response by telephone immediately, in first instance and then complete the Multi Agency Referral Form (MARF).

If the child is in immediate danger and urgent protective action is required, the police and/or ambulance must be called, via 999. The DSL must notify First Response of the occurrence, what action has been taken and to take advice about informing parents/carers.

## 9. Multi-agency working

Heritage House School know what the role of schools is, as a relevant agency, within the three safeguarding partner arrangements and as required, will contribute to multi-agency working, in line with the statutory guidance 'Working Together to Safeguard Children'.

When named as a relevant agency and involved in safeguarding arrangements, Heritage House School will co-operate alongside other agencies with the published arrangements.

Heritage House School will contribute to inter-agency plans to offer children support of early help and those children supported through child protection plans.

Heritage House School will allow access for and work with children's social care to conduct or consider whether to conduct as section17 or section 47 assessment.

If, following a referral, the situation is not improving for the child, the DSL will follow the escalation process.

## 10. Supporting Staff

We recognise that staff becoming involved with a child who has suffered harm, or appears to be likely to suffer harm, could find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support if necessary. This could be provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union as appropriate.

## 11. Safer Recruitment

Heritage House School follows the guidance as set out in the KCSIE together with the information provided by the Bucks Safeguarding Children Partnership to ensure that all the appropriate checks have been carried out on new staff and volunteers.

Safer Employment & the LADO (Allegations) - Buckinghamshire Safeguarding Children Partnership (buckssafeguarding.org.uk)

## 12. Allegations against staff, supply staff, volunteers and contractors (including Governors)

Here at Heritage House School, we have our own procedures for managing concerns and/or allegations against those working in school to include staff, supply teachers, volunteers and contractors.

KCSIE - Part four contains comprehensive guidance covering the two levels of allegations/concern:

1. allegations that may meet the harms threshold
2. Allegations/concerns that do not meet the harms threshold - referred to for the purpose of this guidance as 'low level concerns'.

All school staff, supply staff, volunteers and contractors must take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults.

We understand that a pupil may make an allegation against a member of staff, member of supply staff, volunteer or contractor. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present. If the allegation is made against the Headteacher, the Chair of Governors must be informed.

At Heritage House School, we recognise that an allegation may be made if a member of staff, a member of supply staff, a governor, a volunteer or a contractor 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 he or she may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviours both inside and outside of school.

The Headteacher/Senior Teacher/Chair of governors (where the allegation is in reference to the Head Teacher) on all such occasions must immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO).

The Head Teacher/Senior Teacher/ Chair of Governors must:

Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member, supply staff member, governor, volunteer or contractor against whom the allegation is made, as well as supporting other staff, supply staff members, governors, volunteers and contractors within the workplace.

Follow all advice given by the LADO relating to supporting the child making the allegation, as well as other children connected to the organisation.

Ensure feedback is provided to the LADO about the outcome of any internal investigations.

The school will follow the local safeguarding procedures for managing allegations against staff, supply staff, governors, volunteers and contractors, a copy of which can be found on Smartlog.

If the allegation is made against a member of staff supplied by an external agency, the agency will be kept fully informed and involved in any enquiries from the LADO.

Suspension of the member of staff against whom an allegation has been made needs careful consideration and, if necessary, we will consult with the LADO in making this decision. Guidance will also be sought from HR.

Our lettings agreement for other users requires that the organiser will follow the Buckinghamshire Council procedures for managing allegations against staff and where necessary, the suspension of adults from school premises.

Should an individual staff member, supply staff member, governor, volunteer or contractor be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must immediately inform the Head Teacher. In these circumstances, the school will need to assess whether there is any potential for risk of transfer to the workplace and the individual's own work with children.

Where there are low level concerns recorded against a member of staff, these should be reviewed regularly, and if they are considered significant, the processes for allegations should be followed.

## 13. Whistleblowing

We have a **Whistleblowing Policy** which can be found on Smartlog. Staff are required to familiarise themselves with this document during their induction period.

All staff must be aware of their duty to raise concerns about unsafe practice or the attitude or actions of colleagues and report their concerns to the Headteacher or Chair of Governors.

### Low-level concerns

At Heritage House School, all staff know they have a responsibility to share any concerns, no matter how small, about any adults working in school to the DSL or one of the DDSLs. Staff are made aware of what a low-level concern might look like using the examples from the KCSIE page 10. All reports will be dealt with effectively and recorded, enabling the school to identify any concerning behaviour and support any adults becoming the subject of false low-level concerns.

## 14. Physical intervention/Positive handling

Our policy on physical intervention/positive handling by staff is set out separately, as part of our **Behaviour for Learning and Positive Relationships Policy** and follows the government guidance.

Use of reasonable force in schools - GOV.UK (www.gov.uk)

Our procedure in relation to physical intervention/ positive handling are set out in the flow chart (appendix 1a) where behaviour incidents are recorded and managed through CPOMS.

Heritage House School utilises the Studio III approach. The ideals of Studio III are to promote the management of behaviours of concern in a totally non-violent, gentle and dignified way, by providing a better understanding and insight into challenging behaviour and by the use of low arousal approaches and gentle physical skills.

The Low Arousal Approach emphasises a range of behaviour management strategies that focus on the reduction of stress, fear and frustration. These strategies are put in place in order to prevent aggression and avoid creating crisis situations. The low arousal approach seeks to understand the role of the 'situation' on behaviour by identifying triggers, looking at the function of the behaviour and using low intensity solutions to avoid punitive consequences for individuals with additional needs.

As part of the Studio III approach, it is recognised that stress is transactional in nature. This means that stress can be passed on to another person. Staff are encouraged to reflect on their own stressors and stress responses and to explore their own well-being and coping strategies.

The Low Arousal Approach has been proven to enable practitioners to diffuse crisis situations within a variety of settings through early identification and intervention.

All staff receive Studio III training and refresher training.

**There are four key components considered central to low arousal approaches, and those include both cognitive and behavioural elements:**

1. Decreasing staff demands and requests to reduce potential points of conflict around an individual.
2. Avoiding potentially arousing triggers, such as direct eye contact, touch, and removal of spectators to the incident.
3. Avoidance of non-verbal behaviours that may lead to conflict, such as aggressive postures and stances.
4. Challenging staff beliefs about the short-term management of challenging behaviours.

## 15. Anti-Bullying

Anti-Bullying is referenced within the **Anti-Bullying Policy** and measures are in place to prevent and respond to all forms of bullying, which acknowledges that to

allow or condone bullying may lead to consideration under child protection procedures. (Please refer to the school's Anti-Bullying Policy)

## 16. Discriminatory Incidents

In line with the **Equalities Act 2010**, our **Equalities Policy** addresses all forms of discriminatory incidents. (Please refer to the school's Equality Information and Objectives).

## 17. Health and Safety

We recognise the importance of safeguarding pupils throughout the school day. Our **Health and Safety policy** reflects the consideration we give to the protection of our children, both physically and emotionally, within the school environment.

Part of the safeguarding measures we have in place include the safe drop off and collection of pupils at the start and end of the school day. (See appendix 1b Arrival and Departure procedures).

Pupils who leave the site during the school day do so only with the written permission of a parent/carer and are collected by an authorised adult where appropriate. School should be notified by the parents/carers regarding whom they have authorised for this task. (Please refer to Attendance Policy).

In the event of a pupil going missing during the course of the school day we will carry out immediate checks to ensure the pupil is not on site, we will then make contact with the pupil's parents/carers and inform the police.

When the school is hired out to a 3rd party provider, we ensure that they have appropriate arrangements in place to keep children safe through the sight of their child protection and safer recruitment procedures.

At Heritage House School we ensure that we are aware of the content of materials used by any visiting speakers prior to their visit.

## 18. Prevent Duty

We are aware of the Prevent Duty under **Section 26 of the Counter Terrorism and Security Act 2015** to protect young people from being drawn into terrorism.

All school staff and governors have completed Prevent training and we have training logs to evidence this.

We have in place and monitor appropriate web filtering systems.

The DSLs and senior leaders are familiar with their duties under The Prevent Duty Guidance: Revised Prevent duty guidance: for England and Wales - GOV.UK (www.gov.uk)

## 19. Online Safety

All staff are aware of the school policy for **Online-Safety** which sets out our expectations relating to:

- Creating a safer online learning environment,
- Giving everyone the skills, knowledge and understanding to help children stay safe on-line, question the information they are accessing and support the development of critical thinking,
- Inspiring safe and responsible use of mobile technologies, to combat behaviours on-line which may make pupils vulnerable, including the sending of nude or semi-nude images.
- Use of camera equipment, including smart phones.
- What steps to take if there are concerns and where to go for help.
- Staff use of social media as set out in the **Staff Code of Conduct**.

Cyber-bullying by children, via texts, social media and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Learners and their families are also encouraged to share any concerns which happen outside of the school. Families can contact our Family Advocate, who is also a Deputy Designated Safeguarding Lead.

School are aware of the risks posed by children in the online world; in particular non-age appropriate content linked to self-harm, suicide, grooming and radicalisation.

Pupils, staff and parents/carers are supported to understand the risks posed by:

- the CONTENT accessed by pupils – risks such as misinformation, disinformation, including fake news and conspiracy theories.
- their CONDUCT on-line
- who they have CONTACT within the digital world
- COMMERCE - risks such as online gambling, inappropriate advertising, phishing and or financial scams.
  Further information can be found in our online safety policy

Heritage House School has online filtering and monitoring systems in place to ensure children are safeguarded from potentially harmful online material. These systems are regularly monitored, at least annually, by the DSL, IT provider and nominated governor. A record will be kept of the reviews.

School will follow the advice as given by the government, to advise and support children with any online learning taking place at home to ensure this is done so safely.

Our Online Safety Policy sets out the acceptable use of mobile technologies by learners whilst onsite. This includes sanctions which will be applied when these boundaries are not adhered to.

Visitors to our school are respectfully requested to turn all mobile devices off and that phones must not be used for the duration of their visit. Signs are displayed on entry points to the school.

Staff use of mobile technology whilst on site is set out in the **Staff Code of Conduct.**

All staff receive online awareness training in order to understand the risks children are exposed to. On induction and at least once per academic year.

All staff have an understanding of expectations roles and responsibilities with regards to the online filtering and monitoring processes.

The DfE has published Generative AI: product safety expectations to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education.
Generative AI: product safety expectations - GOV.UK

## 20. Sending nude or semi-nude images

Sending nude images or semi-nude images, is one of a number of 'risk-taking' behaviours associated with the use of digital technologies, social media or the internet. It is accepted that children experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

Further advice and guidance can be found using the link below:

Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)

Staff, pupils and parents/carers are supported, via training, to understand the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes images of pupils themselves if they are under the age of 18.

Any disclosures/incidents that occur will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in:

Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)

produced by the UK Council for Internet Safety. The DSL will inform parents/carers of any incidents.

## 21. Child on Child Abuse, including sexual violence and sexual harassment.

Heritage House School believes that all children have a right to attend school and learn in a safe environment free from harm by both adults and other pupils. We recognise that some safeguarding concerns can occur via child on child abuse.

All staff operate a zero-tolerance policy to child on child abuse and will not pass off incidents as 'banter' or 'just growing up'.

All staff recognise that child on child issues may include, but may not be limited to:

- Bullying (including cyber bullying)
- Racial abuse
- Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party (Harmful sexual behaviour HSB)
- Abuse related to sexual orientation or identity
- Sending nude or semi-nude images (consensual & non-consensual)
- Upskirting and initiation/hazing type violence and rituals
- Emotional abuse
- Abuse within intimate partner relationships

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. Incidents of child on child abuse must be reported to the DSL, who will refer to the appropriate agencies as required.

The following will be considered when dealing with incidents:

- Whether there is a large difference in power between the victim and perpetrator i.e. size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN or CLA
- Whether the perpetrator has previously tried to harm or intimidate pupils
- Any concerns about the intentions of the alleged perpetrator
- How to best support and protect the victim and alleged perpetrator as well as any other children who may have been involved or impacted.
- Risk assessments and safety planning will be created in conjunction with external professionals.

In order to minimise the risk of child on child abuse taking place, as a school we must:

- Deliver RE/RSE/PSHE to include teaching pupils about how to keep safe and understanding what acceptable behaviour looks like
- Ensure that pupils know that all members of staff will listen to them if they have concerns and will act upon them
- Have systems in place for any pupil to be able to voice concerns
- Develop robust risk assessments if appropriate

- Refer to any other relevant policies when dealing with incidents, such as the **Behaviour Policy** and/or the **Anti-Bullying Policy.**

We recognise that 'Upskirting' involves taking a photograph under an individual's clothing without their knowledge. We understand that it causes the victim distress and humiliation and that any gender can be a victim. Staff recognise that 'Upskirting' is a criminal offence and must promptly report any such incidents to the Headteacher, DSL or most senior member of staff.

Reference will be made to the following government guidance and part 5 of the **Keeping Children Safe in Education** to ensure that all staff have an understanding of the serious nature of sexual violence and sexual harassment between children in schools. The school ensure that they keep up with current legislation and practice referring to trusted advisors such as BSCP, NSPCC and Ofsted guidance.

Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. This can occur online, face to face (both physically and verbally) and can take place inside or outside of school. As set out in Part five of the KCSIE, all staff maintain an attitude of **'it could happen here'** and it is never acceptable.

All staff have a responsibility to address inappropriate behaviour in a timely manner, however seemingly insignificant it may appear.

All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. No child will ever be made to feel ashamed for making a report or that they are creating a problem for our school.

Support will be given to both victims and perpetrators as required.

## 22. Cultural Issues

As a school we are aware of the cultural diversity of the community around us and work sensitively to address the unique culture of our pupils and their families as they relate to safeguarding and child protection. This includes children at risk of harm from abuse arising from culture, ethnicity, faith and belief on the part of their parent, carer or wider community.

Staff must report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.

## 23. So-Called 'Honour' Based Abuse

Staff at our school understand there is a legal duty to report known cases of Female Genital Mutilation (FGM) and So Called 'Honour' Based Abuse to the police and they will do this with the support of the DSL. Mandatory reporting of female genital mutilation: procedural information - GOV.UK

Our school is aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children's rights. We recognise some pupils, due to capacity or additional learning needs, may not be able to give an informed consent and this will be dealt with under our child protection processes. Heritage House School staff can contact the Forced Marriage Unit if they need advice or information. Contact 020 7008 0151 fmu@fcdo.gov.uk

We are aware of the signs of FGM Female genital mutilation (FGM) | NSPCC

We recognise both male and female pupils may be subject to honour-based abuse.

We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff.

Any suspicions or concerns for forced marriage are reported to the DSL who will refer to First Response or the police if emergency action is required.

## 24. Contextual Safeguarding and extra-familial harms

Contextual Safeguarding is an approach to understanding and responding to children's experiences of significant harm beyond their families. Extra-familial harm is linked to contextual safeguarding; these concepts refer to harms that occur outside of the family system, including harmful online contact.

At Heritage House School, all staff recognise that pupils may encounter safeguarding incidents that happen outside of school and can occur between children outside of this environment. We will respond to such concerns, reporting to the appropriate agencies in order to support and protect the pupil.

All staff and especially the DSLs, will consider the context of incidents that occur outside of school to establish if situations outside of their families may be putting the pupil's welfare and safety at risk of abuse or exploitation, including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

Children who may be alleged perpetrators will also be supported to understand the impact of contextual issues on their safety and welfare.

In such cases the individual needs and vulnerabilities of each child will be considered.

Further guidance can be found at: https://contextualsafeguarding.org.uk/

## 25. Serious Violence

All staff are aware of signs and indicators which may signal that children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in well-being or signs of assault or unexplained injuries. Staff are aware that unexplained gifts or new possessions could also indicate that children have been

approached by, or are involved with, individuals associated with criminal networks or gangs.

At Heritage House School we are aware of the range risk factors which increase the likelihood of involvement in serious violence such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery. School will take appropriate measures to manage any situations arising. Preventing youth violence and gang involvement - Practical advice for schools and colleges (publishing.service.gov.uk)

## 26. Domestic Abuse

All staff recognise that children who experience domestic abuse, including intimate partner abuse, referred to as 'teenage relationship abuse' KCSIE, can suffer long lasting emotional and psychological effects. Staff also recognise the impact on children seeing, hearing or experiencing the effects of domestic abuse. Staff must report any concerns using the school's safeguarding procedures.

## 27. Children who need a social worker (Child Protection and Child In Need Plans)

Staff recognise that children may have a social worker due to safeguarding or welfare needs and this can cause them to have barriers with attendance, behaviour, learning and mental health.

Heritage House School will share information with a social worker for any child whom they are supporting to ensure decisions are made in the best interests of the child.

Informed decisions, will be made by staff with regards to safeguarding for those children who are being supported by a social worker.

The Virtual School lead the support for this cohort of children and Heritage House School will work in partnership with them and the Local Authority to improve outcomes for these children.

## 28. Mental Health

At Heritage House School, we are aware that mental health problems can be an indicator that a child has suffered or may be at risk of suffering abuse, neglect, or exploitation.

Staff recognise that traumatic adverse childhood experiences can have lasting impact throughout a child's life and this can impact on mental health, behaviour and education.

Staff will report any mental health concern that is linked to a safeguarding concern to the DSL.

Where there are concerns for a child's mental health, Heritage House School will seek advice from a trained professional, who would be able to make a diagnosis of a mental health problem.

Mental health and behaviour in schools (publishing.service.gov.uk)

The Designated Mental Health Lead (DMHL) is Sky Gregory.

## 29. Looked After Children

Heritage House School has a named Designated Teacher (DT), who is responsible for promoting the education achievement and well-being for LAC and previously LAC children.

The DT works closely with the DSL to ensure that any safeguarding concerns are responded to quickly and effectively and are shared with the appropriate agencies.

The Virtual School, who is responsible for overseeing the progress of this group of children, work in partnership with the DT and other agencies, supporting them to promote better outcomes for these children.

## 30.Children with family members in prison

Children who have a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. School will access support for any affected children through The National Information Centre on Children of Offenders (NICCO) who can provide information designed to support professionals working with offenders and their children.

NICCO

## 31. Homelessness

Heritage House School recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare and that some 16 and 17 year olds could be living independently from their parents or guardians. If there are indicators that a family or individual are at risk, school will seek timely support from the local authority.

## 32. Modern Slavery and the National referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. If school are concerned that a child is being affected by modern slavery they will refer to the home office guidance for further information on the indicators that someone may be a victim, what support is available to victims and how to refer them to the NRM, whilst also seeking support from the local authority.

Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

## 33. Allegations against pupils

If an allegation is made against a pupil, the school will follow the procedures in the Behaviour Policy with regards to sanctions that may need to be applied.

Where there is a risk of significant harm, a child on child referral will be made to Children's Services for either victim, perpetrator or both.

If it is necessary for a child to be interviewed by the police, or other authorities, school will ensure that parents/carers are informed as soon as possible, following advice from external agencies and that the child is supported by an appropriate adult during the interview. The safety and welfare of the child will always be carefully considered by school.

# Appendix

Everyone who works with children has a duty to safeguard and promote their welfare. They should be aware of the signs and indicators of abuse and know what to do and to whom to speak if they become concerned about a child or if a child discloses to them.

The following is intended as a reference for school staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm.

The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development. Four categories of abuse are identified:

## Categories of Abuse

Child abuse is a form of maltreatment. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children people 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 another child or children.

## Physical Abuse

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

## Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent 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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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, though it may occur alone.

## Sexual Abuse

Involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may 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.

## Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

a) provide adequate food, clothing and shelter (including exclusion from home or abandonment)
b) protect a child from physical and emotional harm or danger
c) ensure adequate supervision (including the use of inadequate caregivers)
d) ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## Exploitation

Exploitation is a form of child abuse and may take a number of forms:

**Child Sexual Exploitation (CSE) and child Criminal Exploitation (CCE)**

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.
Taken from – **Keeping Children Safe in Education.**

Home Office – Serious Violence Strategy, April 2018 (publishing.service.gov.uk)

## County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.
Taken from **"Keeping Children Safe in Education"**

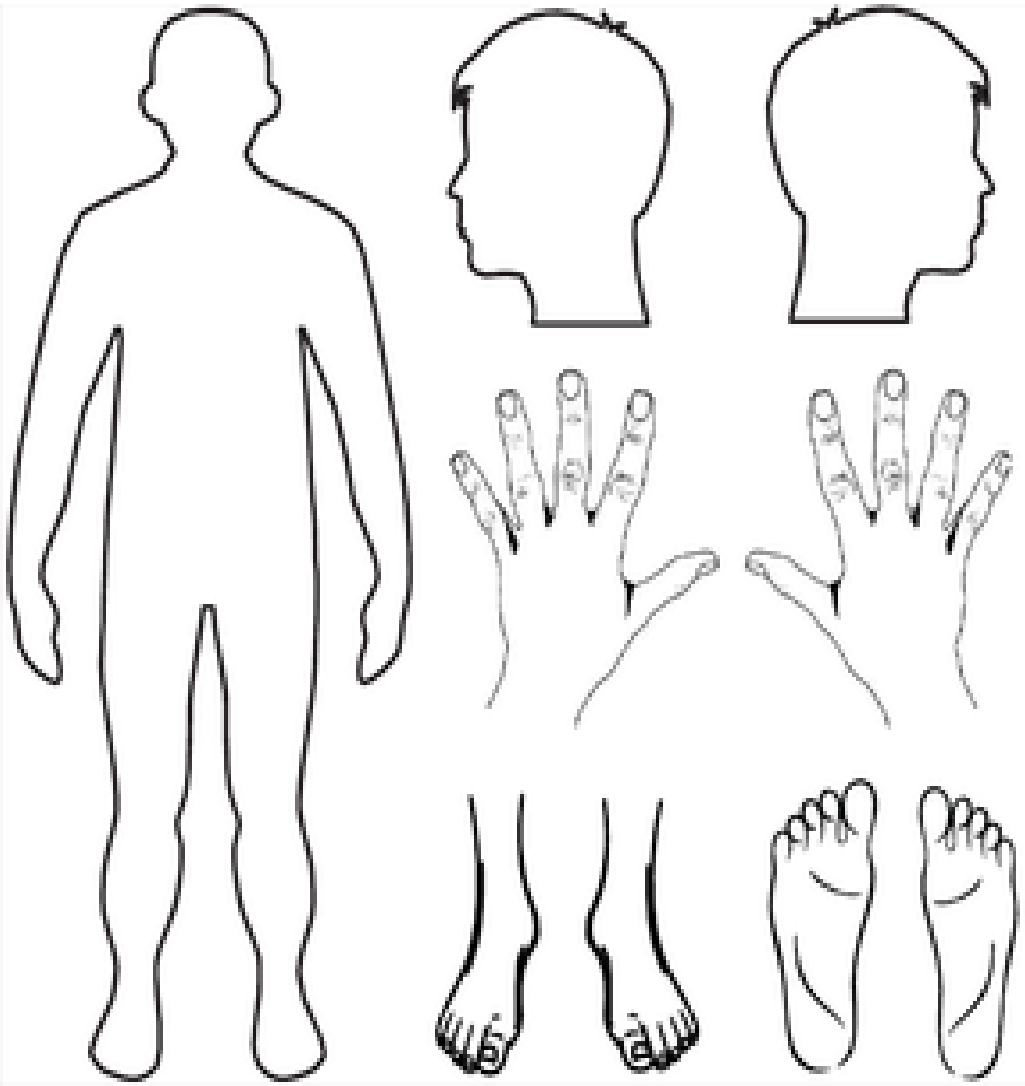
## Extremism

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 refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

## Harmful sexual behaviour (HSB)

Children's sexual behaviour ranges, from normal and developmental expected to inappropriate, problematic, abusive and violent. The inappropriate, problematic, abusive and violent behaviour can cause developmental damage and is referred to as "Harmful Sexual Behaviour" (HSB).

# CHILD PROTECTION BODY MAP



Name of child:

.....

Date of birth:

.....

Staff member raising concern:

.....

Date recorded:

.....

Observations:

.....

.....

.....

# Appendix 1(a) (Heritage House School Internal procedure to record and escalate concerns)

<table>
<tr><td colspan="5">HEALTH & SAFETY / SAFEGUARDING<br><br>RECORDING SYSTEMS<br><br>HERITAGE HOUSE SCHOOL</td></tr>
<tr><td>CPOMS</td><td>Assessnet Forms</td><td>Family Information Sheet</td><td>Bodymap</td><td>Mobile Phone Authorisation</td></tr>
<tr><td>For recording all incidents in relation to safeguarding, child protection, cause of concern, behaviour incidents and contact/discussions with parents and professionals.<br><br>All DSL's to be alerted for every record logged.</td><td>To be completed for any accident or near miss.<br><br>Please ensure that date and time is clearly recorded on forms. Full name of learner and/or staff member involved should be recorded on the form</td><td>To be completed to inform parents of incidents or injuries. Form to be completed by staff member and signed by one of the DSLs. A copy of the form should be taken before being sent home. Returned form should be handed to the office</td><td>To be completed for any injury noted on arrival or that has occurred in school.<br><br>Body maps are included within CPOMS record but for any records not on CPOMS, e.g. Assessnet forms, Family Information sheets, a paper copy of a Body map form must be completed.</td><td>To be completed by any staff member if they need access to their phone during working hours in an emergency. Completed forms to be handed to office</td></tr>
<tr><td colspan="5">Any concerns which require immediate action must be highlighted to Head Teacher (DSL) or DDSL asap and recordings made subsequently</td></tr>
<tr><td>CPOMS provides a clear record of incident and subsequent actions taken</td><td>These forms are recorded into the Buckinghamshire Council Health and Safety online recording system called Assessnet</td><td>Copies of these forms are retained by Admin to maintain a record of shared information between school and home</td><td>Completed forms to be collated with Assessnet form or copy of Family Information Sheet and handed to Admin</td><td>Forms to be retained by Admin</td></tr>
<tr><td colspan="5">CPOMS can be accessed on qny School devices can be used to record incidents and staff may use own devices outside of school hours.<br><br>All other forms can be collected from the staff room or the meeting room in lower school.<br><br>Completed forms should be returned to the Main Office either directly or via LEAF office</td></tr>
<tr><td>All staff to report incidents on CPOMS</td><td>Information to be added to Assessnet database by Tracey/Admin</td><td>Returned forms with parental responses should be collated and retained by Admin.</td><td>Forms to be collated and retained by Admin</td><td>Forms to be collated and retained by Admin</td></tr>
<tr><td>CPOMS alerts are read daily. DSL's will respond to alerts and alert reporting staff member to any subsequent action as appropriate. All actions are recorded on CPOMS.</td><td>Head Teacher/ SLT to be informed of any serious accidents or near misses immediately. These should also be recorded on CPOMS</td><td></td><td></td><td></td></tr>
<tr><td colspan="5">All records and actions are reviewed daily by either the DSL or DDSL<br><br>Records and actions are also discussed fortnightly at DSL meeting and Safeguarding is discussed weekly at SLT meeting.</td></tr>
</table>

# Appendix 1(b) Arrival and Departure Procedures

## *Arrivals*

Learner arrives at school and is supported by adults (parent/carer or transport) to the school gates in LEAF and the Blue Playground and the main door in Reception, Investigators entrance.

School gates/doors open at 8.50am by SLT

School staff support transition at point of entry and support learner to class either directly or observing learner independently travelling to classroom.

Admin team will inform class staff regarding late arrivals. Member of staff to support transition to classroom to be decided between class team and admin depending on individual circumstances.

Parents /carers are requested not to enter the sites at transition time until agreement with staff on duty has been obtained.

## *Departures*

School gates/doors open at 2.50pm by SLT

School staff support ALL learners to transition home.

Adult (parent/carer) supports transition from point of exit. Learners to leave with authorised adults only. Parents to share password with school for any other adult collecting.

Adult (transport) supports transition from point of exit.

School staff to check identity of transport providers where there is a new driver or PA or the member of school staff has not checked their identity before.

Where learners stay for after school clubs, learners are collected from Discoverers Playground following games club at 4pm and the main reception following swimming at 4pm.

Handover is the follows the same process as above.

# Safeguarding- Decision Flow Chart

**Concern**

Body map

(as required)

CHANGE:
Safety
Marks on body
Well being
Food issues
Family
Other
Conversation

**RECORD OF CONCERN**

Record on CPOMS

Alert DSLs

DSL to action and alert reporting staff member as appropriate

Actions may include:
Contact with family
Liaison with Social worker
Liaison with Family Advocate
MARF
Early Help
Monitor
No further action required

**INCIDENT/ ACCIDENT**

Assessnet forms

Family Information sheet

Completed by class teacher

Print 2 (copy for home and for school)

BEHAVIOUR

**Cause for concern**
Discuss with class team and record on CPOMS

Alert DSLs

If recurring complete frequency sheet to monitor

Monitor for **2** weeks and review with DSL/ SLT

To DSLs

Actions may include:
Contact with family
Update SRS
Liaison with OT/ SALT
LD nurses
CAMHS

**Record on CPOMS** any contact with family or other professional