

Appendix 10: Model local school safeguarding arrangements

Key Personnel

Key Personnel for Sunshine House Specialist Setting

The Designated Safeguarding Lead (DSL) is shared between two senior leaders:

Mark Fuell (Tuesday, Wednesday, Thursday)

mark.fuell@sunshinehouse.ac.uk

Telephone: 01923 822 538 (ext. 5608)

Melissa Barrowcliffe (Monday, Friday)

melissa.barrowcliffe@sunshinehouse.ac.uk

Telephone: 01923 822 538 (ext. 5630)

The deputy DSL(s) are:

Ellie Rahman

Ellie.Rahman@sunshinehouse.ac.uk

Telephone: 01923 822 538

Emma Hunt

emma.hunt@sunshinehouse.ac.uk

Telephone: 01923 822 538 (ext. 5603)

The Family Services Co-ordinator is:

Shriti Thompson

Shriti.thompson@sunshinehouse.ac.uk

Telephone: 01923 822 538

Work Mobile: 07841 535 737

The Head of Setting is Mark Fuell

The Executive Head teacher is Andrew Sanders

Context

Sunshine House is a Specialist Setting attended by both primary and secondary-aged pupils from other schools within the Eden Academy. It caters specifically for the needs of pupils with Vision and sensory impairments and additional complex medical, physical and learning difficulties.

Pupils in the EYFS and Primary age-range appear on the Grangewood School roll.
Pupils in the Secondary age-range appear on the Moorcroft School roll.

The setting manages its own safeguarding, attendance and assessment systems on account of the particular needs and circumstances of the pupils attending. There is regular liaison between the Heads on these matters to ensure consistency and oversight.

Safeguarding Procedure

A flow chart is attached at the end of this document that outlines the procedures staff should follow when they have safeguarding concerns.

When a member of staff has a safeguarding concern then they should contact the DSL in the first instance. If the DSL is not available, they should contact the Deputy DSL (s). Wherever possible they should do this via face-to-face contact. If a DSL is not available, then staff should telephone one of the key contacts on the Safeguarding Flowchart. Initial concerns should not be raised first via email, recording on a digital system, or by leaving a message with the school office as this may cause delays in taking the appropriate action. If a member of staff has a concern about the conduct of another member of staff they should inform the Head Teacher / Head of Setting or one of the DSLs if the Head is unavailable. This includes any concerns regarding the behaviour of agency staff or volunteers.

Once a member of staff has reported a safeguarding issue then the DSL will ask them to record this as a concern on the setting's digital recording system. If the member of staff has made any "paper notes" these should be handed to the DSL who will scan the notes and attach them to the digital concern form. Paper copies will then be shredded to maintain confidentiality.

All concerns forms and safeguarding information is kept on the setting's digital system. The DSL is alerted immediately by email any time a concern is logged or updated. All safeguarding information is only accessible to DSLs. Once a member of staff has logged a concern they will no longer be able to access the information unless this is agreed by the DSL. From time to time the DSL may be asked to share concern forms with statutory bodies. All information shared must be in compliance with GDPR and the Data Protection Act (2018).

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A note on pupil abilities to disclose a concern

Most pupils at Sunshine House are non-verbal or have very limited communication, in addition to severe developmental delay. This may limit their ability to make a verbal disclosure or impact upon their awareness of risks and dangers. However, staff should remain vigilant of changes of behaviour or ways in which the signs and indicators may manifest in a child with complex needs. This is inherently challenging to accurately interpret. Therefore, all staff must maintain an open and questioning mind, and be cautious in their approach to safeguarding.

This should not narrow staff awareness of safeguarding procedures or how to respond to a disclosure. Staff must maintain an awareness of their professional role and that they are in a trusted profession. They should be aware that disclosures may come from a number of other sources, including siblings, other family members, or visitors accessing the site.

When and What to report

If staff notice any indicators of abuse/neglect or signs that a child may be experiencing a safeguarding issue they should record these concerns on an electronic cause for concern form and submit it to the DSL. They should speak to a DSL in person without delay if they believe that a child is in danger of significant imminent harm. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

If staff have a concern, they should act on it. They should not assume a colleague or another professional will take action. Staff should also be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Staff

should not assume that other professionals will share information that might be critical in keeping children safe.

There will be occasions when staff may suspect that a pupil may be at risk but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.

Staff should recognise that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a child is being abused or is in need of additional safeguarding action.

In these circumstances staff will try to give the child the opportunity to talk. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should use the electronic cause for concern form to record these early concerns.

If the pupil begins to reveal that they are being harmed, staff should follow the advice below regarding a pupil making a disclosure.

If, for any reason, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

If a pupil (or other child) discloses to a member of staff;

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We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.

A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

During their conversation with the child, staff will;

- Listen to what the child has to say and allow them to speak freely
- Remain calm and not overreact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener
- Reassure the child that it is not their fault and that they have done the right thing in telling someone
- Not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk
- Take what the child is disclosing seriously
- Ask open questions and avoid asking leading questions

- Avoid jumping to conclusions, speculation or make accusations
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.
- Avoid admonishing the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive but may be interpreted by the child to mean they have done something wrong.
- Tell the child what will happen next.

If a pupil talks to any member of staff about any risks to their safety or wellbeing, the staff member will let the child know that they will have to pass the information on – staff are not allowed to keep secrets.

The member of staff should write up their conversation as soon as possible on an electronic cause for concern form in the child's own words. Staff should make this a matter of priority. It should also detail where the disclosure was made and who else was present.

Notifying Parents

Schools will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

Where there are concerns about forced marriage or so-called honour-based violence, parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

Reporting System for Pupils

Schools will ensure pupils feel safe and comfortable to come forward and report any concerns and/or allegations. The system that the school has in place for pupils to report abuse is called CPOMS.

All staff have access to both Grangewood School's CPOMS system and Moorcroft School's CPOMS systems via a single login. Safeguarding records are then recorded on the relevant school for the child (the 'home school' whose school roll they are recorded against). DSLs have access to the relevant children to Sunshine House. Access rights are managed by the home schools but the Sunshine House DSLs have admin rights to make changes as and when necessary to ensure staff have the correct access to the system without barriers.

Our aim is that safeguarding reporting systems are well promoted, easily understood and easily accessible for staff. All staff are assigned logins on this system at the start of their employment, given training in how and what to record, and are supported to get logged in and become familiar with the system. Safeguarding flowchart posters on display around the site have additional login tips on their reverse so that these are easily referred to.

Making a referral

Concerns about a child or a disclosure should be discussed with the DSL who will help decide whether a referral to children's social care, early help or other support is appropriate in accordance with local safeguarding partners' thresholds.

If a referral is needed, then the DSL should make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and should consider making a referral themselves.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate, the police) is made immediately.

The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

If, after a referral, the child's situation does not appear to be improving, the Designated Safeguarding Lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly that the child's situation improves. If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately.

Anybody can make a referral - Where referrals are not made by the DSL, the DSL should be informed as soon as possible. Often, joint referrals are made with the school nurse where there is a medical or neglect nature to the concern.

Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

Low Level Concerns

The Headteacher will manage Low-level concerns and all concerns should be reported to the Headteacher who will determine if these concerns are at the threshold for a low level concern or need to be escalated. These are recorded on the setting's digital recording system (OnlineSCR). Low level concerns received are monitored by the Headteacher and the Trust Safeguarding Officer to identify any potential patterns of inappropriate, problematic or concerning behaviour to be identified, ensure that no information is possibly lost, and ensure that information is appropriately shared where a member of staff works across several sites within the academy. Where a low-level concern involves an agency worker, their employer will be notified of the concern and actions taken.

Information about the school

Sunshine House is a highly specialist educational setting for children aged 3-15 who have vision impairment in addition to complex physical, medical and learning difficulties. The vast majority of pupils are non-verbal or have very limited communication, and most pupils have poor mobility or are wheelchair users. All pupils have an Education, Health and Care Plan (EHCP). Pupils come from the London Borough of Hillingdon and from neighbouring authorities. Many pupils come from homes where English is not the first language.

A large proportion of pupils have an allocated social worker or are known to social care and Children With Disabilities Team. Many are designated as a Child In Need on account of their complex needs and the level of care this requires. The school therefore maintains very strong links with social care and undertakes frequent Early-help activities through multi-professional working and family services support.

A full-time school nurse from the local Central and North-West London Community Nursing team is deployed at the school, and supported by the school's own Health Care Assistants. This provides good links to Health professionals and is reflective of the high medical needs of the schools' pupil population. DSLs are in frequent contact with medical professionals to best

understand pupils' context, better understand the risks this presents to the safety of the child, and be knowledgeable of the required support to ensure they are properly safeguarded at all times.

Even where concerns are of a medical nature, school staff should always report initial concerns to the DSL employed by the school. However, from time to time the DSL may choose to consult medical staff for advice; for example, regarding the cause of a mark. Nevertheless, NHS staff have their own safeguarding protocols and if the school nurse has concerns about a child he or she may choose to report this through their own procedures. The school nurse will notify the DSL of any referrals made.

Approximately one fifth of pupils are eligible to receive the pupil premium (additional government funding for children who are looked after and those eligible for free school meals), although this may be higher than reported as not all pupils receive meals orally (tube fed with blended diet or milk feeds provided by the dietician/health or parents).

The Head of Setting at Sunshine House works very closely with the Trust Safeguarding Officer, the Director for Schools and Central Services and other Trust leaders to maintain an effective safeguarding culture across the school and wider trust.

A team of therapists is employed directly by the Trust to work with pupils at this school daily. This provides additional opportunities for multi-professional approaches to provide support around a child and further professional liaison with colleagues in the community who support the child.

Information about the local community

Whilst the school site is located within an affluent area, many pupils live in social housing or temporary accommodation. Through their close partnership with families and links through social care, the school safeguarding team maintain a good knowledge of pupil's home contexts and actively alert services where these are found to be inadequate for the child or caregiver's needs. This may include lack of suitable hoisting equipment which could endanger the long-term health of their main caregiver or the child themselves.

The school aims to frequently reflect and celebrate the cultural practices of pupils/families within the school in the interest of developing familiarity and understanding of differences. This also supports the safeguarding of families by developing a greater understanding of community groups and adjusting our support or actions accordingly.

Frequent updates from the Local Safeguarding Partners (including Axis) provide an up-to-date picture of local safeguarding risks and community news. This can help target further support or share information with families to help them take steps to keep themselves safe.

Curriculum

At Sunshine House, we believe that each pupil should receive an individualised holistic curriculum: personalised to their educational, social and wellbeing needs, and incorporating the specialist interventions they require (i.e. therapy) to best engage and thrive.

It is our intention that our curriculum will enable all pupils to leave the setting with the necessary skills and knowledge (or a developing foundation in these), with which they will thrive and enjoy the things they love, be advocates for their own independence and play an integral role in their community.

The curriculum is centred on developing pupils' positive wellbeing and strands within the curriculum itself support pupils to develop their social, emotional and mental health, in addition to an understanding of others and how to effectively communicate. These combine to help pupils stay safe and develop their 'voice' to advocate for themselves as far as possible.

Pupils are kept safe within the school through the high ratio of skilled and attentive staff to children. All staff are trained in safe practices to support pupils' physical, medical, feeding and personal care needs in ways that are respectful and allow independence whenever possible. Pupils are supervised throughout the day and there is a proactive approach to making note of any injuries or marks, seeking explanation and identifying improvements. Specialist equipment that allows pupils to access their learning is regularly reviewed to ensure it is safe for use and fit for purpose. Where it is deemed necessary, positive handling plans are used to ensure a consistent approach to help pupils develop safe and appropriate responses to challenge.

E-safety

All staff at Sunshine House follow the policy and procedures to e-safety and through annual Level 1 safeguarding training are made aware of the risks involved. Further guidance is shared via focus articles in the weekly staff bulletin or supplemented by specific training workshops.

Pupils are always supervised in their use of the internet and staff are highly selective of the online resources used for learning to ensure they are safe, appropriate and relevant to the child's understanding. This is supported by the webfiltering system in place with limited access allowed to online resources.

All staff are urged to be aware of the use of social media and their personal online presence and professional conduct online. This is monitored in line with the Academy's procedures.

Parents are encouraged and made aware of the use of ipads and other forms of tablets with the children to ensure internet safety.

Virtual Zoom or Microsoft Teams calls to parents may be made through the course of our work. There are clear procedures with regards to online video calls that we must take into consideration. Including:

- Carrying out calls with a colleague present
- Ensuring appropriate clothing is worn by all participants (as would be expected in a face-to-face meeting)
- Appropriate backgrounds are used.
- Ensuring parents are aware of correct and appropriate procedures

Mobile Devices

Staff may bring mobile devices to work. However, staff are not permitted to use their mobile phones during the school day whilst they have contact with children. These should be placed on silent and stored away. Staff must not use personal devices to take photographs of students.

Date of next review: September 2025

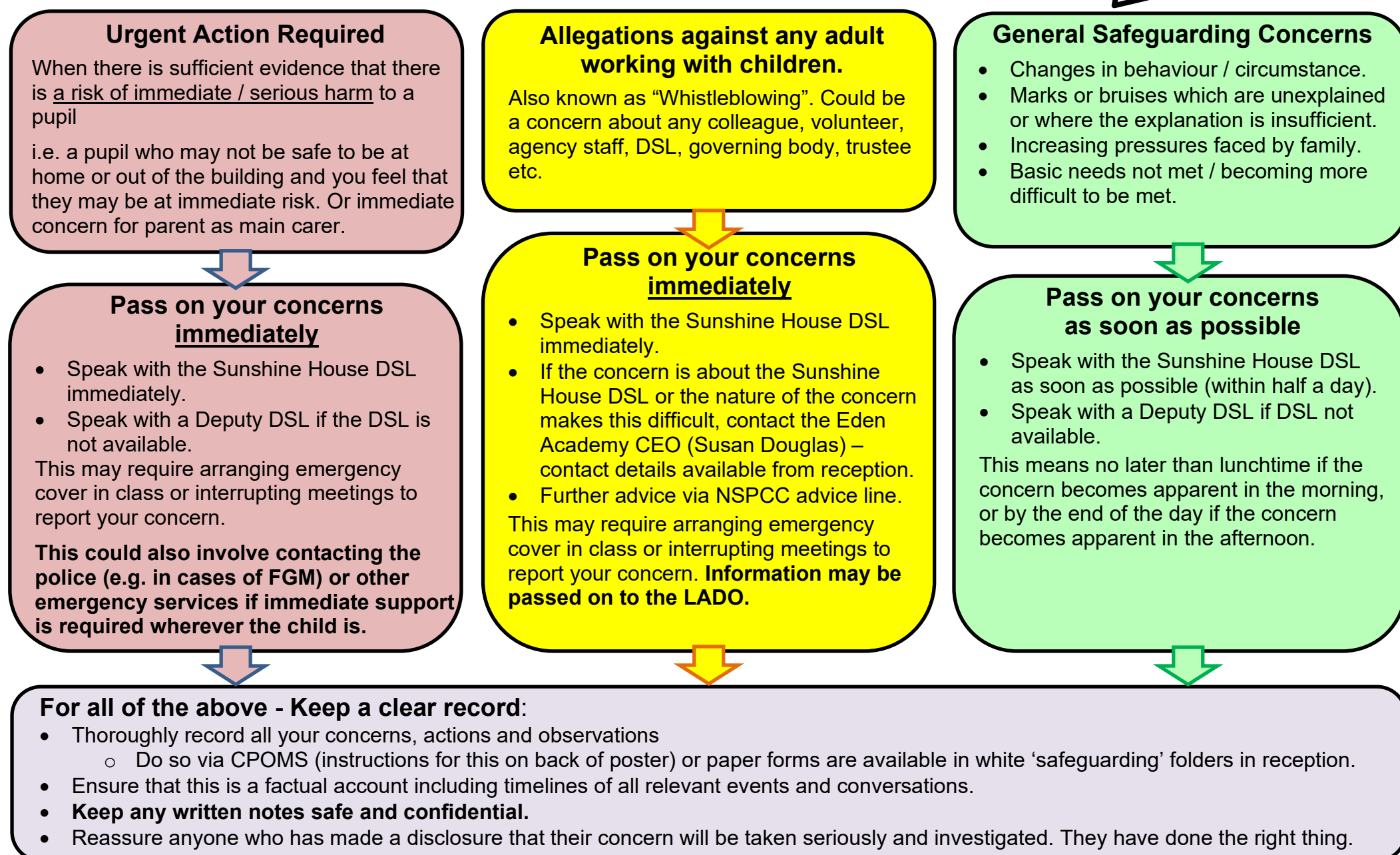
Signed on behalf of the trustees: _____ *A Sanders* _____

Safeguarding Arrangements at Sunshine House Specialist Setting

All pupils at Sunshine House are on the school roll of Grangewood School (Nursery to KS2) or Moorcroft School (KS3-4). Sunshine House deal directly with all safeguarding concerns and procedures in the first instance with information shared with the home school.

Speak to the DSL or Deputy DSL first before recording on CPOMS.

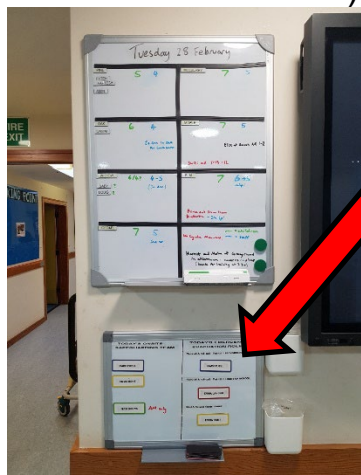
Reporting Safeguarding Concerns at SHS - Flowchart for staff



Where to find more information:

Who is on Duty today?:

The names of the safeguarding team available on site each day can be found beneath the staffing board in reception (to the right of the main corridor).



* Names, photos and contact details of our DSLs, Deputy DSLs and other appropriately trained staff are found on page 2 of this poster

Where do I find reference materials / policies?:

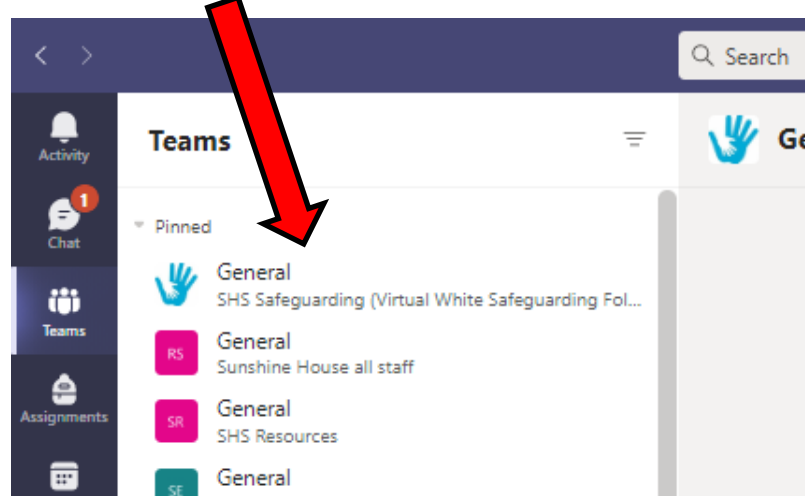
We have collated a range of reference material for Safeguarding in our setting for you to refer to as and when you need. If you cannot remember something or do not know, then ask or refer to this to find out.

It contains copies of all the essential policies, latest guidance and training for staff. It can be found on the school Sharepoint system / Microsoft Teams:

[Link to the Sharepoint location](https://sunshinehouseschool.sharepoint.com/sites/SHSSafeguardingVirtualWhiteSafeguardingFolders/)

<https://sunshinehouseschool.sharepoint.com/sites/SHSSafeguardingVirtualWhiteSafeguardingFolders/>

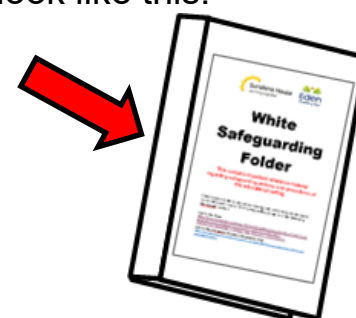
[Link to the Team](#) (click if accessing digitally)



No access to a computer?:

A paper copy of useful reference documents can also be found in the school office and staff room.

Look out for the White Safeguarding Reference Folders in these areas, which look like this:



Key contacts for safeguarding

Sunshine House Safeguarding Team (your first point of contact)

	Mark Fuell Head of Sunshine House Designated Safeguarding Lead (DSL) Tues, Wed, Thurs		Melissa Barrowcliffe Deputy Head Designated Safeguarding Lead (DSL) Mon & Fri		Emma Hunt Lead Practitioner (Tues-Fri) Deputy DSL Tues, Wed, Thur, Fri		Ellie Rahman Upper School Phase Lead Deputy DSL Mon, Tues, Wed, Thur, Fri
	Tansy Heymer Assistant Head of Grangewood School Grangewood DSL		Olga Toulkeridou Deputy Head of Moorcroft School Moorcroft DSL		Liz Edwards Head of Grangewood School Grangewood Deputy DSL		

Eden Academy Trust safeguarding leads

(Contact details available from school office)



Trust responsibility for Safeguarding:
Andrew Sanders
Regional Director for the Eden Academy Trust



Out of hours Designated Lead:
Lisa Hatcher
Safeguarding Officer for the Eden Academy Trust

Other key contacts for safeguarding

(Contact details available from school office)



Trustee Portfolio for Safeguarding:
Mari Ladu
Trustee for the Eden Academy Trust



Susan Douglas
CEO for the Eden Academy Trust



Carley Holliman
Deputy CEO for the Eden Academy Trust



Kris Williams
Regional Director for the Eden Academy Trust

Our Medical Team and Extended Provision Team (may be involved in casework and external services liaison)

	Sue White School Nurse ***** Not Eden staff [Central & North West London NHS]						
	Steph Bayford Health Care Assistant Level 3 Trained		Ange Monger Health Care Assistant Level 3 Trained		Gail Lisicki Health Care Assistant		Sukhi Takhar Health Care Assistant

Other members of our Extended Provision Team (may be involved in casework and external services liaison)

	Shriti Thompson SHS Family Services Co-ordinator Involved in casework and external services liaison						
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