



Safeguarding and Child Protection Policy

Policy Reviewed by:	Hayley Richardson-Byrne / Suzy Hollett
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Key Personnel	
Proprietor	Sara Llewellyn
Designated Safeguarding Lead (DSL)	Suzy Hollett
Deputy Headteacher	Natalie Lovelock
HR Manager	Hayley Richardson Byrne
Business Manager	Sophie Illingworth
IT Manager	Jamie Martin
Teaching Staff	Joe Ross Ryan Colvin

1. Policy Statement

Maple Haven School Safeguarding Mission Statement

At Maple Haven School, safeguarding is at the heart of everything we do. As a specialist independent SEND school, we are committed to creating a safe, nurturing, inclusive and child-centred environment where every pupil feels valued, respected, listened to and protected.

We recognise that children with Special Educational Needs and Disabilities (SEND) may face additional vulnerabilities and barriers to recognising, communicating or reporting concerns. We therefore adopt a personalised, stage-not-age approach to safeguarding, ensuring that support is responsive to each pupil's communication profile, developmental stage, individual strengths and needs.

The welfare of the child is paramount. Every member of our school community shares responsibility for safeguarding and promoting the wellbeing of our pupils. We expect all staff, volunteers, contractors and visitors to remain professionally curious, vigilant and committed to always acting in the best interests of children.

We maintain a culture where concerns are taken seriously, no matter how small they may appear, and where staff are empowered to act upon the belief that:

'It could happen here.'

Through effective safeguarding practice, strong partnerships with families and external agencies, robust recruitment procedures, ongoing staff training and a commitment to continuous improvement, Maple Haven strives to ensure that every child is safe, supported and able to achieve their full potential.

2. Maple Haven Context

Maple Haven School is a specialist independent SEND school supporting up to 14 primary - secondary aged pupils.

The school adopts a stage not age approach. Pupils are supported according to their developmental stage, communication profile, EHCP outcomes, emotional wellbeing and individual needs rather than solely by chronological age.

Many pupils attending Maple Haven School may:

- Communicate differently.
- Be pre-verbal, minimally verbal or selectively verbal.
- Use Alternative and Augmentative Communication (AAC).
- Require alternative communication systems.
- Experience sensory processing differences.
- Have limited understanding of risk.
- Require additional support with social awareness.
- Experience social isolation.
- Be dependent upon adults for support.
- Have experienced trauma or adverse childhood experiences.
- Have medical vulnerabilities.
- Be more vulnerable to exploitation, abuse, manipulation or bullying.
- Be more vulnerable to online harm.

The school recognises that safeguarding concerns may not always be communicated verbally and may instead present through:

- Behaviour.
- Emotional presentation.
- Play.
- Changes in engagement.
- Changes in routine.
- Withdrawal.
- Physical presentation.
- Anxiety or dysregulation.
- Regression in skills.
- Alternative communication methods.

Staff must ensure that safeguarding responses are adapted to the individual needs of each pupil and that concerns are never overlooked because they are

attributed solely to a pupil's disability, communication needs, behaviour or developmental differences.

Safeguarding practice at Maple Haven School is child-centred, trauma-informed, SEND-aware and underpinned by professional curiosity. Staff will actively consider the additional vulnerabilities that pupils may face and will work collaboratively with families, professionals and safeguarding partners to ensure pupils receive the protection, support and intervention they need.

The school recognises that effective safeguarding requires an understanding of the whole child, their lived experiences, their communication profile and the contexts in which they learn, socialise and access the wider community.

3. Safeguarding Aims

The aims of this policy are to:

- Protect pupils from harm, abuse, neglect and exploitation.
- Promote pupils' welfare, wellbeing and positive outcomes.
- Provide a safe, nurturing, inclusive and supportive environment.
- Ensure concerns are identified, recorded and responded to promptly.
- Promote a culture in which safeguarding is everyone's responsibility.
- Support effective multi-agency working and information sharing.
- Promote a culture of vigilance, professional curiosity and reflective practice.
- Ensure all staff understand and fulfil their safeguarding responsibilities.
- Ensure pupils know how to seek help and feel listened to.
- Ensure pupil voice is recognised and valued, including for pupils who are pre-verbal, minimally verbal or use alternative communication methods.
- Support families through preventative, early intervention and Early Help approaches.
- Recognise and respond to the additional safeguarding vulnerabilities that may affect pupils with SEND.
- Promote online safety and support pupils to understand and manage risks in both online and offline environments.
- Identify and respond appropriately to contextual safeguarding risks.
- Support pupils to develop an age and stage appropriate understanding of personal safety, healthy relationships, boundaries and consent.
- Maintain robust safeguarding systems, procedures and record keeping arrangements.
- Promote positive relationships between pupils, families, staff and external professionals.

- Ensure safeguarding practice is child-centred, trauma-informed and responsive to individual needs.
- Ensure that all safeguarding decisions are made in the best interests of the child.

4. Legislative Framework

This policy has regard to:

- Keeping Children Safe in Education (KCSIE) 2026.
- Working Together to Safeguard Children 2026.
- Children Act 1989.
- Children Act 2004.
- Education Act 2002.
- Education Act 1996.
- Children and Families Act 2014.
- SEND Code of Practice: 0-25 Years (2015).
- Human Rights Act 1998.
- Equality Act 2010.
- Counter-Terrorism and Security Act 2015.
- Prevent Duty Guidance.
- Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies.
- Supporting Pupils at School with Medical Conditions.
- Data Protection Act 2018.
- UK General Data Protection Regulation (UK GDPR).
- The Education (Independent School Standards) Regulations 2014.
- Independent School Standards.

This policy should be read alongside:

- Positive Behaviour Support and Restrictive Physical Intervention Policy.
- Managing Allegations Against Staff and Low-Level Concerns Policy.
- Staff Code of Conduct.
- Online Safety Policy.
- Attendance Policy.
- Supporting Pupils with Medical Conditions and Health Needs Policy.
- Anti-Bullying Policy.
- Whistleblowing Policy.
- Safer Recruitment Policy.
- Acceptable Use Policy.
- Confidentiality Policy.
- SEND Policy.
- Risk Assessment Policy.

5. Definition of Safeguarding

Safeguarding and promoting the welfare of children includes:

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health or development.
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.
- Protecting children from abuse, neglect, exploitation and harm both online and offline.
- Promoting children's safety, welfare, wellbeing and emotional health.
- Identifying and responding to concerns at the earliest opportunity.
- Working collaboratively with parents, carers, professionals and safeguarding partners to protect children.
- Recognising and responding to the additional vulnerabilities that may affect children with SEND.
- Supporting children to understand personal safety, healthy relationships, boundaries and how to seek help.
- Creating a culture in which pupils feel safe, valued, listened to and supported.
- Ensuring children are protected from discrimination, harassment, bullying, child-on-child abuse and all forms of exploitation.

Maple Haven School recognises that safeguarding is a whole-school responsibility and that effective safeguarding requires vigilance, professional curiosity, timely information sharing and a child-centred approach.

All staff have a responsibility to safeguard and promote the welfare of children and must act immediately when concerns arise.

Safeguarding arrangements at Maple Haven School are underpinned by the principle that:

The welfare of the child is paramount.

6. Roles and Responsibilities

Proprietor

Sara Llewellyn is responsible for:

- Ensuring safeguarding and child protection arrangements are effective.
- Providing strategic safeguarding oversight across the school.
- Promoting a positive safeguarding culture where the welfare of children is paramount.

- Ensuring safeguarding policies and procedures remain up to date and reflect current legislation and guidance.
- Ensuring safer recruitment procedures are implemented effectively.
- Monitoring safeguarding records, audits and action plans.
- Reviewing safeguarding data, trends and emerging risks.
- Ensuring appropriate safeguarding training is provided to all staff.
- Supporting and challenging safeguarding practice.
- Ensuring statutory safeguarding responsibilities are fulfilled.
- Ensuring appropriate resources are available to safeguard pupils effectively.
- Monitoring the effectiveness of online safety, filtering and monitoring arrangements.
- Monitoring the effectiveness of CPOMS and safeguarding recording systems.
- Reviewing significant safeguarding incidents and ensuring lessons learned are implemented.
- Monitoring safeguarding arrangements for pupils with SEND and other vulnerable groups.
- Ensuring allegations against staff and low-level concerns are managed appropriately.
- Reviewing restrictive physical intervention monitoring information and safeguarding implications arising from behaviour incidents.
- Ensuring compliance with Keeping Children Safe in Education (KCSIE) 2026, Working Together to Safeguard Children 2026 and the Independent School Standards.
- Ensuring pupils are protected from abuse, neglect, exploitation and discrimination.
- Ensuring safeguarding remains a standing priority within school improvement and management decision-making.

Designated Safeguarding Lead (DSL)

Suzy Hollett is responsible for:

- Leading safeguarding practice across Maple Haven School.
- Acting as the school's Designated Safeguarding Lead (DSL).
- Managing referrals to Children's Social Care, Early Help and other safeguarding agencies where appropriate.
- Liaising with external professionals and safeguarding partners.
- Providing safeguarding advice, guidance and support to staff.
- Coordinating safeguarding training and updates.
- Monitoring the welfare of vulnerable pupils.
- Supporting pupils and families requiring additional intervention.

- Managing and monitoring safeguarding records through CPOMS.
- Ensuring safeguarding concerns are recorded appropriately, accurately and in a timely manner.
- Reviewing safeguarding trends, patterns and emerging concerns identified through CPOMS.
- Ensuring safeguarding actions are completed and followed up appropriately.
- Reporting safeguarding concerns and trends to the Proprietor where necessary.
- Supporting staff in identifying safeguarding concerns involving pre-verbal, minimally verbal and communication-vulnerable pupils.
- Reviewing safeguarding concerns linked to attendance, behaviour, emotional wellbeing and medical needs.
- Coordinating multi-agency safeguarding support.
- Monitoring concerns relating to child-on-child abuse, online safety and contextual safeguarding.
- Reviewing incidents involving restrictive physical intervention from a safeguarding perspective.
- Ensuring safeguarding arrangements appropriately support pupils with SEND.
- Supporting pupils and families through Early Help, Child in Need, Child Protection and other safeguarding processes where appropriate.

The DSL has appropriate status, authority, training, time and resources to fulfil these responsibilities effectively.

Deputy Designated Safeguarding Lead (Deputy DSL)

Natalie Lovelock is responsible for:

- Supporting the DSL in all safeguarding functions.
- Acting as DSL in the absence of the DSL.
- Supporting safeguarding investigations.
- Monitoring safeguarding systems and procedures.
- Supporting vulnerable pupils and their families.
- Assisting with Early Help and multi-agency working.
- Supporting safeguarding audits and quality assurance activities.
- Reviewing safeguarding trends and supporting action planning.

Additional Deputy DSL

Sophie Illingworth is an Additional Deputy Designated Safeguarding Lead and is responsible for:

- Supporting the DSL team.
- Assisting with safeguarding administration.

- Maintaining confidential safeguarding records where required.
- Supporting communication with professionals and safeguarding agencies.
- Assisting with safeguarding compliance requirements.
- Supporting monitoring and review activities.
- Supporting the management of safeguarding information and documentation.
- Assisting with safeguarding audits and safeguarding quality assurance processes.

HR Manager

Hayley Richardson Byrne is responsible for:

- Maintaining safeguarding training records.
- Supporting safer recruitment procedures.
- Supporting allegations management processes.
- Ensuring safeguarding compliance in employment matters.
- Monitoring safeguarding-related staff training requirements.
- Supporting safeguarding induction processes.

IT Manager

Jamie Martin is responsible for:

- Supporting online safety arrangements.
- Maintaining filtering and monitoring systems.
- Supporting cyber security arrangements.
- Preserving digital evidence where required.
- Supporting investigations involving technology.
- Supporting data protection and safeguarding compliance.
- Monitoring online safety risks and emerging technologies.

Teaching Staff

Teaching staff, including Joe Ross and Ryan Colvin, are responsible for:

- Knowing the signs of abuse, neglect and exploitation.
- Understanding the additional vulnerabilities that may affect pupils with SEND.
- Reporting concerns immediately.
- Recording concerns accurately on CPOMS.
- Maintaining professional curiosity.
- Supporting pupils appropriately.
- Listening to pupils and responding to disclosures appropriately.
- Remaining vigilant to non-verbal indicators of harm.
- Always following safeguarding procedures.
- Participating fully in safeguarding training and updates.

7. Early Help

Maple Haven School recognises the importance of early intervention and preventative support.

Staff should consider whether a child or family may benefit from Early Help where:

- Additional support may prevent problems escalating.
- Attendance concerns arise.
- Emotional wellbeing concerns emerge.
- Behavioural concerns develop.
- Parenting or family difficulties affect the child.
- Financial hardship impacts the family.
- There are emerging safeguarding concerns.
- Medical needs create additional challenges.
- Communication difficulties affect wellbeing or safety.
- Mental health concerns emerge.
- Additional professional support may be beneficial.

The school recognises that pupils with SEND may require earlier and more coordinated support to reduce barriers to learning, wellbeing and safety.

The DSL may:

- Coordinate Early Help support.
- Contribute to Early Help assessments and plans.
- Attend multi-agency meetings.
- Support referrals to external services.
- Liaise with social care, health professionals and Local Authority services.
- Support families in accessing appropriate intervention and services.

Where appropriate, Maple Haven School will support families to access services such as:

- Early Help.
- Family support services.
- Social Care.
- CAMHS.
- Speech and Language Therapy.
- Occupational Therapy.
- Educational Psychology.
- Disability services and social care support.

Early Help activity will be recorded, monitored and reviewed through CPOMS where appropriate, ensuring that support remains child-centred, coordinated and effective.

8. Categories of Abuse

All staff must be aware of the four main categories of abuse and understand that abuse may occur in person, online, within the home, within the community or through peer relationships.

Physical Abuse

Physical abuse is a form of abuse which may involve:

- Hitting.
- Shaking.
- Throwing.
- Poisoning.
- Burning or scalding.
- Drowning.
- Suffocating.
- Fabricating or inducing illness.

Physical abuse may also be caused when a parent, carer or other adult deliberately causes physical harm to a child or knowingly fails to protect them from injury.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development.

It may involve:

- Conveying to a child that they are worthless, unloved or inadequate.
- Humiliation or ridicule.
- Bullying or intimidation.
- Serious cyberbullying.
- Exposure to domestic abuse.
- Overprotection which prevents normal social interaction.
- Age or developmentally inappropriate expectations.
- Seeing or hearing the ill-treatment of another person.

Emotional abuse may occur alone or alongside other forms of abuse.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities.

Activities may include:

- Physical contact activities.
- Non-contact activities.
- Sexual exploitation.
- Sexual grooming.
- Online sexual abuse.
- Encouraging children to view or produce sexual images.
- Sexual harassment.
- Sexual violence.

Children may not always understand that they are being abused.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of health or development.

Neglect may include failure to:

- Provide adequate food, clothing or shelter.
- Protect a child from physical or emotional harm.
- Ensure appropriate supervision.
- Provide access to medical care or treatment.
- Meet emotional needs.
- Respond appropriately to a child's developmental needs.

Abuse and Pupils with SEND

Maple Haven School recognises that pupils with SEND may:

- Be more vulnerable to abuse and neglect.
- Have communication barriers.
- Find it difficult to recognise abuse.
- Find it difficult to communicate concerns.
- Be more vulnerable to bullying, exploitation and online harm.
- Present signs of abuse differently from their peers.

Staff must remain vigilant and ensure concerns are never dismissed because they are attributed solely to a pupil's disability, communication needs, behaviour or developmental differences.

All concerns, however small, must be reported in accordance with this policy.

9. Safeguarding Risks

All staff must be aware of safeguarding risks that may affect children and young people. Safeguarding concerns may arise within the home, school, community or online environment.

Staff must be aware of risks including:

- Child-on-child abuse.
- Bullying.
- Cyberbullying.
- Sexual violence and sexual harassment.
- Child Criminal Exploitation (CCE).
- Child Sexual Exploitation (CSE).
- County lines.
- Domestic abuse.
- Mental health concerns.
- Radicalisation and extremism.
- Online abuse.
- Missing education.
- Modern slavery and trafficking.
- Forced marriage.
- Honour-based abuse.
- Female Genital Mutilation (FGM).
- Substance misuse.
- Serious violence.
- Grooming.
- Technology-assisted abuse.
- Sexting and sharing of indecent images.
- Deepfake and AI-generated abuse.
- Coercive and controlling behaviour.
- Emotional wellbeing concerns that may become safeguarding concerns.
- Attendance concerns that may indicate wider safeguarding risks.

Staff must understand that safeguarding concerns rarely occur in isolation and that multiple vulnerabilities may coexist.

Safeguarding Risks for Pupils with SEND

Maple Haven School recognises that pupils with SEND may be disproportionately vulnerable to:

- Abuse and neglect.
- Bullying and child-on-child abuse.
- Exploitation.
- Grooming.
- Social isolation.

- Online harm.
- Manipulation by others.
- Inappropriate or unsafe relationships.
- Financial exploitation.
- Dependency upon adults.
- Restriction of personal liberty.
- Difficulties recognising abusive behaviour.
- Difficulties communicating concerns.

Some pupils may not recognise that they are experiencing harm or may communicate concerns in ways that differ from their peers.

Staff must remain professionally curious and consider whether behaviour, emotional presentation, communication changes, attendance concerns, regression in skills or changes in wellbeing may indicate an unmet safeguarding need.

Contextual Safeguarding Risks

Maple Haven School recognises that safeguarding risks may arise through:

- Peer groups.
- Educational environments.
- Community settings.
- Public spaces.
- Social media platforms.
- Gaming and online communities.
- Transport arrangements.
- Extra-curricular activities.

Staff must consider the wider context of a child's life when assessing safeguarding concerns and planning interventions.

All safeguarding concerns must be reported in accordance with this policy, regardless of how minor they may initially appear.

10. SEND and Safeguarding

Maple Haven School recognises that pupils with SEND may experience additional safeguarding vulnerabilities and barriers which can increase their risk of abuse, neglect, exploitation or harm.

Some pupils may:

- Have communication difficulties.
- Be pre-verbal, minimally verbal or selectively verbal.
- Use Alternative and Augmentative Communication (AAC).
- Be dependent upon adults for support.
- Have limited understanding of risk, danger or personal safety.

- Experience social isolation or difficulty forming peer relationships.
- Be more vulnerable to bullying, coercion and manipulation.
- Be more vulnerable to criminal or sexual exploitation.
- Be more vulnerable online.
- Have difficulty distinguishing between appropriate and inappropriate behaviour.
- Find it difficult to recognise abuse or understand that they are being harmed.
- Find it difficult to report concerns or seek help.
- Have experienced previous trauma or adverse childhood experiences.
- Have significant medical needs or disabilities.
- Experience sensory processing differences which may affect how they respond to safeguarding situations.

Maple Haven School recognises that safeguarding concerns may present differently for pupils with SEND and that indicators of abuse, neglect or exploitation may be more difficult to identify.

Staff must remain professionally curious and take care not to:

- Assume that indicators of abuse are solely related to a pupil's SEND.
- Dismiss concerns because they are perceived to be part of a pupil's disability or diagnosis.
- Lower safeguarding expectations for pupils with SEND.

Concerns must never be overlooked because they are perceived to relate to a pupil's disability, communication needs, behaviour, developmental stage or medical condition.

Staff must ensure that:

- Appropriate communication methods are used.
- Pupils are listened to and taken seriously.
- Alternative communication systems are utilised where required.
- Pupil voice is actively sought and valued.
- Concerns are not overlooked due to disability.
- Safeguarding responses are adapted to individual needs.
- Safeguarding information is shared in an accessible and meaningful way.
- Pupils know how to seek help from trusted adults.
- Reasonable adjustments are made where required.
- Additional supervision and support are provided where risk assessments identify need.

The school recognises that safeguarding decisions for pupils with SEND should always take account of:

- Developmental stage.
- Communication profile.
- EHCP outcomes.
- Medical needs.
- Emotional wellbeing.
- Sensory needs.
- Family circumstances.
- Wider contextual safeguarding risks.

Where concerns arise, staff will work collaboratively with families, safeguarding partners and other professionals to ensure that pupils receive timely, effective and appropriate support.

11. Safeguarding Pupils with Communication Needs

Maple Haven School recognises that some pupils may be:

- Pre-verbal.
- Minimally verbal.
- Selectively verbal.
- Users of Alternative and Augmentative Communication (AAC).
- Users of communication devices.
- Unable to verbally report abuse, neglect or exploitation.
- Unable to recognise that they are experiencing abuse or harm.
- Unable to communicate concerns in a conventional way.

The school understands that safeguarding concerns may be communicated through:

- Behaviour.
- Emotional presentation.
- Play.
- Drawings.
- Changes in mood.
- Withdrawal.
- Increased anxiety.
- Changes in participation.
- Emotional dysregulation.
- Sensory responses.
- Physical presentation.
- Self-injurious behaviour.
- Non-verbal communication.
- Use of AAC systems.
- Regression in skills.

- Changes in routines, sleep, eating or engagement.
- Physical symptoms or unexplained injuries.

Staff understand that communication is broader than spoken language and that safeguarding concerns may be expressed through a pupil's actions, presentation, interactions or behaviour.

All staff receive training in recognising and responding to non-verbal indicators of harm and are expected to understand the individual communication profiles of the pupils they support.

A pupil's inability to communicate verbally must never reduce professional vigilance or delay safeguarding responses.

Staff must always consider whether behaviour, emotional presentation, communication changes, attendance concerns, physical presentation or changes in functioning may indicate:

- An unmet safeguarding need.
- Abuse or neglect.
- Exploitation.
- Bullying.
- Emotional distress.
- Trauma.
- An unmet medical or wellbeing need.

Where concerns arise, staff will:

- Listen carefully.
- Observe objectively.
- Record concerns accurately on CPOMS.
- Use communication methods appropriate to the individual pupil.
- Seek advice from the DSL without delay.
- Ensure the pupil receives appropriate support and protection.

Maple Haven School is committed to ensuring that all pupils, regardless of their communication needs, are provided with meaningful opportunities to express their wishes, feelings and concerns and are supported to access help when needed.

Staff will work collaboratively with families, professionals and safeguarding partners to ensure that communication differences do not create barriers to protection, support or participation in safeguarding processes.

12. Contextual Safeguarding

Maple Haven School recognises that safeguarding risks can arise beyond the family home.

Contextual safeguarding considers the wider environments, relationships and situations in which children learn, socialise and spend time. The school recognises that these contexts can significantly influence a child's safety, wellbeing and vulnerability to harm.

Contextual safeguarding risks may arise through:

- Peer relationships.
- Educational environments.
- Community settings.
- Public spaces.
- Online environments.
- Social media platforms.
- Gaming platforms.
- Messaging applications.
- Transport arrangements.
- Recreational and leisure activities.
- Community groups and organisations.
- Local neighbourhood environments.

The school recognises that pupils with SEND may be more vulnerable to:

- Exploitation.
- Harmful peer relationships.
- Bullying.
- Online abuse.
- Grooming.
- Coercion.
- Manipulation.
- Criminal exploitation.
- Sexual exploitation.
- Radicalisation.
- Financial exploitation.
- Inappropriate or unhealthy relationships.

Some pupils may have reduced awareness of danger, limited understanding of personal boundaries, increased dependency on adults or difficulties recognising when they are being harmed.

Staff will consider contextual safeguarding risks alongside individual pupil vulnerabilities when:

- Assessing risk.

- Planning interventions.
- Undertaking safeguarding assessments.
- Completing risk assessments.
- Supporting pupils and families.
- Making safeguarding referrals.

The school will work collaboratively with:

- Parents and carers.
- Children's Social Care.
- Early Help services.
- Health professionals.
- Police.
- Local Authority services.
- Other safeguarding partners.

to ensure that contextual safeguarding concerns are identified and addressed promptly.

Where appropriate, contextual safeguarding concerns will be recorded on CPOMS and monitored by the Designated Safeguarding Lead to ensure that pupils receive appropriate support, intervention and protection.

Maple Haven School recognises that safeguarding concerns rarely occur in isolation and that understanding the wider context of a pupil's life is often essential to keeping them safe.

13. Online Safety

Online safety forms a central part of Maple Haven School's safeguarding responsibilities.

The school recognises that digital technologies provide many educational benefits but can also expose pupils to significant safeguarding risks. Maple Haven School recognises that pupils with SEND may be particularly vulnerable online due to communication differences, social vulnerabilities, dependence on adults, difficulties recognising risk and reduced understanding of online relationships.

The school recognises risks associated with:

- Social media.
- Gaming platforms.
- Messaging applications.
- Artificial Intelligence (AI).
- Deepfake technology.

- Online exploitation.
- Inappropriate content.
- Cyberbullying.
- Grooming.
- Online coercion and manipulation.
- Sexual harassment and exploitation.
- Radicalisation and extremism.
- Misinformation and disinformation.
- Financial exploitation and scams.
- Technology-assisted abuse.

The school is committed to helping pupils develop the knowledge, understanding and skills required to stay safe online in ways that are appropriate to their developmental stage, communication profile and individual needs.

Maple Haven School maintains appropriate:

- Filtering systems.
- Monitoring systems.
- Staff training.
- Pupil education.
- Cyber security arrangements.
- Risk assessment procedures.
- Online safety reporting systems.

The school uses:

WatchGuard

WatchGuard provides the school's web filtering, network security and internet protection systems.

Fastvue

Fastvue is used to support monitoring, reporting and analysis of online activity, helping the school identify potential safeguarding concerns and online safety risks.

The Designated Safeguarding Lead, Suzy Hollett, works closely with Jamie Martin, IT Manager, to review filtering and monitoring information and respond appropriately to identified concerns.

Where online safety concerns raise safeguarding issues, they will be:

- Reported immediately to the DSL.

- Recorded on CPOMS.
- Investigated appropriately.
- Shared with parents, carers or external agencies where necessary.

The Proprietor, Sara Llewellyn, receives regular updates regarding:

- Online safety arrangements.
- Filtering effectiveness.
- Monitoring effectiveness.
- Emerging online risks.
- Cyber security incidents.
- Safeguarding concerns arising from technology use.

Maple Haven School will regularly review its filtering and monitoring arrangements to ensure they remain appropriate, effective and proportionate to the needs of the school's pupils.

14. Child-on-Child Abuse

Maple Haven School adopts a zero-tolerance approach to abuse.

Child-on-child abuse is never considered acceptable, normal or an inevitable part of growing up. All concerns will be taken seriously, investigated appropriately and responded to proportionately, with the welfare of all pupils remaining central to decision-making.

Child-on-child abuse may include:

- Bullying.
- Physical abuse.
- Sexual harassment.
- Sexual violence.
- Harmful sexual behaviour.
- Online abuse.
- Cyberbullying.
- Coercion.
- Initiation violence.
- Emotional abuse.
- Prejudice-based behaviour.
- Sharing of indecent images.
- Technology-assisted abuse.
- Abuse facilitated through social media, gaming platforms or messaging applications.

All incidents will be taken seriously and managed appropriately.

Child-on-Child Abuse and SEND

Maple Haven School recognises that pupils with SEND may:

- Be more vulnerable to child-on-child abuse.
- Have difficulty recognising inappropriate behaviour.
- Struggle to communicate concerns.
- Have limited understanding of personal boundaries.
- Be more vulnerable to coercion and manipulation.
- Be more vulnerable to online abuse.
- Be more reliant on adults for support and protection.
- Be less likely to recognise when a relationship or interaction is unsafe.

Staff must not assume that harmful behaviour is solely related to a pupil's SEND, communication difficulties or developmental differences.

All concerns will be assessed carefully, taking account of:

- The developmental stage of the pupils involved.
- Communication needs.
- EHCP outcomes.
- Understanding of behaviour and boundaries.
- Individual vulnerabilities.
- Safeguarding risks.
- Previous incidents or patterns.

The school will ensure that pupils receive education relating to:

- Personal safety.
- Healthy relationships.
- Consent.
- Personal boundaries.
- Privacy.
- Respect.
- Online safety.
- Seeking help from trusted adults.

This education will be delivered in ways that are appropriate to each pupil's developmental stage, communication profile and individual needs.

Where child-on-child abuse is identified:

- The safety and wellbeing of the victim will be prioritised.
- Appropriate support will be provided to all pupils involved.
- Parents and carers will be informed where appropriate.
- Risk assessments will be reviewed and updated.

- Safeguarding actions will be implemented promptly.
- External agencies will be involved where necessary.
- Incidents will be recorded on **CPOMS** and reviewed by the DSL.

The school recognises that child-on-child abuse can occur both inside and outside school, including online, and staff must remain vigilant to signs that a pupil may be experiencing harm from another child.

15. Reporting Concerns

At Maple Haven School, safeguarding is everyone's responsibility.

Any safeguarding concern, disclosure, allegation or welfare concern, no matter how small it may appear, must be reported immediately.

All staff are expected to maintain an attitude of:

It could happen here.

Staff must:

- Report concerns without delay.
- Record concerns accurately, objectively and factually.
- Listen carefully to pupils and take all concerns seriously.
- Remain professionally curious.
- Avoid making assumptions or drawing conclusions.
- Avoid conducting their own investigations.
- Maintain appropriate confidentiality.
- Always follow safeguarding procedures.
- Seek advice from the DSL where they are unsure about any safeguarding matter.
-

All safeguarding concerns must be recorded on CPOMS as soon as possible and on the same working day.

Records must:

- Be factual and objective.
- Include relevant details of what was seen, heard or reported.
- Clearly distinguish between fact, opinion and professional judgement.
- Include the date, time and location where relevant.
- Clearly identify any actions taken.
- Be completed promptly following the concern arising.
- Be professional, accurate and child-centred.

Where a concern presents an immediate risk of harm, staff must speak directly with the DSL or Deputy DSL immediately, in addition to recording the concern on CPOMS.

Staff must never:

- Promise a pupil complete confidentiality.
- Delay reporting a concern.
- Assume somebody else has already reported it.
- Investigate concerns independently.
- Dismiss concerns because they appear minor.
- Dismiss concerns because they are believed to be related to a pupil's SEND, communication needs, behaviour or disability.

Maple Haven School recognises that safeguarding concerns may be communicated in different ways, particularly by pupils who are pre-verbal, minimally verbal or who use Alternative and Augmentative Communication (AAC).

Concerns may be identified through:

- Verbal disclosures.
- AAC systems.
- Behaviour changes.
- Emotional presentation.
- Play.
- Drawings.
- Withdrawal.
- Anxiety.
- Self-injurious behaviour.
- Physical presentation.
- Changes in participation.
- Regression in skills.
- Attendance concerns.
- Changes in routine or functioning.

Staff must remain vigilant to all forms of communication and ensure that pupils are given opportunities to express their wishes, feelings and concerns in ways that are meaningful and accessible to them.

Safeguarding concerns should be reported to:

Suzy Hollett - Designated Safeguarding Lead (DSL)

If unavailable:

Natalie Lovelock - Deputy Designated Safeguarding Lead or Sophie Illingworth - Trainee Designated Safeguarding Lead

No concern is too small to report.

Where a concern relates to the conduct of a member of staff, the procedures contained within the *Managing Allegations Against Staff and Low-Level Concerns Policy* must also be followed.

Where a concern relates to the Proprietor, Sara Llewellyn, the concern must be reported immediately to: Amanda Nicholls on email:
amanda.nicholls@hrsolveit.co.uk

The welfare and safety of the child will always take priority over all other considerations.

16. Professional Curiosity

All staff are expected to demonstrate professional curiosity as part of their safeguarding responsibilities.

Professional curiosity is the ability and willingness to look beyond presenting behaviours, circumstances or explanations and seek to understand a child's lived experience, wellbeing and potential safeguarding needs. It involves maintaining a respectful attitude of enquiry and recognising that safeguarding concerns may not always be immediately obvious.

Professional curiosity means:

- Looking beyond presenting behaviours.
- Seeking to understand what a pupil may be communicating.
- Considering what may be happening beneath the surface.
- Asking appropriate questions.
- Challenging assumptions and professional bias.
- Gathering relevant information.
- Sharing concerns appropriately.
- Escalating concerns when something does not feel right.
- Remaining vigilant to changes in behaviour, presentation, attendance, engagement or wellbeing.
- Considering the wider context of a pupil's life, relationships and experiences.
- Working collaboratively with families, professionals and safeguarding partners where appropriate.

Professional curiosity is particularly important when working with:

- Pre-verbal pupils.

- Minimally verbal pupils.
- Pupils with communication differences.
- Pupils who use Alternative and Augmentative Communication (AAC).
- Pupils with autism.
- Pupils experiencing trauma or adverse childhood experiences.
- Pupils with complex SEND needs.
- Pupils with medical vulnerabilities.
- Pupils who are unable to articulate concerns verbally.
- Pupils who may mask distress or anxiety.

Maple Haven School recognises that safeguarding concerns may be communicated through:

- Behaviour.
- Emotional presentation.
- Withdrawal.
- Play.
- Physical presentation.
- Changes in participation.
- Attendance concerns.
- Regression in skills.
- Anxiety or dysregulation.
- Use of communication systems.
- Changes in routine or functioning.

Staff must not dismiss concerns solely because they appear consistent with a pupil's disability, diagnosis, communication needs, developmental stage or behaviour profile.

Where concerns remain following discussion, observation or information gathering, staff must record their concerns on CPOMS and discuss them with the Designated Safeguarding Lead (DSL) or a Deputy DSL without delay.

Maple Haven School promotes a culture where staff are encouraged to:

- Ask questions.
- Share concerns.
- Seek advice.
- Challenge respectfully.
- Escalate concerns where necessary.

Professional curiosity forms a key part of the school's safeguarding culture and helps ensure that pupils receive timely support, protection and intervention when required.

17. Child-on-Child Abuse

Maple Haven School adopts a zero-tolerance approach to abuse.

Child-on-child abuse will never be dismissed as:

- Banter.
- Part of growing up.
- A normal aspect of child development.
- A consequence of SEND.
- Horseplay.
- Isolated conflict without appropriate consideration.

All concerns will be taken seriously, investigated appropriately and responded to proportionately, with the welfare of all pupils remaining central to decision-making.

Child-on-child abuse may include:

- Bullying.
- Physical abuse.
- Sexual harassment.
- Sexual violence.
- Harmful sexual behaviour.
- Online abuse.
- Cyberbullying.
- Coercion.
- Initiation violence.
- Emotional abuse.
- Prejudice-based behaviour.
- Sharing of indecent images.
- Technology-assisted abuse.
- Abuse facilitated through social media, gaming platforms or messaging applications.
- Verbal abuse.
- Intimidation and controlling behaviour.
- Exploitation of vulnerable pupils.

All incidents will be taken seriously and managed appropriately.

Child-on-Child Abuse and SEND

Maple Haven School recognises that pupils with SEND may be particularly vulnerable to child-on-child abuse.

Some pupils may:

- Have difficulty recognising inappropriate behaviour.

- Struggle to understand personal boundaries.
- Find it difficult to communicate concerns.
- Be more trusting of peers or adults.
- Have reduced awareness of risk.
- Experience social isolation.
- Be more vulnerable to coercion, manipulation or exploitation.
- Be less likely to recognise that they are experiencing abuse.
- Be more vulnerable to online harm.

Staff must not assume that behaviour causing distress, fear or harm is solely a consequence of a pupil's SEND, communication profile, developmental stage or diagnosis.

All concerns will be assessed carefully, taking account of:

- The developmental stage of the pupils involved.
- Communication needs.
- EHCP outcomes.
- Understanding of relationships and boundaries.
- Individual vulnerabilities.
- Contextual safeguarding risks.
- Previous incidents or emerging patterns.

Prevention

Maple Haven School works proactively to prevent child-on-child abuse through:

- Positive Behaviour Support.
- Relationship-based practice.
- Personal, Social, Health and Economic (PSHE) education.
- Online safety education.
- Safeguarding education.
- Emotional regulation support.
- Individual risk assessments.
- Staff training.
- Pupil voice activities.
- Strong safeguarding systems.

Pupils will receive learning that is appropriate to their developmental stage and communication needs regarding:

- Personal safety.
- Healthy relationships.
- Consent.

- Personal boundaries.
- Respect.
- Privacy.
- Online safety.
- Recognising unsafe situations.
- Seeking help from trusted adults.

Responding to Child-on-Child Abuse

Where concerns arise, the school will:

- Take all reports seriously.
- Listen to all pupils involved.
- Ensure that victims are supported and protected.
- Consider the needs and welfare of all pupils involved.
- Investigate concerns sensitively and proportionately.
- Inform parents and carers where appropriate.
- Review risk assessments and support plans.
- Implement safeguarding measures where required.
- Involve external agencies where appropriate.
- Take disciplinary or educational action where necessary.

The safety and wellbeing of the victim will always be prioritised.

Recording and Monitoring

All incidents and concerns relating to child-on-child abuse will be:

- Recorded on CPOMS.
- Reviewed by the Designated Safeguarding Lead.
- Monitored for patterns and trends.
- Considered within wider safeguarding assessments.
- Used to inform support planning and risk assessments.

The school recognises that child-on-child abuse can occur both inside and outside school, including online, and staff must remain vigilant to signs that a pupil may be experiencing harm from another child.

Child-on-Child Abuse and SEND

Maple Haven School recognises that pupils with SEND may be particularly vulnerable to child-on-child abuse and may face additional barriers to recognising, understanding and reporting concerns.

Some pupils may:

- Be more vulnerable to child-on-child abuse.
- Have difficulty recognising inappropriate behaviour.

- Struggle to communicate concerns.
- Have limited understanding of personal boundaries.
- Be more vulnerable to online abuse.
- Be more vulnerable to coercion, manipulation or exploitation.
- Be more trusting of peers or adults.
- Have reduced awareness of risk.
- Be pre-verbal, minimally verbal or reliant on alternative communication systems.
- Find it difficult to recognise when they are being harmed.
- Be less likely to disclose abuse independently.

Staff must not assume that behaviour which causes distress, fear or harm is solely related to a pupil's SEND, communication needs, developmental stage or diagnosis.

The school will provide education and support relating to:

- Personal safety.
- Healthy relationships.
- Consent.
- Personal boundaries.
- Respect.
- Privacy.
- Online safety.
- Recognising unsafe situations.
- Seeking help from trusted adults.
- Understanding appropriate and inappropriate behaviour.

Learning will be delivered in ways that are appropriate to pupils' developmental stage, communication profile, EHCP outcomes and individual needs.

The school will ensure that pupils are given meaningful opportunities to express concerns using communication methods that are accessible to them, including:

- Verbal communication.
- Alternative and Augmentative Communication (AAC).
- Visual systems.
- Communication devices.
- Symbols.
- Behavioural communication.
- Trusted adult support.

Where concerns arise, staff will ensure that appropriate support, safeguarding intervention and protective measures are put in place promptly.

All concerns relating to child-on-child abuse will be:

- Taken seriously.
- Recorded on CPOMS.
- Reviewed by the Designated Safeguarding Lead.
- Considered alongside wider safeguarding, behavioural and contextual risks.
- Monitored to identify patterns or ongoing concerns.

The safety, wellbeing and voice of all pupils involved will remain central to decision-making and safeguarding responses at all times.

18. Restrictive Physical Intervention

Maple Haven School is committed to Positive Behaviour Support, relationship-based practice, co-regulation and de-escalation.

The school recognises that pupils may communicate distress, anxiety, frustration, sensory overload or unmet needs through behaviour and that understanding the reason behind behaviour is essential to effective support.

The school has commissioned accredited **Proact-SCIPr-UK** training for all staff and is committed to ensuring that restrictive practices are reduced wherever possible through proactive, preventative and therapeutic approaches. Maple Haven School recognises that restrictive physical intervention may occasionally be required to prevent immediate harm.

Restrictive physical intervention will only be used:

- As a last resort.
- To prevent injury to the pupil or another person.
- To prevent serious damage to property.
- To prevent behaviour that places a pupil or others at immediate risk.
- When reasonable, proportionate and necessary.
- For the shortest time possible.
- In accordance with current legislation, guidance and training.

Restrictive physical intervention will never be used:

- As a punishment.
- To secure compliance.
- To inflict pain.
- For staff convenience.
- In a manner that humiliates, degrades, intimidates or causes unnecessary distress.

- As a substitute for Positive Behaviour Support, effective communication or appropriate staffing.

The school recognises that the use of wrist straps, escorts, guiding techniques or other forms of physical support may constitute restrictive physical intervention depending upon the circumstances, the level of restriction imposed and the impact on the pupil.

Any such intervention will:

- Be individually risk assessed.
- Be clearly documented.
- Form part of a Positive Behaviour Support or Risk Management Plan where appropriate.
- Be reviewed regularly.
- Be communicated to parents and carers where appropriate.

Following Proact-SCIPr-UK implementation, individual pupil:

- Risk Assessments.
- Positive Behaviour Support Plans.
- Behaviour Support Plans.
- Restrictive Physical Intervention Plans.

will be reviewed and updated where required.

All restrictive physical intervention incidents will:

- Be recorded on CPOMS.
- Be reviewed by managers.
- Be communicated to parents or carers where appropriate.
- Be considered from a safeguarding perspective.
- Inform future risk assessments and Positive Behaviour Support Plans.
- Include a post-incident review and debrief where appropriate.
- Be analysed for patterns and trends.

Incidents will be reviewed by:

- Suzy Hollett, Designated Safeguarding Lead.
- Natalie Lovelock, Deputy Headteacher.
- Sara Llewellyn, Proprietor where appropriate.

The school is committed to reducing the need for restrictive intervention through:

- Positive Behaviour Support.
- Proactive planning.
- Individual risk assessments.

- Communication supports.
- Alternative and Augmentative Communication (AAC).
- Sensory regulation strategies.
- Trauma-informed practice.
- Environmental adaptations.
- Staff training.
- Consistent routines.
- Co-regulation approaches.
- Effective partnership working with families and professionals.

Maple Haven School recognises that pupils with SEND may experience restrictive intervention differently and staff will always seek to preserve dignity, respect, emotional wellbeing and human rights when responding to behaviour that challenges.

The school will regularly monitor the use of restrictive physical intervention to ensure that interventions remain lawful, necessary, proportionate and in the best interests of pupils at all times.

19. Staff Training

Maple Haven School is committed to ensuring that all staff receive safeguarding training that reflects the needs, vulnerabilities and communication profiles of the pupils attending the school.

The school recognises that safeguarding in a specialist SEND setting requires staff to have a broad understanding of:

- Child protection.
- SEND safeguarding.
- Communication differences.
- Trauma and attachment.
- Mental health and wellbeing.
- Online safety.
- Positive Behaviour Support.
- Restrictive Physical Intervention.
- Professional curiosity.
- Multi-agency working.

All staff receive:

- Safeguarding induction on appointment.
- Keeping Children Safe in Education (KCSIE) 2026 updates.
- Annual safeguarding training.
- Prevent training.
- Online safety and cyber safety training.
- Child-on-child abuse awareness training.
- SEND-specific safeguarding training.
- Trauma-informed practice training.
- CPOMS training.
- Professional curiosity training.
- Training relating to communication needs.
- Training relating to pre-verbal, minimally verbal and non-verbal pupils.
- Alternative and Augmentative Communication (AAC) awareness.
- Contextual safeguarding training.
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) awareness.
- Mental health and wellbeing awareness.
- Allergy awareness training.
- Benedict's Law awareness.
- Positive Behaviour Support training.

The school has commissioned accredited Proact-SCIPr-UK training for all members of staff.

Proact-SCIPr-UK training includes:

- Positive Behaviour Support.
- Behaviour as communication.
- Trauma-informed and relationship-based practice.
- De-escalation techniques.
- Co-regulation strategies.
- Restrictive Physical Intervention.
- Safe and lawful intervention.
- Reduction of restrictive practices.
- Risk assessment and behaviour planning.
- Post-incident support and debriefing.
- Recording and reporting requirements.
- Safeguarding considerations relating to restrictive intervention.
- Protecting the dignity, wellbeing and human rights of pupils.

Following completion of Proact-SCIPr-UK training, the school will review and update:

- Positive Behaviour Support Plans.
- Individual Risk Assessments.
- Restrictive Physical Intervention Plans.
- Behaviour Support Plans.
- Educational Visit Risk Assessments where appropriate.

All staff are expected to engage fully in safeguarding training and remain up to date with safeguarding guidance, school procedures and emerging safeguarding risks.

Training records are maintained and monitored by Hayley Richardson Byrne, HR Manager.

The effectiveness of safeguarding training is reviewed through:

- Supervision and professional discussions.
- Safeguarding audits.
- CPOMS monitoring.
- Incident reviews.
- Behaviour reviews.
- Restrictive Physical Intervention audits.
- Staff feedback.
- Quality assurance activities.

Training findings are used to inform future professional development, strengthen safeguarding practice and improve outcomes for pupils.

20. Monitoring and Evaluation

Maple Haven School is committed to maintaining a culture of continuous safeguarding improvement, reflection and accountability.

Safeguarding is monitored by:

- Sara Llewellyn, Proprietor.
- Suzy Hollett, Designated Safeguarding Lead (DSL).
- Natalie Lovelock, Deputy Designated Safeguarding Lead.
- Sophie Illingworth, Additional Deputy Designated Safeguarding Lead.

Monitoring activities include:

- Regular CPOMS audits and safeguarding record reviews.
- Analysis of safeguarding trends and emerging patterns.
- Quality assurance of safeguarding records.
- Staff safeguarding training audits.
- Pupil voice activities.

- Parent and carer feedback.
- Online safety, filtering and monitoring reviews.
- Reviews of WatchGuard filtering reports.
- Reviews of Fastvue monitoring reports.
- Safeguarding audits.
- Review of multi-agency outcomes.
- Review of Early Help interventions.
- Attendance and welfare monitoring.
- Restrictive Physical Intervention audits.
- Positive Behaviour Support reviews.
- Child-on-child abuse monitoring.
- Contextual safeguarding reviews.
- Behaviour and safeguarding trend analysis.
- Review of pupils with enhanced vulnerabilities.
- Professional curiosity reviews.
- Monitoring of safeguarding arrangements for pre-verbal, minimally verbal and communication-vulnerable pupils.
- Monitoring of pupils subject to risk assessments, healthcare plans or enhanced support arrangements.
- Review of complaints, allegations and low-level concerns where safeguarding themes are identified.
- Review of safer recruitment compliance and Single Central Record (SCR) audits.
- Review of safeguarding implications arising from medical incidents, allergy incidents and attendance concerns.

CPOMS data is used to:

- Identify emerging concerns.
- Monitor vulnerable pupils.
- Track safeguarding actions and outcomes.
- Evaluate safeguarding interventions.
- Inform risk assessments and Positive Behaviour Support Plans.
- Support multi-agency working.
- Support continuous safeguarding improvement.

Following significant incidents, safeguarding concerns, allegations, child-on-child incidents or restrictive physical interventions, managers will undertake appropriate reviews to identify lessons learned and opportunities for improvement.

Findings from monitoring activities are used to:

- Strengthen safeguarding arrangements.
- Improve staff knowledge and practice.
- Inform training priorities.
- Improve risk assessment processes.
- Review behaviour support strategies.
- Strengthen multi-agency working.
- Improve outcomes for pupils.

The Proprietor receives regular safeguarding updates and maintains strategic oversight of safeguarding effectiveness across the school.

Safeguarding remains a standing management priority and is routinely reviewed as part of the school's self-evaluation, quality assurance and continuous improvement processes.