



# Safeguarding and Child Protection Policy





Date for review	July 2023 - and under continual review
Written by	William Webster
Reviewed by	William Webster

## Version Control September 2022

date	page	section	amendment
07.2022	all	<b>Policy</b>	A full review and update of the policy to incorporate changes in KCSiE 2022, and concomitant changes to procedures and practice.
07.2022	6	<b>Update Keeping children safe in education.</b>	Updated wording of <i>The guidance is for:</i> (paragraph 3) [The changes made to the wording in this section of KCSiE do not affect Ickburgh School].
08.2022	8	<b>1 Statutory Framework</b>	Detail added to FGM information (section 73 of Serious Crime Act 2015).
08.2022	9	<b>4 School procedures - Staff responsibilities</b>	Bullet point 3 on staff responsibilities regarding reporting updated: Using agreed <i>proformas</i> replaced by using <i>agreed school systems</i> (to reflect adoption of CPOMS).
			A note that copies of proformas are still available in the event of server or internet failure.
08.2022	9	<b>9 Record Keeping</b>	Using agreed <i>proformas</i> replaced by using <i>agreed school systems</i> (to reflect adoption of CPOMS).
08.2022	11-12	<b>9 Record Keeping</b>	Changes made to reflect adoption of CPOMS: -All records need to be reported ( <i>reported</i> replacing <i>given</i> ) to the Designated Safeguarding Lead promptly. -No records should be saved on the server other than on the specific safeguarding drive or software ( <i>software</i> added).
08.2022	12	<b>10 Allegations</b>	KCSiE 2022 page reference in box relating to allegations against contractors updated from <i>84-85</i> to <i>88</i> .
			Reference to <i>APPENDIX 7 - Supporting a colleague facing an allegation</i> added.
07.2022	13	<b>11 Curriculum</b>	Modules and links updated to match changes in Curriculum Handbook.
07.2022	14	<b>12 Internet Safety</b>	Expanded to include the need for increased awareness of <i>content, contact, conduct</i> and <i>commerce</i> , and guarding against complacency
08.2022	14	<b>14 Safeguarding concerns between pupils and child-on-child abuse</b>	Peer-on-peer abuse changed to child-on-child abuse. Terminology throughout KCSiE 2022 has changed to child-on-child abuse. This is a welcome change as the term peer-on-peer abuse suggests the abuse is between children of a similar age which is not always the case.
08.2022	15	<b>15 Whistleblowing</b>	Contact details for NSPCC's helpline added.
08.2022	15	<b>16 Safer Recruitment</b>	Guidance on online searches (during recruitment process), as set out in KCSiE 2022, added.
08.2022	15-16	<b>18 Specific Safeguarding Issues</b>	Updated in line with KCSiE 2022.
08.2022	16	<b>18 FGM</b>	Link to FGM fact sheet added.

08.2022	17	<b>20 Inappropriate Sexual Behaviour, Sexual Harassment and Sexual Violence</b>	Reference to the DfE merging advice on Sexual Harassment and Sexual Violence into KCSiE 2022.
			Reference to <i>ensuring that children are taught about how to keep themselves and others safe, including online</i> added.
			Reference to APPENDIX 8 (managing allegations of Sexual Harassment or Sexual Violence) added.
08.2022	18	<b>22 Police support</b>	Note that <i>Any searches undertaken will be recorded using the school's safeguarding and concerns form</i> added.
			Guidance on acting as an <i>appropriate adult</i> included.
08.2022	18	<b>23 Use of school premises for non-school activities</b>	Section added.
08.2022	18-19	<b>24 Safeguarding Supervision</b>	Section added
08.2022	20-22	<b>25 Ofsted</b>	Section added
08.2022	30	<b>APPENDIX 2</b>	Note on safeguarding forms for use in school <i>in the case of server or internet failure</i> added (to reflect adoption of CPOMS).
08.2022	34	<b>APPENDIX 2</b>	TRANSPORT SAFEGUARDING REPORT added to reflect awareness that bus arrival and departure is an area of increased risk; requiring additional vigilance, monitoring and control.
08.2022	35	<b>APPENDIX 3</b>	FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD updated to reflect development in processes, specifically supervision.
08.2022	36	<b>APPENDIX 4</b>	Link to guidance on <i>Sexual Harassment and Sexual Violence</i> removed now that it has been merged into the main body of KCSiE 2022.
			Link to <i>WHEN TO CALL THE POLICE Guidance for schools and colleges</i> added.
			Link to <i>Searching children on school premises: Advice for Hackney schools</i> added.
08.2022	38	<b>APPENDIX 6</b>	Guidance on <i>Why children with SEND are more vulnerable</i> added to increase awareness of particular risks.
07. 2022	39	<b>APPENDIX 7</b>	Procedure for <i>Supporting a colleague facing an allegation</i> added.
07. 2022	40	<b>APPENDIX 8</b>	Flowchart for managing an allegation of Sexual Harassment or Sexual Violence added.

# Safeguarding and Child Protection Team

Designated Safeguarding Lead		William Webster
Deputy Designated Safeguarding Lead		Joe Sieber
Safeguarding Officer		Zynna Efthymiou
Governor with responsibility for Safeguarding		Pat Corrigan

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<b>41</b>	Review and Approval confirmation

## **Update Keeping children safe in education**

The Department for Education (DfE) published an updated version of the statutory safeguarding and child protection guidance for schools in England, Keeping children safe in education (DfE, 2022). This guidance replaced Keeping children safe in education 2021 and came into force on 1<sup>st</sup> September 2022.

The guidance sets out what schools and colleges in England must do to safeguard and promote the welfare of children and young people under the age of 18.

The guidance is for:

- governing bodies of maintained schools (including maintained nursery schools) and colleges which includes providers of post 16 Education as set out in the Apprenticeships, Skills, Children and Learning Act 2009 (as amended): 16-19 Academies, Special Post-16 institutions and Independent Training Providers.
- proprietors of independent schools (including academies, free schools and alternative provision academies) and non-maintained special schools. In the case of academies, free schools and alternative provision academies, the proprietor will be the academy trust
- management committees of pupil referral units (PRUs), and
- senior leadership teams

## **Introduction**

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

*(Keeping Children Safe in Education – DfE September 2022)*

## **Definition**

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

## **Ickburgh School places the highest priority on safeguarding.**

Ickburgh School have taken note of the guidance in the DfE document "Keeping children safe in education: statutory guidance for schools and colleges" published in September 2022 and it is regarded as part of the school's own safeguarding and child protection policy. As such it **MUST** be read in conjunction with this policy and should be kept as an appendix to the school's child protection policy.

<b>Purpose of a Child Protection Policy</b>	<p>To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children.</p> <p>To enable everyone to have a clear understanding of how these responsibilities should be carried out.</p>
<b>London Safeguarding Children Board Interagency Child Protection and Safeguarding Children Procedures</b>	<p>The school follows the procedures established by the London Safeguarding Children Board; a guide to procedure and practice for all agencies in London working with children and their families.</p> <p>These procedures may be found online at <a href="http://www.londoncp.co.uk/">http://www.londoncp.co.uk/</a></p>
<b>School Staff and Volunteers</b>	<p>School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.</p> <p>All school staff and volunteers will receive safeguarding children training, so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. This training is delivered regularly. As part of this training all staff will read section 1 of "Keeping Children Safe in Education". An annual update will be provided, usually by the Designated Safeguarding Lead.</p>
<b>Mission Statement</b>	<p>Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern.</p> <p>Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and wellbeing of a child.</p> <p>Ensure children know that there are adults in the school whom they can approach if they are worried.</p> <p>Ensure that children who have been abused will be supported in line with a child protection plan where necessary</p> <p>Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.</p> <p>Contribute to the five Every Child Matters Outcomes:</p> <ul style="list-style-type: none"> <li>• Be healthy</li> <li>• Stay safe</li> <li>• Enjoy and achieve</li> <li>• Make a positive contribution</li> <li>• Achieve economic well-being</li> </ul>

## 1 Statutory Framework

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- Working Together to Safeguard Children 2018
- Keeping children safe in Education (DfE 2022)
- The Prevent Strategy 2011 / Counter Terrorism and Security Act 2015
- Female Genital Mutilation Act 2003/ Serious Crime Act 2015 (section 73)

Working Together to Safeguard Children 2018 requires all schools to follow the procedures for protecting children from abuse which are established by the London Safeguarding Children Board. Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse - these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

Keeping Children Safe in Education 2022 places the following responsibilities on all **school staff**:

- to provide a safe environment in which children can learn.
- to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
- To act on any concern by following the referral processes. Staff should expect to support social workers and other agencies following any referral.
- To be aware of systems within their school or college which support safeguarding including the safeguarding and child protection policy, Pupil wellbeing and behaviour policy, intimate and personal care policy and the positive handling policy.
- To participate in appropriate child protection training which is regularly updated
- To be aware of the signs of abuse and neglect so that they are able to identify cases of children who are suffering, or are likely to suffer, significant harm, and who may be in need of help or protection.
- To know what to do if a child tells them he/she is being abused or neglected, and know how to manage the requirement to maintain an appropriate level of confidentiality.
- To know who is the designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

## 2 Designated Safeguarding Lead

The Designated Safeguarding Lead for Ickburgh School is William Webster

[wwebster@ickburgh.hackney.sch.uk](mailto:wwebster@ickburgh.hackney.sch.uk)

The Deputy Designated Safeguarding leads for Ickburgh School is Joe Sieber

[jsieber@ickburgh.hackney.sch.uk](mailto:jsieber@ickburgh.hackney.sch.uk)

The Safeguarding Officer for Ickburgh School is Zynna Efthymiou

[ZEfthymiou@ickburgh.hackney.sch.uk](mailto:ZEfthymiou@ickburgh.hackney.sch.uk)

The governor with responsibility for Safeguarding for Ickburgh School is Pat Corrigan

[PCorrigan@ickburgh.hackney.sch.uk](mailto:PCorrigan@ickburgh.hackney.sch.uk)

The role of the Designated Safeguarding Lead is laid out in Annex C of Keeping Children safe in Education. The areas covered are:

- Understanding the views of children
- Working with others
- Managing referrals
- Holding and sharing information, and managing the child protection files

- Providing support to staff
- Training, knowledge and skills
- Raising awareness, including online safety
- Availability

Ickburgh School will adhere to this statutory guidance.

### 3 The Governing Body

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment.

It is recommended that a nominated governor for child protection is appointed to take lead responsibility. The nominated Governor for Safeguarding and Child Protection is Pat Corrigan

In particular the Governing Body has a strategic leadership responsibility for:

- Child protection policy and procedures
- Children Missing in Education procedures
- Safe recruitment procedures
- Appointment of a DSL who is a senior member of school leadership team
- Ensuring that there is relevant safeguarding children training for school staff/volunteers
- Safe management of allegations
- Remedying deficiencies or weaknesses in safeguarding arrangements without delay
- Nominating a member of the Governing Body (usually the Chair) to be responsible in the event of an allegation of abuse being made against the Headteacher
- Reviewing Safeguarding policies and procedures annually and information provided to the local authority about them and about how the above duties have been discharged.

### 4 School procedures - Staff responsibilities

All action must be taken in accordance with:

- Keeping Children Safe in Education 2022
- Working Together to Safeguard Children 2018

If any member of staff is concerned about a child he or she **must** inform the Designated Safeguarding Lead:

William Webster [wwebster@ickburgh.hackney.sch.uk](mailto:wwebster@ickburgh.hackney.sch.uk)

If the Designated Safeguarding Lead is unavailable then staff must inform the Deputy Designated Safeguarding lead or Safeguarding Officer:

Deputy Designated Safeguarding lead - Joe Sieber [jsieber@ickburgh.hackney.sch.uk](mailto:jsieber@ickburgh.hackney.sch.uk)

Safeguarding Officer - Zynna Efthymiou [ZEfthymiou@ickburgh.hackney.sch.uk](mailto:ZEfthymiou@ickburgh.hackney.sch.uk)

- The member of staff **must** record information regarding the concerns on the **same day** using the agreed school systems - CPOMS). The record must be a clear, precise, factual account of their observations. Hard and electronic copies of proformas are still available in the event of server or internet failure (see appendix 2).
- The Designated Safeguarding Lead and Safeguarding Team will decide whether the concerns should be referred to The Hackney Children and Families Services Multi Agency Safeguarding Hub (MASH). This will be done in accordance with the "Thresholds document" published by the Local Safeguarding Children Board for the area where the child is a resident. If it is decided to make a referral to MASH this will be done with prior discussion with the parents, unless to do so would place the child at further risk of harm.
- If a member of staff has a concern about any interactions between another member of staff and a pupil they must report these concerns immediately to a member of the Safeguarding Team who will be responsible informing the Headteacher. *For further information see paragraph 10*

- Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.
- If a pupil who is/has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file.
- If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration.

## 5 When to be concerned

All staff and volunteers must be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm - **see Appendix 1 for details.**

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups).
- Display insufficient sense of 'boundaries', lack stranger awareness.
- Appear wary of adults and display 'frozen watchfulness'.

## 6 Dealing with a Disclosure

Ickburgh School recognises that it is an agent of referral not of investigation.

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which they might not be possible to keep
- Not promise confidentiality
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the Designated Safeguarding Lead without delay.

### Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead.

## 7 Confidentiality

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

"The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children."

Keeping Children safe in Education 2022

Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know' basis only. Any information shared with a member of staff in this way must be held treated confidentially.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (DCS and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality
- Instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

## 8 Communication with parents

As a school we will:

- Undertake appropriate discussion with parents prior to involvement of another agency unless to do so would place the child at further risk of harm.
- Ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

## 9 Record Keeping

Well-kept records are essential to good child protection practice. Ickburgh school is clear about the need to record any concern held about a child or children within the school, the status of such records and when these records should be passed over to other agencies.

When a child has made a disclosure, the member of staff/volunteer must:

- Make brief notes as soon as possible after the conversation. Use agreed school systems wherever possible.
- Not destroy the original notes/records in case they are needed by a court.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.
- Use a diagram to indicate the position of any injuries.
- Record statements and observations rather than interpretations or assumptions.

All records need to be reported to the Designated Safeguarding Lead promptly. No records should be retained by the member of staff or volunteers. No records should be saved on the server other than on the specific safeguarding drive or software.

## 10 Allegations involving school staff including agency staff, volunteers and contractors

**Note** that all action will be taken in accordance with the guidance regarding allegations involving agency staff as detailed in Keeping Children Safe in Education 2022 (p 88):

*In some circumstances schools and colleges will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency').*

*Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school or college will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the governing body or proprietor when working in the school or college. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation. When using an agency, schools and colleges should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.*

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child.
- Possibly committed a criminal offence against/related to a child.
- Behaved toward a child in a way which indicates s/he is unsuitable to work with children.

This applies to any child the member of staff/volunteer has contact with in the personal, professional or community life.

See **APPENDIX 7** - Supporting a colleague facing an allegation.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification, it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, what was said and anyone else present. This record should be signed and dated and immediately passed on to the Headteacher.

The Headteacher will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to DCS in consultation with the Local Authority Designated Officer (LADO).

If it is decided that the allegation meets the threshold for further action through the LSCB Inter-agency Child Protection and Safeguarding Children Procedures, the Headteacher must immediately make a referral to DCS.

If it is decided that the allegation does not meet the threshold for referral to DCS, the Headteacher and LADO will consider the appropriate course of action, e.g. joint evaluation meeting, internal investigation.

The Headteacher should, as soon as possible, **following briefing** from the LADO inform the subject of the allegation.

If the concerns are about the Headteacher, then the Chair of Governors should be contacted.

The recipient of an allegation **must not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

For further information see:

LSCB Inter-agency Child Protection and Safeguarding Children Procedures (Oct 2018 update)

Section 7 Allegations against staff or volunteers who work with children. This can be found at:

<http://www.londoncp.co.uk>

**In order to keep pupils safe** all School staff **MUST** maintain an attitude of *it could happen here* with regards to **the risk of adult-to-child abuse**.

**This includes recognising that all Ickburgh Staff and colleagues, as well as external staff and visitors, could harm a pupil or student, by:**

- behaving in a way that has harmed a child, or may have harmed a child and/or
- possibly committing a criminal offence against or related to a child, and/or
- behaving towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaving or may have behaved in a way that indicates they may not be suitable to work with children\*.

*\*The last bullet point above includes behaviour that may have happened outside of school, that might make an individual unsuitable to work with children, this is known as transferable risk.*

*This list is not exhaustive.*

## 11 Curriculum

Safeguarding is covered in the school curriculum in PHSE and Citizenship lessons. The modular nature of our curriculum means that each term a different aspect of PHSE is covered, e.g. personal feelings, everyday choices, medicines and medication, changing relationships. For many pupils the ability to simply say no to an activity or sensation that they dislike is a skill that is aspired to. Communicating preferences underpins every curriculum area and activity.

Primary modules-links	Secondary modules-links	Safeguarding Areas
<i>Me, my body and senses (1, 2, 3, 4, 8, 9, 10)</i> <i>Me and my feelings (1, 3, 5, 7, 8, 9, 10)</i> <i>Food and Drink (1, 2, 5, 6, 8)</i> <i>Me and my home (1, 4)</i> <i>My local environment (1, 4)</i> <i>Me and the things I like (2, 5, 6, 9, 10)</i> <i>Transport and London (1, 4)</i> <i>My relationships (1, 3, 7, 8, 9, 10)</i> <i>Animals (1, 4)</i> <i>Plants/Countryside (1, 4)</i>	<i>This is me, family and school (1, 3, 4, 7)</i> <i>I live in Hackney (1, 4)</i> <i>London (1, 4)</i> <i>Health (1, 3, 8, 9, 10)</i> <i>Transport (1, 2, 4, 5, 9)</i> <i>My environment (1, 2, 4, 6, 9, 10)</i> <i>Local community and citizenship (1, 4, 5, 6, 10)</i> <i>Jobs, professions, careers (1, 2, 3, 4, 5, 7, 9)</i> <i>Countryside (1, 4)</i> <i>Holidays and travelling (1)</i> <i>Rivers and canals (1, 4)</i> <i>New technology and Space (1, 10)</i>	<b>(1)</b> Keeping safe <b>(2)</b> Choosing <b>(3)</b> Ourselves-Knowing how I am changing <b>(4)</b> Being aware in the community <b>(5)</b> Personal Choice <b>(6)</b> Everyday Choices <b>(7)</b> Changing relationships <b>(8)</b> Medicines and Medication <b>(9)</b> Personal Hygiene <b>(10)</b> Consent
PHSE and RSE sessions will target supporting pupils with managing their own safety. Detail can be found in the school's Relationships and Sex Education Policy and Curriculum Policy.		

## 12 Internet Safety

Ickburgh School has a separate Internet Use Policy. In school pupils do not use the internet unsupervised. There is a robust firewall preventing access to unsuitable sites. Should a member of staff access unsuitable material via the school network this would be dealt with under disciplinary procedures. See also Smart Device Users policy.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. This includes risks and dangers around:

**content** - being exposed to illegal, inappropriate, or harmful content; for example pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

*-LGFL WebScreen is configured to limit access to the listed content under this point.*

**contact** - being subjected to harmful online interaction with other users; for example peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

*-WebScreen's Web Chat, Web email, Social Networking, SMS Messaging, categories are currently blocked (excluding Microsoft 365 / School emails). The School has also blocked the Blogging and Forums categories as well, to limit contact options.*

**conduct** - online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and / or pornography, sharing other explicit images and online bullying

*-The School has restricted all access to instant messaging (IM), social media, personal email/web email, forums and blogs to mitigate meet this area of risk.*

**commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

*-The current LGFL WebScreen policy has the listed categories blocked already.*

Staff must be fully aware that external risks are rapidly evolving, and that they should not be complacent regarding online safety:

- do not assume that our pupils have not got the capacity to access harmful content
- do not assume that the School's filter is infallible
- provide continual supervision for pupils learning on the internet
- if pupils do access harmful content, intervene immediately and teach online safety (refer to the Pupil Charter as appropriate)
- if pupils do access harmful / dubious content, report to the Safeguarding Team.

The School's web filter is provided by the *London Grid for Learning* through **WebScreen**.

**WebScreen** automatically blocks the most harmful content, which is broken down into high-risk categories. **WebScreen** also recognises and blocks searching of potentially high-risk key words. Having said this, the School recognises that filter systems are not infallible, and so staff are regularly reminded, and provided with guidance, on supervision and reporting of harmful content. If harmful content is accessed by accident or intentionally, School reports this content to *LGFL* and requests that it is added to the School's Deny List.

*London / National Grid for Learning (LGFL / NGFL)* has been validated by the UK Safer Internet Centre and their submission on how they meet the range of criteria for "Keeping Children Safe in Education" is published on the UK Safer Internet Centre website. The service description for the *LGFL*

**WebScreen** service refers directly to the 'Keeping Children Safe in Education' safeguarding guidance quoted below:

**WebScreen** is a highly flexible web filtering system designed and built for the UK education sector, fulfilling the requirement of the Department for Education's statutory safeguarding guidance 'Keeping Children Safe in Education' to offer 'appropriate filtering' – this is demonstrated by our self-certification to the UK Safer Internet Centre. **WebScreen** is the result of over a decade of development with input from educational authorities and individual schools.

### **13 Protection of Staff, volunteers and visitors**

Ickburgh School takes its duty of care to staff, volunteers and visitors very seriously. If a member of staff, a volunteer or a visitor were in a situation where they were harmed by or at risk of harm from another adult or a pupil the procedures would be the same as those for a pupil. The social work involvement would in this instance be from the Vulnerable Adults Team.

### **14 Safeguarding concerns between pupils and child-on-child abuse**

There may be occasions where the behaviour of one pupil towards another raises a concern. This should be reported to the Designated Safeguarding Lead. The concern will be looked into and findings recorded.

The parents of both the alleged perpetrator and alleged victim will be kept informed. A referral to DCS may be made if appropriate.

The guidance on child-on-child abuse has been expanded, emphasising that all staff should understand the importance of challenging inappropriate behaviour between children and young people. Staff should also recognise that downplaying certain behaviours can lead to a culture of unacceptable behaviour, an unsafe environment for children and young people and a culture that normalises abuse.

**Child-on-child abuse** could include:

Bullying (including cyber bullying); abuse within intimate relationships; physical abuse (e.g. kicking, hitting, biting, shaking, etc.); sexual violence (rape, assault by penetration and sexual assault); sexual harassment (online/in person); consensual/non-consensual sharing of nudes; up-skirting; initiation/hazing violence and rituals.

Action Staff should take:

All staff have an important role in preventing and responding to child-on-child abuse; by understanding that it could be happening (at school or in the home), and reporting any suspicions they may have to the School's Safeguarding Team. Staff should always challenge such behaviours, and never dismiss such behaviours as "banter", "having a laugh" or "part of growing up".

## **15 Whistleblowing**

All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues in line with the schools Code of Conduct / Whistleblowing policy. If a member of staff or volunteer reports a concern in good faith they have a right to protection in their employment. Any staff member can appeal to the Safeguarding Lead to re-consider the case if they feel that the child's situation does not appear to be improving. If after doing this they still feel dissatisfied with the outcomes for the child they **must** refer their concerns directly to Social Care:

**Tel:** 020 8356 5500 / Out of Hours: 020 8356 2710 **Email:** [MASH@hackney.gov.uk](mailto:MASH@hackney.gov.uk)

The Hackney Children and Families Services Multi Agency Safeguarding Hub (MASH) referral form can be found at: <https://hackney.gov.uk/child-protection>

The NSPCC's helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally, or have concerns about the way a concern is being handled. Staff can call 0800 028 0285 from 8:00am to 8:00pm Monday to Friday or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **16 Safer Recruitment**

Ickburgh School will follow all the guidance laid out in part three of Keeping Children Safe in Education September 2022.

This guidance is intended to ensure schools make every effort to ensure that they are fully aware of any safeguarding concerns that have been raised regarding an applicant for a job. When considering the applicant's suitability for the position a final offer is not made until the school has received information that there is no record of safeguarding concerns recorded with the statutory authorities. In addition (in line with KCSiE 2022), as part of the Recruitment and Selection process, the Safeguarding Team will carry out an online search as part of their due diligence on any shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school might want to explore with any applicant at interview.

## **17 Linked Policies**

The following Policies should be read in conjunction with this policy:

Attendance policy

Pupil Wellbeing and Behaviour policy

Medical needs policy

Data protection policy

Disciplinary policy

Disclosure and barring policy

Drugs and alcohol policy

Drugs education policy

Harassment and bullying policy

Health and safety policy

Internet Use Policy

Intimate and personal care policy

Positive handling policy  
Recruitment of ex-offenders policy  
(Safer) Recruitment and selection in education settings policy  
Whistleblowing policy

## **18 Specific Safeguarding Issues**

**All** staff should have an awareness of safeguarding issues that can put children at risk of harm.

More detailed information on specific safeguarding issues can be found in Annex B of Keeping Children Safe in Education 2022.

Staff at Ickburgh School will also ensure they are aware of these specific issues and follow guidance as laid out in the document.

Specific issues include:

Child abduction and community safety incidents  
Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)  
County lines  
Children and the court system  
Children missing from education  
Children with family members in prison  
Cybercrime  
Domestic abuse  
Homelessness  
Mental health  
Modern Slavery  
Radicalisation, the Prevent duty and Channel  
Sexual violence and sexual harassment between children  
Serious Violence  
So-called 'honour'-based abuse (including Female Genital Mutilation and mandatory reporting duty for teachers)  
Forced marriage

### **FGM mandatory reporting duty for school staff**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **school staff** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

School staff **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless they have good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate.

The designated safeguarding lead at Ickburgh school will be responsible for supporting members of staff through this process.

Link to FGM fact sheet:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496415/6\\_1639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)

### **Preventing Radicalisation - The Prevent Duty**

Ickburgh School recognises its duty to protect our students from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is part of The Prevent Duty: All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "*due regard to the need to prevent people from being drawn into terrorism*". This duty is known as the Prevent Duty. To do so, and thereby protect the whole school community, we:

- Provide a Religious Education curriculum and accompanying event calendar which celebrates diverse world-views, religions and cultures.
- Educate pupils on how to use the internet and social media safely through our PHSE curriculum ('Online Safety'), as appropriate to pupils' needs.
- Created a 'Pupils Charter' with our young people, which sets out key British values in terms our pupils can access, and which is part of weekly assemblies and is displayed around school.
- Vet all staff members and visitors carefully, and being prepared to take immediate action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically.
- Provide staff members with annual training in spotting signs of extremist view and behaviours, emphasising their duty to always report anything which may suggest a student is expressing or being influenced by opinions which may cause concern.

A key fundamental of our school vision is 'Belonging'. All of the above, and our daily approach, is to ensure that all members of the school community feel safe, valued, and understood, as part of feeling they belong at school. Any views which infringe on a member of the school community's feeling of belonging will not be tolerated and staff members will take action.

## **19 Contextual Safeguarding**

It is good current practice to consider safeguarding issues in relation to the context in which they are occurring. Ickburgh School will support social care colleagues as appropriate when they are undertaking work as part of a contextual safeguarding investigation.

Wherever appropriate the safeguarding of pupils in Ickburgh will include an element of contextual safeguarding. This means that the common factors linking environment, personnel and events will be considered and changes made to the contexts to safeguard the pupils.

When a situation arises that poses a risk to pupils and that risk is prevented it will be reported to the Designated Safeguarding Lead.

## **20 Inappropriate Sexual Behaviour, Sexual Harassment and Sexual Violence**

The tragic murder of Sarah Everard highlighted the appalling issue of violence and harassment towards women and girls. In response the DfE issued comprehensive advice on handling sexual harassment and sexual violence in schools (Sexual violence and sexual harassment between children in schools and colleges. The DfE has merged this advice into KCSiE 2022.

At Ickburgh pupils access an effective preventative education programme through a whole school approach that prepares them for life in modern Britain. Detail can be found in the school's Relationships and Sex Education Policy and Curriculum Policy. Ickburgh has a clear set of values and standards, and these are upheld and demonstrated throughout all aspects of school life. They are underpinned by the school's behaviour policy and pastoral support system, and by a planned programme of content delivered through the whole curriculum encompassing areas that include:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- consent;
- stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong; and
- addressing cultures of sexual harassment
- ensuring that children are taught about how to keep themselves and others safe, including online.

Instances of Sexual Harassment and Sexual Violence between pupils at Ickburgh are extremely rare. However it is vital that we uphold high levels of vigilance to promptly identify inappropriate sexual behaviours. Targeted interventions are made as necessary, in consultation with parents and families, CAMHS, therapists and the DCS.

Ickburgh pupils are likely to have a still developing understanding of boundaries and appropriate behaviour, so pupils may present with sexual behaviour. Staff will intervene and redirect pupil's behaviour in these instances so that the pupil exhibiting the behaviour, the pupils in the vicinity, and staff members are not put at risk. They will record any instances to allow the Designated Safeguarding Lead to follow-up, ensuring there is early communication with parents/carers and clear strategies are

in place to prevent future instances. Where this behaviour does not appear to be consistent with the pupil's age or stage of development, further inquiry will take place to ensure the pupil has not been exposed to inappropriate behaviour or material.

See APPENDIX 8 for guidance on managing an allegation of Sexual Harassment or Sexual Violence.

## 21 Exclusions

A recent serious case review found that '*exclusion from mainstream school is seen as a trigger point for risk of serious harm*' and that exclusion can be '*a trigger for serious escalation of risk*'.

Following on a report made two recommendations which are particularly relevant to schools:

- Recommendation 1: *Safeguarding Partners should reassure themselves that all schools within their jurisdiction abide by national and local exclusion policy and promote the use of interventions designed to address disruptive behaviour as an alternative to permanent exclusion.*
- Recommendation 2: *Schools should ensure they have a detailed understanding of the potential safeguarding needs of any child who is at risk of permanent exclusion. This should be informed by a robust assessment that includes a clear focus on extra-familial risks and the contextual safeguarding implications for the child.*

At Ickburgh School we will ensure that:

- The Designated Safeguarding Lead is notified of all fixed term exclusions so that any extra-familial risks can be identified early. This will involve a discussion between the Designated Safeguarding Lead and the Disabled Children's Service to ensure any such risks are identified and considered and managed appropriately. The Designated Safeguarding Lead will also liaise with the parent/carer and class teacher to identify any other relevant professionals to help consider the wider picture for the family.
- The Designated safeguarding Lead is consulted in respect of all children considered to be at risk of permanent exclusion and prior to any actual decision to permanently exclude a pupil in order that safeguarding risks can be assessed as set out above.
- Safeguarding and behaviour policies are updated to include the assessment of extra-familial risk and any contextual safeguarding implications with guidance about additional early help or other interventions, when making decisions regarding exclusion from school.

## 22 Police support

In very rare circumstances, it might be necessary for a member of the Safeguarding Team to seek police support with a safeguarding incident or concern. In these instances, the team will be guided by the Department for Education's advice 'Screening, searching & confiscation' and the National Police Chiefs' Council's advice 'When to call the police?', but the overriding principle will be one of 'in loco parentis'; we are in the place of our pupils' parents/carers whilst they are at school and any decisions will be taken in their very best interests, and whilst maintaining at all times our responsibility for supervising pupils' wellbeing and safety throughout any interactions or support from the police. The Headteacher (or in the absence of the Headteacher the staff member leading the school) will always be informed if the police have been contacted.

In practice this means ensuring that an appropriate adult is always present if a search or interview is requested/required. Any searches undertaken will be recorded using the school's safeguarding and concerns form.

Guide for appropriate adult:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/117682/appropriate-adults-guide.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/117682/appropriate-adults-guide.pdf)

Statutory guidance - PACE Code C 2019:

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

## 23 Use of school or college premises for non-school/college activities

Where governing bodies or proprietors hire or rent out school or college facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe.

The governing body or proprietor should therefore seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the college. The governing body or proprietor should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

## 24 Safeguarding Supervision

Munro (2011) states the importance of effective supervision to protect and identify vulnerable children and young people; as it provides the basis of sound professional judgements and partnership working. The importance of effective safeguarding supervision has been highlighted as a key theme in serious case and practice reviews.

The Safeguarding Team are committed to embed opportunities for supervision into all safeguarding processes (discussion, decision-making and referral).

### Purpose of Supervision at Ickburgh

- To support the Safeguarding Team to deliver effective safeguarding that ensures that children are safe and feel safe.
- To enable good outcomes for children with a safeguarding vulnerability or need.
- To monitor and enhance the wellbeing of the Safeguarding Team.
- To provide education and coaching to develop the Safeguarding Team's skills and capacity.
- To enable reflective analysis and decision-making for complex cases.
- To enable reflective analysis of the whole school safeguarding system.
- To notice and explore the many elements that influence safeguarding.
- To generate practical plans to improve safeguarding systems and deliver effective casework.
- To provide opportunity for staff to reflect and consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Recording template to inform Supervision **discussion, decision-making** and **referral** processes (based on **IRIS**):

<b>Open questions</b> to consider; record key points of <b>discussion</b> to evidence rationale for <b>decision-making</b> and <b>referral</b> .	
<b>I - Individualise</b> <i>What level of Influence do I have on this case/situation?</i> <i>What could I do/have done differently?</i> <i>What assumptions have I made/might I be making?</i> <i>How is this situation/case impacting me?</i> <i>What personal values/bias might I be bringing to this situation/case?</i>	
<b>R- Recognise</b> <i>What is present in the wider system?</i> <i>(For the child consider family, peers, community and online)</i> <i>What multiple perspectives are known?</i> <i>What behavioural patterns are visible?</i>	
<b>I - Investigate</b> <i>What would I like to know more about?</i> <i>Who are the key adults in this situation/case?</i> <i>How important are they to the situation/case?</i> <i>What is the quality of the relationship?</i> <i>How has the story of this situation/case been influenced by relationships/assumptions?</i>	
<b>S- Solution</b>	

What solutions might be possible?  
How will we know we are making progress?  
What relationship do we want to focus our attention on?

**Action Plan:** What is it you hope will happen?

Describe intended outcome - resolve/strengthen situation/support child/strengthen the school safeguarding system/strengthen practice.

*EXTERNAL PARTNERS - LADO, DCS, Health, Supervision in School, Police.*

## 25 Ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) provides specific guidance on safeguarding for EYFS (the early years foundation stage which sets standards for the learning, development and care for children from birth to 5 years old) and adults in education (a child legally becomes an adult at 18 regardless of their needs).

**GUIDANCE (source) - *Statutory framework for the early years foundation stage. Setting the standards for learning, development and care for children from birth to five. Published: 31 March 2021, Effective: 1<sup>st</sup> September 2021***

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

***Section 3 Safeguarding and welfare requirements - Introduction:***

*3.1. Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. The safeguarding and welfare requirements, specified in this section, are designed to help providers create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.*

*3.2. Providers must take all necessary steps to keep children safe and well. The requirements in this section explain what early years providers must do to: safeguard children; ensure the suitability of adults who have contact with children; promote good health; manage behaviour; and maintain records, policies and procedures.*

*3.3. Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy. Where providers other than childminders are required to have policies and procedures as specified below, these policies and procedures should be recorded in writing.*

### **Ickburgh School response**

At Ickburgh School we understand how important it is that children, and their families, experience a positive start to their school career.

- Admission to the school is through the statutory assessment process where a pupil's needs are jointly assessed by Ickburgh School and the Local Authority in consultation with parents and carers, education, health and social care partners.
- Integration into the school community is personalised to best match the pupils' needs; with opportunities for parents to accompany their child as part of initial part-time and assessment placements. During this period pupils are supported to develop their stamina, familiarity with routines and strong and trusting relationships with the adults caring for them.
- School staff work closely with external partners to share information, and co-produce programmes that ensure secure and healthy provision from the outset.
- School staff understand how important it is to understand pupils' preferences and interests; in terms of supporting their behavioural and emotional needs, and to set appropriate developmental challenges.

- The above is underpinned by the school's policies and procedures and Home-School Agreement; which are shared with parents and carers at the outset and available on the School's website.
- School staff proactively encourage our youngest children to start to experience *fulfilment*, *belonging* and *independence* in all aspects of their learning, socialisation and development.

### **GUIDANCE (source) - Ofsted safeguarding policy (updated 1<sup>st</sup> September 2021)**

<https://www.gov.uk/government/publications/ofsted-safeguarding-policy/ofsted-safeguarding-policy#:~:text=protecting%20children%20from%20maltreatment,to%20have%20the%20best%20outcomes>

### **Definitions - Safeguarding vulnerable adults is defined in the Care and support statutory guidance issued under the Care Act 2014 as:**

- *protecting the rights of adults to live in safety, free from abuse and neglect*
- *people and organisations working together to prevent and stop both the risks and experience of abuse or neglect*
- *people and organisations making sure that the adult's wellbeing is promoted including, where appropriate, taking fully into account their views, wishes, feelings and beliefs in deciding on any action*
- *recognising that adults sometimes have complex interpersonal relationships and may be ambivalent, unclear or unrealistic about their personal circumstances and therefore potential risks to their safety or well-being*

### **Ickburgh School response**

At Ickburgh School we acknowledge and respond to the changes our young people experience as they transition into adulthood. Staff work with parents and stakeholders to personalise preparation for adulthood so that they are best prepared for what could otherwise feel like an *uncertain* future. This includes the opportunity to develop skills in critical thinking, resilience, creativity and empathy. Our Sixth Form Curriculum reflects this through its focus on functional learning, social communication and life-skills (including Leisure). As part of this we seek to offer opportunities for our young people to gain real-world experience and to participate in authentic *rites of passage* (whatever these may look like for specific individuals).

### **Transition into adult services:**

- At Ickburgh School we understand the crucial role we play in facilitating a safe transition from child to adult services.
- Children with a learning disability who are eligible for social care support can receive it until they become an adult. At this point they transition to social care services designed for adults.
- The transition from children's services to adults' services is often very challenging for young people with a learning disability and their families: it combines a change of services and professionals at the very time when they are also negotiating wider changes to their life, for example in their educational circumstances.
- These changes should, however, be planned in advance. This assessment typically takes place for our young people when they are 14 or 15.
- This is necessary for young people with complex needs who are going to continue to need significant levels of support from adult services. The complexity of their needs will mean that meticulous planning and a gradual transition to new services will be required.
- There should also be no gap in services. When the transition between children's and adults' services takes place, the local authority must continue to provide the individual with any children's services they were receiving throughout the assessment process.
- This will continue until adult care and support is in place to take over - or until it is clear after the assessment that adult care and support does not need to be provided.

- By planning the transition to adult services early aims to reduce the possibility of a *cliff-edge* where someone receiving support turns 18 and suddenly finds themselves without the care and support they need.
- The process at Ickburgh School is informed by our Careers and Futures Policy; which sets out to optimise meaningful opportunities for our young people to continue to safely experience *fulfilment*, *belonging* and *independence* after they have left school.

**GUIDANCE (source) - *Inspecting safeguarding in early years, education and skills* (updated 24<sup>th</sup> August 2021)**

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills/inspecting-safeguarding-in-early-years-education-and-skills>

**Annex 5. Inspection and health and safety, particularly in further education and skills providers**

*We often receive questions about inspectors' approach to inspecting health and safety. Providers want to find out whether we expect to see rigorous health and safety checks on inspection; the extent to which inspectors check health and safety documentation for learners on work placements; and whether we will do a health and safety audit.*

*We are not a health and safety authority, nor are we responsible for auditing health and safety standards within the learning environment. However, inspectors have a duty to take prompt and proportionate action and to report any significant health and safety risks affecting learners that are identified during the course of an inspection.*

*Inspection visits to vocational workshops or learners' workplaces are primarily to observe a teaching or training session or an assessment and to evaluate learners' standards of work. However, during the course of an inspection, inspectors may also identify good or poor health and safety practices as they affect learners and their areas of work. For example, inspectors will check whether the correct personal protective equipment is being worn on a construction site, or whether learners are using correct procedures for storing knives in a catering kitchen.*

*Subject-specialist inspectors should have a working knowledge of the relevant guidance from the Health and Safety Executive. However, inspectors are not health and safety experts and are not expected to have the detailed knowledge that appropriately qualified specialists in this field possess.*

*Any learning environment or work placement must be fit for purpose and properly planned and evaluated to ensure that it meets appropriate standards and learners' needs. Nevertheless, inspections should not be regarded as health and safety audits, although inspectors will adopt a proportionate approach to checking that the employer has appropriate health and safety systems in place and will identify significant health and safety issues affecting learners where they arise.*

**Ickburgh School response**

At Ickburgh School we place great importance on preparing our young people for a productive and meaningful future; where they can experience *fulfilment*, *belonging* and *independence*. In order to do this we support them to develop their skills for the next stage of their life; be it supported employment/living, community learning or to successfully maintain skills as they transition to adult care.

We do this by:

- Providing a curriculum that focuses on the skills required.
- Working in partnership with adult services; by helping them to establish safe and secure provision.
- Planning and delivery of a schedule for robust transition; including pre-visits, sharing of information, risk assessments, supporting through transition and providing reassurance and scrutiny as necessary.

## **APPENDIX 1 - INDICATORS OF HARM**

### **PHYSICAL ABUSE**

**Physical abuse 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.**

#### **Indicators in the child**

##### **Bruising**

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechial haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing

##### **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress.

If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

##### **Mouth Injuries**

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

##### **Poisoning**

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

##### **Fabricated or Induced Illness**

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer.

Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding / eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

### **Bite Marks**

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

### **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation.

Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks

### **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

### **Emotional/behavioural presentation**

- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted and fear of returning home
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of medical help
- Aggression towards others
- Frequently absent from school
- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury

### **Indicators in the parent**

- May have injuries themselves that suggest domestic violence
- Not seeking medical help/unexplained delay in seeking treatment
- Reluctant to give information or mention previous injuries

- Absent without good reason when their child is presented for treatment
- Disinterested or undisturbed by accident or injury
- Aggressive towards child or others
- Unauthorised attempts to administer medication
- Tries to draw the child into their own illness.
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
- Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids
- Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care.
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child
- Wider parenting difficulties may (or may not) be associated with this form of abuse.
- Parent/carer has convictions for violent crimes.

### **Indicators in the family/environment**

- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

## **EMOTIONAL ABUSE**

**Emotional abuse is 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 children 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 the 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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.**

**Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.**

### **Indicators in the child**

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Child scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' - difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-harm

- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Low self-esteem
- Air of detachment – ‘don’t care’ attitude
- Social isolation – does not join in and has few friends
- Depression, withdrawal
- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
- Low self-esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationships including withdrawn or isolated behaviour

### **Indicators in the parent**

- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.
- Abnormal attachment to child e.g. overly anxious or disinterest in the child
- Scapegoats one child in the family
- Imposes inappropriate expectations on the child e.g. prevents the child’s developmental exploration or learning, or normal social interaction through overprotection.
- Wider parenting difficulties may (or may not) be associated with this form of abuse.

### **Indicators of in the family/environment**

- Lack of support from family or social network.
- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

## **NEGLECT**

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

**Neglect may occur during pregnancy as a result of maternal substance abuse.**

**Once a child is born, neglect may involve a parent or carer failing to:**

- **provide adequate food, clothing and shelter (including exclusion from home or abandonment);**
- **protect a child from physical and emotional harm or danger;**
- **ensure adequate supervision (including the use of inadequate caregivers); or**
- **ensure access to appropriate medical care or treatment.**

**It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.**

### **Indicators in the child**

#### **Physical presentation**

- Failure to thrive or, in older children, short stature
- Underweight
- Frequent hunger
- Dirty, unkempt condition
- Inadequately clothed, clothing in a poor state of repair
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- Swollen limbs with sores that are slow to heal, usually associated with old injury
- Abnormal voracious appetite
- Dry, sparse hair

- Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice / scabies/ diarrhoea
- Unmanaged / untreated health / medical conditions including poor dental health
- Frequent accidents or injuries

### **Development**

- General delay, especially speech and language delay
- Inadequate social skills and poor socialization

### **Emotional/behavioural presentation**

- Attachment disorders
- Absence of normal social responsiveness
- Indiscriminate behaviour in relationships with adults
- Emotionally needy
- Compulsive stealing
- Constant tiredness
- Frequently absent or late at school
- Poor self esteem
- Destructive tendencies
- Thrives away from home environment
- Aggressive and impulsive behaviour
- Disturbed peer relationships
- Self-harming behaviour

### **Indicators in the parent**

- Dirty, unkempt presentation
- Inadequately clothed
- Inadequate social skills and poor socialisation
- Abnormal attachment to the child .e.g. anxious
- Low self-esteem and lack of confidence
- Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene
- Failure to meet the child's health and medical needs e.g. poor dental health;
- failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment;
- failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Wider parenting difficulties, may (or may not) be associated with this form of abuse

### **Indicators in the family/environment**

- History of neglect in the family
- Family marginalised or isolated by the community.

Family has history of mental health, alcohol or drug misuse or domestic violence.

History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals

Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating

Lack of opportunities for child to play and learn

## **SEXUAL ABUSE**

**Sexual abuse involves forcing or enticing a child or young person 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 (including via the internet).**

**Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.**

## **Indicators in the child**

### **Physical presentation**

- Urinary infections, bleeding or soreness in the genital or anal areas
- Recurrent pain on passing urine or faeces
- Blood on underclothes
- Sexually transmitted infections
- Vaginal soreness or bleeding
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

### **Emotional/behavioural presentation**

- Makes a disclosure.
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Self-harm - eating disorders, self-mutilation and suicide attempts
- Poor self-image, self-harm, self-hatred
- Reluctant to undress for PE
- Running away from home
- Poor attention / concentration (world of their own)
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Inappropriate sexualised conduct
- Sexually exploited or indiscriminate choice of sexual partners
- Wetting or other regressive behaviours e.g. thumb sucking
- Draws sexually explicit pictures
- Depression

### **Indicators in the parents**

- Comments made by the parent/carer about the child.
- Lack of sexual boundaries
- Wider parenting difficulties or vulnerabilities, may (or may not) be associated with this form of abuse
- Grooming behaviour
- Parent is a sex offender

### **Indicators in the family/environment**

- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Family member is a sex offender.

## APPENDIX 2 (Reporting and Recording)

Key points to note from CPOMS Service Level Agreement (saved: J:\53. CPOMS):

Pg.1, SSL Encryption: The website console is presented via the encrypted HTTPS/SSL protocol. This is best practice and ensures data integrity.

Pg.1, SSL Encryption: Following best practice of encrypting data in transit with recommended security algorithms (AES 256).

Pg.1, Further Data Encryption: CPOMS provide encrypted *data at rest*. This follows best practice.

Pg.2, Data Centres: The CPOMS service is hosted in a High-Availability (HA) configuration across multiple locations, which ensures that should there be an infrastructure failure there will be no disruption or data loss. This is critical for cloud hosted software to provide resilience and maintain availability.

Pg.2, Data Centres: All the data centres in use are located in the United Kingdom. To maintain compliance and sovereignty of sensitive data, it is important that the stored data does not leave the United Kingdom.

Pg.2, Data Centres: ISO 9001 + ISO 27001 certify that the necessary security precautions are in place at the data centres and are considered to be the global standard.

Pg.2, Access Control: 2FA is highly recommended and is in place for the safeguarding team. The benefit is that should a password be compromised, the *attacker* will still be unable to access this data.

Pg.2, Audit Controls: The measures will expedite any post-incident analysis, and if necessary would help the Safeguarding Team create audit logs in cases that involve litigation.

Pg.3, Data retention: CPOMS routinely back up stored data and offers retention as per the school's requirements.

**SAFEGUARDING & CONCERNS FORM**



**Ickburgh Safeguarding Concerns**

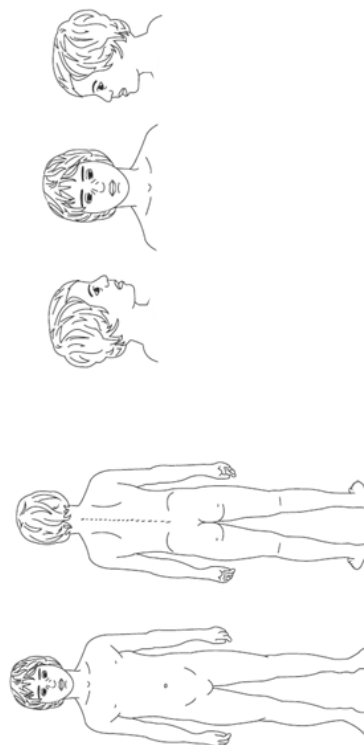
For any concerns about a pupil. (Behavioural, Pastoral, Medical or Child protection)

Pupil Name		Class	
Date	Time	Staff Member completing form	

Injury seen on arrival		Injury seen during day		Injury occurring during school	
Injury type	Injury location	Injury type	Injury location	Injury type	Injury location

Presentation	clothing	Incontinence pads	Other

Please indicate any concerns regarding marks/ bruises or self-injurious behaviour on the body chart below.



Form updated August 2021 WW

Comments on Concern (please provide a detailed report of the concern)

Actions Taken	
Date	Person taking action

Please attach copy of any written communication sent home

Please return this form to the appropriate Safeguarding Officer when completed

LEAVE THIS TABLE BLANK (TO BE COMPLETED BY SLT)	
actioned by (sign and date)	action (brief description)

Form updated August 2021 WW

# BEHAVIOURAL INCIDENT FORM



## Ickburgh School Behavioural Incidents

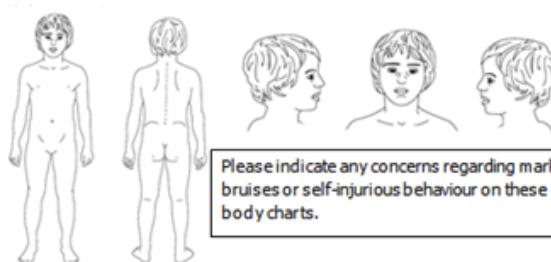
For behavioural incidents where an injury or restraint occurs or there is disruption to the class

Pupil Name		Class	
Date		Time	
Staff Member completing form		Staff present	

### Behaviour

Kicking	Staff		Hair Pulling	Staff		Running off	Within class		Not responding		
	Pupils			Pupils			Within building			Non cooperation	
	objects			self			Out of building			Throwing self to floor	
Hitting	Staff		Scratching	Staff		Pushing / pushing over	Staff		Inappropriate language		
	Pupils			Pupils			Out of premises			Refusal to go home	
	objects			self			furniture			Swearing	
Punching	Staff		Biting	Staff		Throwing	Objects		Threatening gestures		
	Pupils			Pupils			furniture			Fixating and asking about 1 topic (obsession)	
	objects			self			Self			Urinating	
Weapons	Search for		Grabbing	Objects		Inappropriate touching	pupils		Defecating		
	Use of			food			staff			Refusing toileting	
				staff			Staff			Stripping	
Head-butting	staff		Head-butting	objects		Spitting	Pupils		Climbing on furniture		
							Floor/ furniture			Climbing out of window or over fence	

COMPLETE THIS IF RESTRAINT IS USED			
Restraint (Y or N)		Bound book number (office use)	
Staff restraining		Restraint Method used	
Disruption to class (including length of time)		Length of Time	
		How parents informed	



Please indicate any concerns regarding marks/bruises or self-injurious behaviour on these body charts.

Form updated WW August 2021

<b>What led to the behaviour?</b> <b>Fast triggers</b> <i>Immediate causes (e.g. not being allowed to do something they wanted to do, another pupil upsetting or disrupting them)</i>	<b>What happened?</b>	<b>What happened next?</b> What response did they get from supporting adults and/or from the other pupil?
<b>Slow triggers</b> <i>Causes beginning some time before the incident (e.g. a difficult experience on the bus, feeling hungry)</i>		Did their environment change? <i>(e.g. Were they moved to a different area of the classroom or to a different room entirely?)</i>
<b>Were there any early signs before the behaviour?</b> <i>Behaviours which suggested they were becoming upset or escalated (e.g. shouting out, pacing, throwing items)</i>		How long did the behaviour/incident last?
		How did their behaviour or presentation change? <i>(e.g. Did the outburst release or relieve some sort of tension and allow them to calm down?)</i>

Actions Taken		
Date	Person taking action	Action (letter home, accident book, telephone, sent home, other reports) <b>Please attach copy of any written communication sent home</b>

LEAVE THIS TABLE BLANK (TO BE COMPLETED BY SLT)		
actioned by (sign and date)	action (brief description)	save as (include L M H)

Form updated WW August 2021

# INJURY TO STAFF FORM



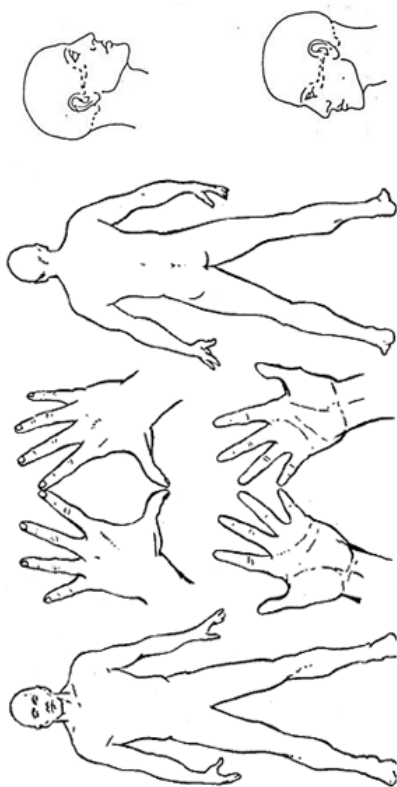
## Ickburgh School Injury to staff

For events where there has been an injury to an adult caused by equipment, location or pupil.

Staff Member completing form	Staff member injured	
Staff present	Area of school where incident occurred	
Date	Time	
Nature of injury		
How did the injury occur?		
Actions taken within school at time of incident		
Reported to		
Medical attention		

Form updated WW August 2021

Location of injury, please indicate on the body chart below.



Date	Person taking action	Actions Taken	
		Form completed	Action

Please attach copy of any written communication sent home

LEAVE THIS TABLE BLANK (TO BE COMPLETED BY SLT)	
actioned by (sign and date)	action (brief description)

Form updated WW August 2021



## Ickburgh School Risk of Incident

For events where there has been a risk of an incident e.g. injury, pupil leaving building, damage to property, rooms unlocked, dangerous items left unattended. Please record all COVID-19 related concerns or 'near misses', e.g. pupil accessing, or nearly accessing, incorrect bubble; staff unsure of suite boundaries, visitor unaware of which space is accessible to them, wrong signage.

Staff Member completing form	Staff present	
Date	Time	

Area of school where risk occurred	
Nature of risk (not COVID-19 related)	
Nature of risk if COVID-19 related	
Action taken by staff concerned	
Reported to	

Updated WW August 2021

Action taken by Management / FM	
(To be completed by SLT)	
actioned by (sign and date)	save as

Updated WW August 2021



**Ickburgh School Transport Safeguarding Report** **USE BLOCK CAPITALS**

For events where there has been a risk, incident or concern relating to transport.  
These might include risks, incidents or concerns related to: school staff, pupil behaviour, wheelchairs or seating, transport staff, taxi staff, parents, timings or routines.  
Form to be completed by bus marshal, and submitted to the Safeguarding Team.

If the matter is **URGENT** contact the Safeguarding Team **IMMEDIATELY**.

Bus marshal completing report		Staff / adults present (witnesses)	
Date		Time	
Bus number / taxi / parent vehicle involved (if relevant):	Staff / adults involved:		Pupils involved:
Details of risk, incident or concern.			
Any immediate action taken by Bus Marshal.			
If <b><u>URGENT</u></b> reported to ... and when ...			
Action taken by Safeguarding Team			
actioned by (sign and date)		save as	

Created WW June 2022

## APPENDIX 3 Flowchart for raising concerns



### ICKBURGH SCHOOL FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

**Designated Safeguarding Lead(s):**  
 William Webster  
 Joe Sieber  
 Zynna Efthymiou  
**Link Governor:**  
 Pat Corrigan

**Concern** recorded in writing using CPOMS or Ickburgh Safeguarding form.

**The Local Authority Designated Officer (LADO)** for **concerns** about adults is:  
 Liezel Le Roux  
 02083564569

Designated Safeguarding Lead(s) review **concern** and decide on next steps; including opportunity for supervision as necessary.

Decision made to monitor the **concern**.

**MONITOR**

Class teacher (staff) directed to monitor **concern** and feedback to Designated Safeguarding Lead(s) with an agreed timescale.

Decision made to discuss the **concern** informally with parents/carers.

**DISCUSS**

Once **concern** discussed with parents, Designated Safeguarding Lead(s) decide(s) to discuss further with parents, monitor or refer to social care.

**RECORD**

Designated Safeguarding Lead(s) save record of **concern** in secure confidential file.

Decision made to refer the **concern** to social care.

**REFER**

Designated Safeguarding Lead(s) discuss **concern** prior to referral; including opportunity for supervision.

In *exceptional* circumstances anyone can report **concerns** directly to social care.

**NSPCC Whistleblowing Helpline:** 08000280285

**MASH**  
 02083565500  
**Prevent/Channel referrals:**  
 02072754652

Updated WW 08.2022

## **APPENDIX 4 Useful links**

Keeping Children Safe in Education 2022

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1080047/KCSIE\\_2022\\_revised.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf)

Children Missing in Education

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550416/Children\\_Missing\\_Education\\_-\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)

Information on the London Safeguarding Children Board

<http://www.londoncp.co.uk>

Information on Online Safety

[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

[www.internetmatters.org](http://www.internetmatters.org)

[www.lgfl.net](http://www.lgfl.net)

Prevent Duty

[www.gov.uk/government/publications/prevent-duty-guidance](http://www.gov.uk/government/publications/prevent-duty-guidance)

Information on Contextual safeguarding

[www.contextualsafeguarding.org.uk](http://www.contextualsafeguarding.org.uk)

WHEN TO CALL THE POLICE Guidance for schools and colleges

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

Searching children on school premises: Advice for Hackney schools, college and education settings in response to the child Q review. March 2022

[file:///J:/44.%20Searching%20pupils/Hackney%20Advice%20re%20Searches%20on%20School%20Premises%20March%2022%20\(4\).pdf](file:///J:/44.%20Searching%20pupils/Hackney%20Advice%20re%20Searches%20on%20School%20Premises%20March%2022%20(4).pdf)

## **APPENDIX 5 Remote Learning**

During the COVID-19 pandemic, remote learning or 'Learning at Home' as we describe it, has involved delivering virtual sessions to pupils unable to attend school. This resource is one the school will continue to use for pupils with long-term absences, where appropriate and feasible. To safeguard pupils and staff members during these sessions, we ensure the following.

As part of our learning at home online offer we may conduct virtual sessions with our pupils. This may involve individual or group based sessions with the pupil's class teacher or class team; all sessions would be facilitated by a professional from school.

The Virtual Platform we use is **Microsoft TEAMS**. No sessions will be recorded or redistributed.

All participating parents/carers receive the following 'code of conduct' which they sign to:

- treat all other pupils, parents and teachers, and their opinions with respect, cultural sensitivity and politeness
- be responsive and participate as fully as possible
- dress as you would if you were visiting Ickburgh school
- attend all Virtual Classes from a suitable and appropriate location, such as a family room
- ensure that no other children or adults are visible or audible in the background
- let the teacher know immediately if you or your child feel unsafe in a virtual session
- share any safeguarding concern that you have about a virtual session with Bill Webster  
Designated Safeguarding Lead on 020 8806 4638 or [WWebster@ickburgh.hackney.sch.uk](mailto:WWebster@ickburgh.hackney.sch.uk)

All participating staff members will be aware of the above and will know to end any session where the above is contravened or where they recognise a safeguarding risk to the young person participating. They will then notify the Designated Safeguarding Lead of their concern immediately.

## **APPENDIX 6 Why children with SEND are more vulnerable**

Children with disabilities are 3.7 times more likely than other children to be abused or neglected. Sometimes this is because of high care needs, increased vulnerability or the range of other factors that affect other children. Parenting children with disabilities comes with additional stresses or challenges, which can heighten the potential for abuse or neglect, especially in the context of a society where there remains much prejudice and barriers to disabled children and their families. Similar factors affect young people experiencing mental health conditions. Professionals can sometimes miss signs of abuse due to the complexity of young people's needs, an acceptance of things being how they are, or allowing their recognition of the challenges facing parents to cloud their judgement leading to abuse or neglect being under-reported.

Adults who work with children and young people with SEND should be aware of the additional needs children may have that could mean they are more vulnerable to abuse and/or less able to speak out if something isn't right.

### **Some children may be vulnerable because they:**

- have additional communication needs and might not be able to ask for help
- do not understand that what is happening to them is abuse and may not recognise the abuse
- need intimate care or are isolated from others
- are dependent on adults for care
- present with unconventional or challenging behaviours, requiring additional physical support
- need protection from people who may seek to take advantage of their increased vulnerability
- may rely on their abuser to meet their needs - making it even more difficult to speak out.

### **Other factors:**

- Parents and professionals may miss signs of abuse/neglect, mistaking them as part of a child's condition
- Professionals working with disabled children may not be trained to spot the signs of abuse and neglect
- Children with disabilities and their families may feel isolated or without support due to a limited number of accessible services, meaning they may not know where to find help
- Abusers may try to excuse their behaviour, blaming it on the difficulties of caring for a disabled child
- Professionals who work to support parents' ability to meet their child's additional needs may overlook parental behaviours that are not adequate
- Child protection professionals might not have the specialised skills to properly communicate with the child, or to accurately assess or understand a disabled child's needs

**Sources:** <https://learning.nspcc.org.uk/safeguarding-child-protection-schools/safeguarding-children-with-special-educational-needs-and-disabilities-send>  
<https://safeguarding.network/content/safeguarding-resources/specific-risks-children-additional-needs/>



## **APPENDIX 7 Supporting a colleague facing an allegation**

Depending on the nature of the allegation, a staff member could be suspended whilst an investigation is carried out. Because the investigation could depend on external partners (the Local Authority Designated Officer for Safeguarding and/or Police), this could be for an extended period.

During a staff member's suspension, **they will receive:**

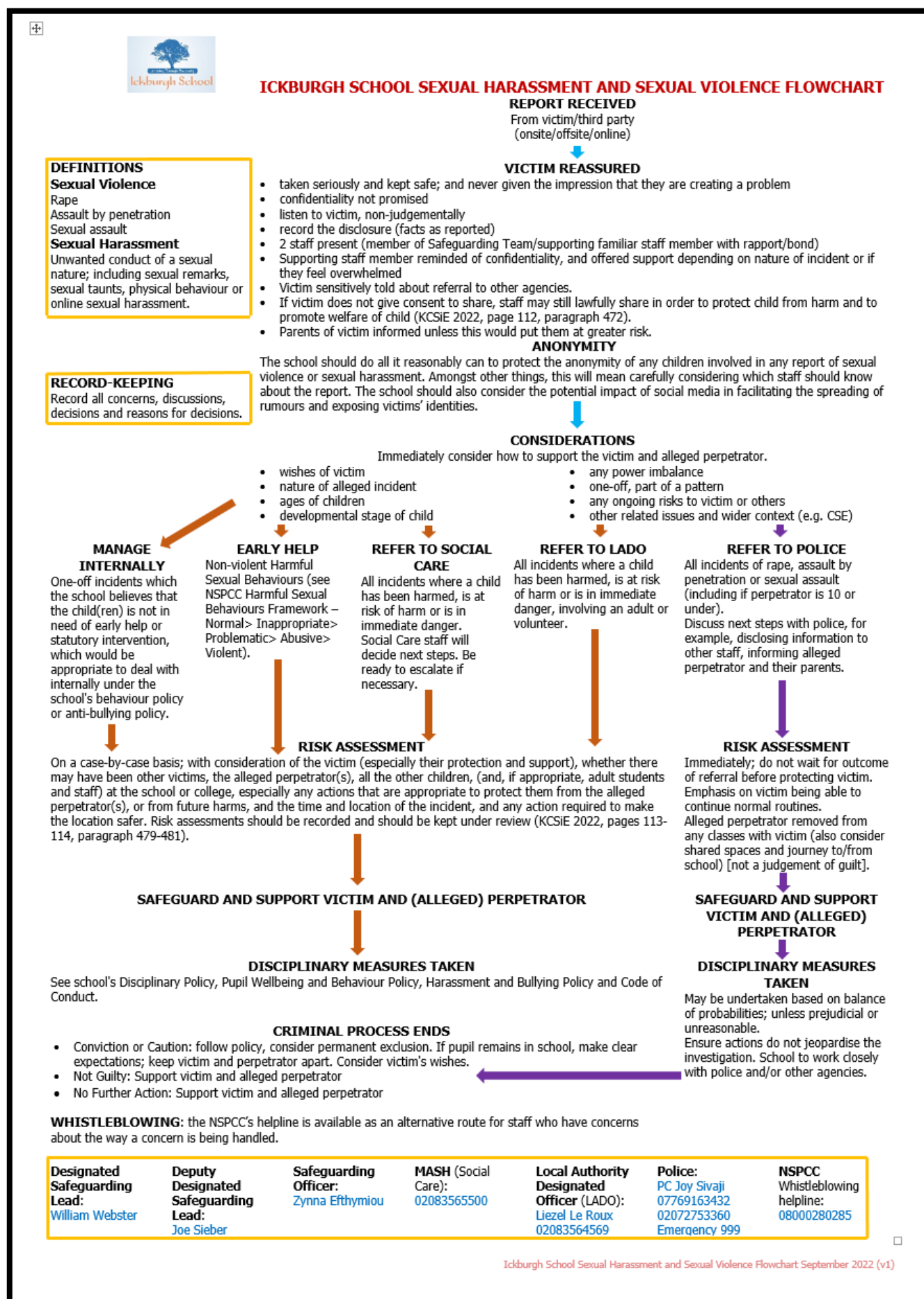
**1.** A regular welfare call from the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead. The frequency of this will be agreed with the colleague, who may prefer less regular calls, but will be at least weekly.

This welfare call will:

- a. Provide any updates on the investigation if available or confirm "We do not have any updates" as directed by the designated lead for the investigation (the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead).
- b. Check on the wellbeing on the staff member, asking if there is anything the school can do to support and remind/refer to the Staff Wellbeing Hub which includes confidential counselling services.

**2.** A review of the suspension every 15 working days if it continues for this length. This would involve a video or phone call with the colleague and their union representative if desired.

## APPENDIX 8 Sexual Harassment and Sexual Violence flowchart



Policy Reviewed by: William Webster

Designation: Deputy Headteacher

Date: 1st September 2022

Approved by Chair of Governors/Committee: Pat Corrigan

Signature:

Date: