







Safeguarding and Child Protection Policy September 2021

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Written by		William Webster
Reviewed by		William Webster
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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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, 2021a). This guidance replaced Keeping children safe in education 2020 and came into force on 1st September 2021.

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, nursery schools and colleges
- proprietors of independent schools and non-maintained special schools
- management committees of pupil referral units (PRUs)
- 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 2021)

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 2021 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.

Purpose of a Child Protection Policy	<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>
London Safeguarding Children Board Interagency Child Protection and Safeguarding Children Procedures	<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 http://www.londoncp.co.uk/</p>
School Staff and Volunteers	<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>
Mission Statement	<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"> • Be healthy • Stay safe • Enjoy and achieve • Make a positive contribution • Achieve economic well-being

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 2021)
- The Prevent Strategy 2011 / Counter Terrorism and Security Act 2015
- Female Genital Mutilation Act 2003/ Serious Crime Act 2015

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 2021 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

The Deputy Designated Safeguarding leads for Ickburgh School is Joe Sieber

jsieber@ickburgh.hackney.sch.uk

The Safeguarding Officer for Ickburgh School is Zynna Efthymiou

ZEfthymiou@ickburgh.hackney.sch.uk

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

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 Head Teacher
- 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 2021
- 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

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

Safeguarding Officer - Zynna Efthymiou ZEfthymiou@ickburgh.hackney.sch.uk

- The member of staff **must** record information regarding the concerns on the **same day** using school proformas. The record must be a clear, precise, factual account of their

observations. Hard copies of proformas are available next to staff noticeboards. Electronic copies are available in *V:\Teacher Admin\General Teachers\Safeguarding blank proformas* (see appendix 2).

- The Designated Safeguarding Lead will decide whether the concerns should be referred to Disabled Childrens Social Care (DCS). 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 DCS 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/or 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 2021

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. Our school is clear about the need to record any concern held about a child or children within our 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 school proformas wherever possible – **see Appendix 2 for details.**
- Not destroy the original notes 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.
- Draw a diagram to indicate the position of any injuries.
- Record statements and observations rather than interpretations or assumptions.

All records need to be given to the Designated Safeguarding Lead promptly. No copies 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.

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 2021 (pp 84-85): *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.

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>

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</i> (1, 2, 3, 4, 8, 9, 10) <i>Food and Drink</i> (1, 2, 5, 6, 8) <i>Me and my home</i> (1, 4) <i>My local environment</i> (1, 4) <i>Me and the things I like</i> (2, 5, 6, 9, 10) <i>Transport and London</i> (1, 4) <i>My relationships</i> (1, 3, 7, 8, 9, 10) <i>Animals</i> (1, 4) <i>Plants/Countryside</i> (1, 4)	<i>This is me, family and school</i> (1, 3, 4, 7) <i>I live in Hackney</i> (1, 4) <i>London</i> (1, 4) <i>Health</i> (1, 3, 8, 9, 10) <i>Transport</i> (1, 2, 4, 5, 9) <i>My environment</i> (1, 2, 4, 6, 9, 10) <i>Local community and citizenship</i> (1, 4, 5, 6, 10) <i>Jobs, professions, careers</i> (1, 2, 3, 4, 5, 7, 9)	(1) Keeping safe (2) Choosing (3) Ourselves-Knowing how I am changing (4) Being aware in the community (5) Personal Choice (6) Everyday Choices (7) Changing relationships (8) Medicines and Medication (9) Personal Hygiene (10) 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.

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 peer-on-peer 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 peer-on-peer 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.

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 Safeguard 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

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

16 Safer Recruitment

Ickburgh School will follow all the guidance laid out in part three of Keeping Children Safe in Education September 2021.

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.

17 Linked Policies

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

Attendance policy

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

Whistle blowing 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 2021.

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
 Children and the court system
 Children missing from education
 Children with family members in prison
 Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
 County lines
 Modern Slavery and the National Referral Mechanism
 Cybercrime
 Domestic abuse
 Homelessness
 So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)
 FGM
 Forced marriage
 Preventing radicalisation
 The Prevent duty
 Channel
 Peer on peer/ child on child abuse
 Sexual violence and sexual harassment between children in schools and colleges
 Upskirting
 The response to a report of sexual violence or sexual harassment

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.

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 using a Risk of Incident Form - **see appendix 2**.

20 Inappropriate Sexual Behaviour, Sexual Harassment and Sexual Violence

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf).

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.

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 using the Safeguarding form 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.

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 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/carers 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.

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/carers 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

Safeguarding forms for use in school (to be printed double sided).

SAFEGUARDING & CONCERNS FORM

BEHAVIOURAL INCIDENT FORM



Ickburgh Safeguarding Concerns

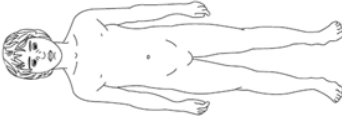
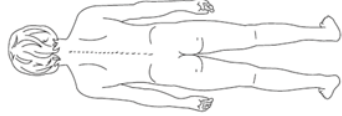


For any concerns about a pupil. (Behavioural, Pastoral, Medical or Child protection)

Pupil Name	Class	Staff Member completing form
Date	Time	

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.

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

Actions Taken	
Date	Person taking action
Form completed	

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

Form updated August 2021 WW



Ickburgh School Behavioural Incidents

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

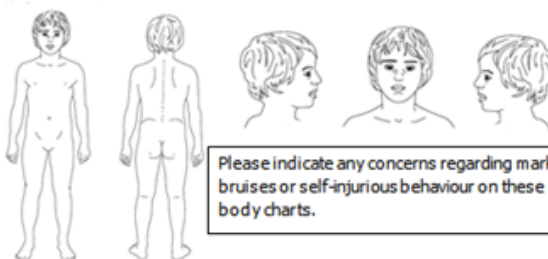
Pupil Name	Class
Date	Time
Staff Member completing form	Staff present

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	Out of premises	Refusal to go home	
	Pupils		Pupils		Staff		Inappropriate language
	objects		self		Pupils		Swearing
Punching	Staff	Biting	Staff	Throwing	furniture	Threatening gestures	
	Pupils		Pupils		Objects		Fixating and asking about 1 topic (obsession)
	objects		self		furniture		Urinating
Weapons	Search for	Grabbing	Objects	Inappropriate touching	Self	Defecating	
	Use of		food		pupils		Refusing toileting
			staff		Staff		Scripping
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)	Restraint Method used	Length of Time
Staff restraining			
Disruption to class (including 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

What led to the behaviour? Fast triggers <i>Immediate causes (e.g. not being allowed to do something they wanted to do, another pupil upsetting or disrupting them)</i>	What happened?	What happened next? What response did they get from supporting adults and/or from the other pupil?
Slow triggers <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>
Were there any early signs before the behaviour? <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) 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)	save as (include L M H)

Form updated WW August 2021

INJURY TO STAFF FORM



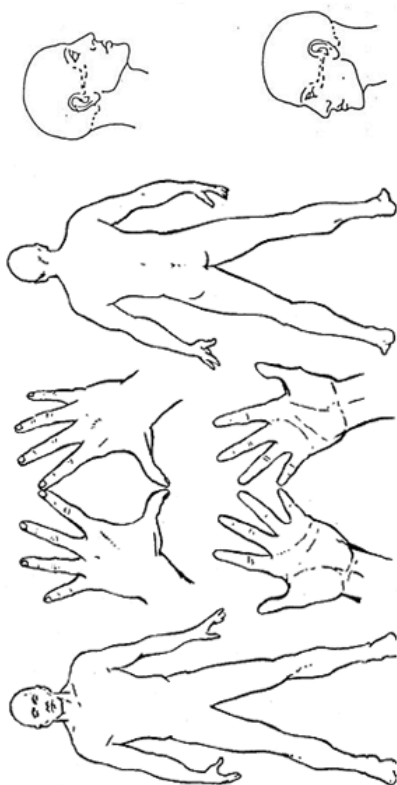
Ickburgh School Injury to staff

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)
	save as

Form updated WW August 2021

RISK OF INCIDENT FORM



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	

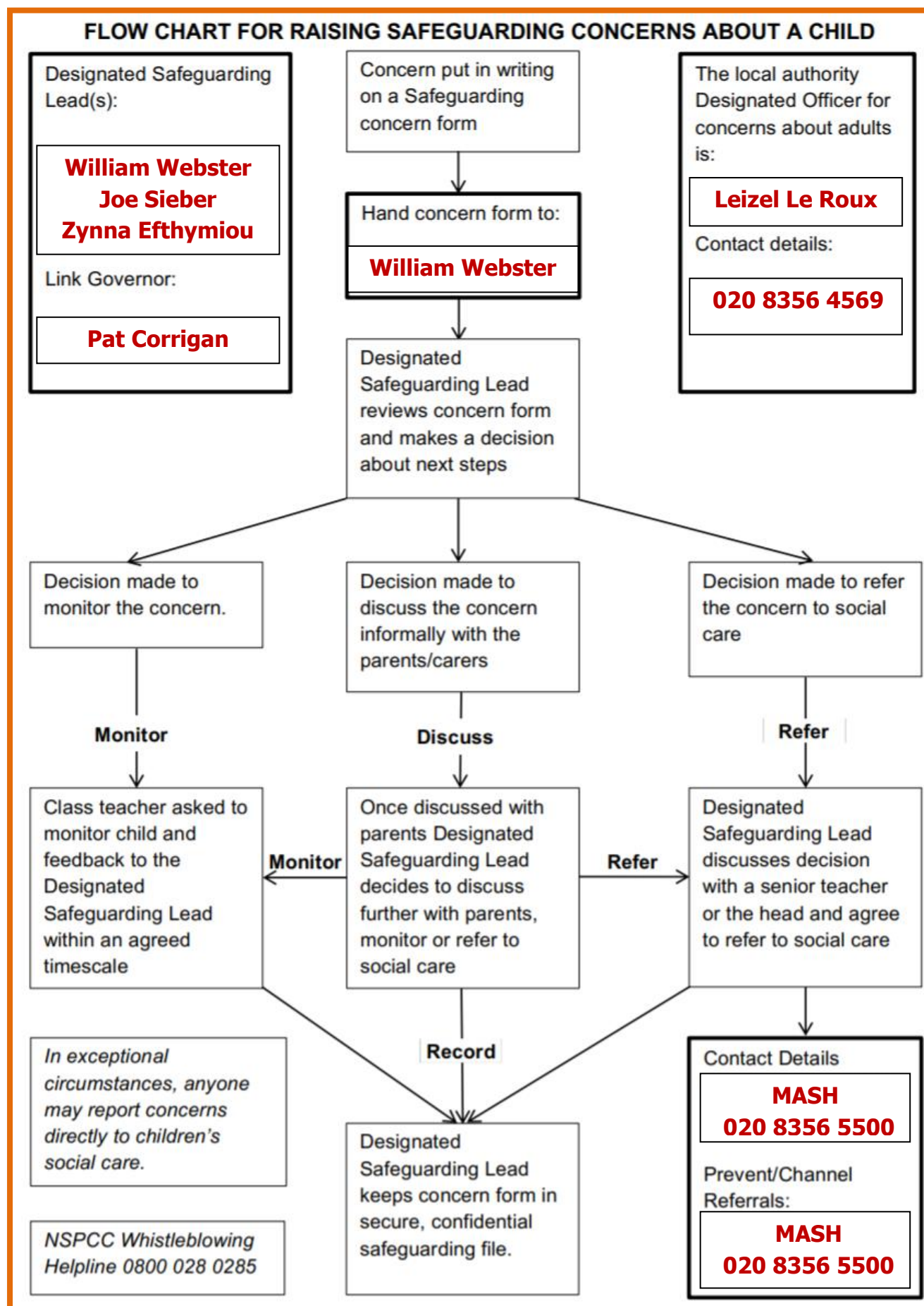
Area of school where risk occurred	
Nature of risk (not COVID-19 related)	
Nature of risk if COVID-19 related	
Action taken by staff concerned	
Reported to	

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

APPENDIX 3



APPENDIX 4

Useful links:

Keeping Children Safe in Education 2021

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007260/Keeping children safe in education 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007260/Keeping_children_safe_in_education_2021.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

www.internetmatters.org

www.lgfl.net

Prevent Duty

www.gov.uk/government/publications/prevent-duty-guidance

Information on Contextual safeguarding

www.contextualsafeguarding.org.uk

Sexual Harassment and Sexual Violence

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.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

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.

Policy Reviewed by: William Webster

Designation: Deputy Headteacher

Date: 1st September 2021

Approved by Chair of Governors/Committee: Pat Corrigan

Signature:

Date: