



# IPSWICH SCHOOL

## IPSWICH SCHOOL AND IPSWICH PREPARATORY SCHOOL (INCLUDING EARLY YEARS FOUNDATION STAGE [EYFS] AND THE LODGE DAY NURSERY)

### CHILD PROTECTION AND SAFEGUARDING CHILDREN POLICY

#### INTRODUCTION

Ipswich School's duty of care to all its pupils (and children in the Lodge Day Nursery) is in accordance with:

- The Children Act (1989)
- The Education Acts of 1996 and 2002; and the publications
  - ['Keeping Children Safe in Education' KCSIE](#) (Department for Education [DFE], September 2022)
  - KCSIE [Disqualification under the Childcare Act 2006](#) (March 2015, revised Sept 2018)
  - KCSIE [What to do if you're worried a child is being abused](#) (March 2015)
  - [Working Together to Safeguard Children](#) (HM Government, July 2018, updated December 2020)
  - [Prevent Duty Guidance : For England and Wales](#) (March 2015)
  - RSHE (2019)  
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Prevent is supplemented by non-statutory advice and a briefing note:

*The Prevent Duty: Department advice for schools and childminders (June 2015)*

*The use of social media for on-line radicalisation (July 2015)*

This duty of care extends to boarding pupils who are accommodated at the School and the School's arrangements have regard to the National Minimum Standards for Boarding Schools.

#### POLICY AIM

The legislation places on the School a duty to **safeguard** and **promote** the welfare of our pupils. The term 'welfare' is taken to embrace health, happiness, development (physical, intellectual, social and behavioural), and protection from risk of suffering physical harm. The Acts include areas of pastoral care both during the school day and during out-of-school activities including trips during the holidays. The School acts in the best interests of the child at all times to enable all children to have the best outcomes.

Checking procedures are laid down for the appointment of all staff who have significant contact with pupils, teaching and support, permanent or temporary, volunteers, full or part-time, as well as staff employed by another organisation, (contractors) and those working with pupils on another site.

Where Disclosure and Barring Service (DBS) checks are not practical in off-site activities, pupils will be accompanied by a member of Ipswich School staff.

The School has put in place safe recruitment procedures for all staff and has updated these in light of legislative requirements (see Recruitment and Selection Policy). All staff are checked for their suitability to work with children through the DBS at Enhanced level. It should be noted that the School is required by statute to report to the Disclosure and Barring Service, within one month of the person leaving the School, any person whose services are no longer required because they have been considered unsuitable to work with children.

Where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate, a referral will be made to the National College for Teaching and Leadership where there has been substantiated:

- Unacceptable professional conduct
- Conduct that may bring the profession into disrepute
- A conviction, at any time, for a relevant offence.

Mr Edward Hyams is the nominated School Governor with responsibility for Safeguarding and is the named Whistle-Blowing Governor. He can be contacted via the Bursar and Clerk to the Governors (email: [pw@ipswich.school](mailto:pw@ipswich.school), direct line telephone: 01473 408853). In his absence, Anna Hennell James is the nominated School Governor with this responsibility. Mr Hyams will monitor and review annually, with the Governing Body, the implementation of this policy and draw the attention of the Headmaster and Head of the Preparatory School to any areas identified for further attention. Any deficiencies or weaknesses highlighted will be corrected without delay. The nominated School Governor is designated to take a lead in relation to responsibility for the safeguarding arrangements but the safeguarding arrangements remain the responsibility of the whole governing body of Ipswich School.

The School's safeguarding practices are agreed with the local agencies, and specifically with the Suffolk Safeguarding Partnership (SSP), who can be reached on the Customer First number 0808 800 4005. The Safeguarding Children Policy is available on the School's website and vacancies page.

When considering safeguarding children issues, regard should also be taken to linked Ipswich School policies and guidance including: Anti-Bullying; Codes of Conduct for Teachers and Pupils; Low Level Concerns Policy, Child-on-Child Abuse Policy; Online Safety Policy (including our monitoring and filtering systems); Equal Opportunities; Educational Trips; Health, Safety and Welfare; Prevent; Professional Conduct and Standards; Rewards and Sanctions; Staff Discipline; Staff Recruitment; Whistleblowing. All School policies can be found in the Google Shared Drive - School Policies.

## **POLICY STATEMENT**

Ipswich School fully recognises the contribution it can make to protect children and support pupils in the School. Procedures should be applied with common sense and good judgment. There are three main elements to our Safeguarding Children Policy:

- (a) Prevention (e.g. positive school atmosphere, teaching and pastoral support to pupils)
- (b) Protection (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns)
- (c) Support, including early help (to pupils and staff and to children who may have been abused).

The Headmaster, Nicholas Weaver, has appointed Audrey Cura (Senior Deputy Head [Pastoral]) as Designated Safeguarding Lead (DSL) in the Senior School and she is the link with the Local Authority and Governing Body in matters relating to safeguarding issues in the Senior School, supplying information as necessary (last training date 3 March 2022). In Mrs Cura's absence, or if she is the subject of an allegation, reports should be made to Mr Weaver (last training date 15-16 June 2022) or Mr Paul Wranek (Bursar, last training date 3 March 2022). The Headmaster/Head of Prep automatically assumes the role of Designated Safeguarding Lead in cases where allegations involve staff.

In the Prep School, the Prep Head, Claire Jackson, has appointed Lucy Southgate (Deputy Head) as the Preparatory School DSL and she is the link with the Local Authority and Governing Body in matters relating to safeguarding issues in the Prep School, supplying information as necessary (last training date 9-10 June 2022). In Mrs Southgate's absence, or if she is the subject of an allegation, reports should be made to Annabelle Ryan as her deputy for the Lower Prep (last training date 3 March 2022), or Claire Jackson as her deputy in the Upper Prep (Prep Head, last training date 27 April 2021).

Hayley List (Lodge Day Nursery Manager) is the DSL for The Lodge Day Nursery (last training date 3 March 2022) with Megan Parker-Hardman (Deputy Manager) (last training date 1-2 March 2022) and Lindsey Filby (Deputy Manager) (last training date 3-4 February 2022) as her deputies.

The role of the DSL is outlined in the DSL job description which is available for all staff. The DSLs also take the responsibility for Prevent and online safety.

All Ipswich School DSLs are contactable internally through their personal email address or phone number available to all staff and governors, or by emailing [safeguarding@ipswich.school](mailto:safeguarding@ipswich.school).

There will always be a DSL or deputy available within the school day and during term time for Boarders. There will always be a DSL available for The Lodge Day Nursery whilst it is open (50 weeks per year). If it is not possible to contact the DSL or Deputy in the usual section of the School and a child is deemed to be in immediate danger, the DSL or Deputy will be available in the other section of the School. It is also possible to contact Customer First directly.

Stuart Dove (Head of Computer Science) and Audrey Cura are the Senior School's representatives for online safety. Rachel Bryanton is the Online Safety Lead in the Prep School.

If a DSL is the subject of an allegation, reports should be made to the Headmaster.

Alternative accommodation (away from children) would be found in cases where a member of boarding staff is suspended pending an investigation of a child protection nature. If a boarder is suspected of abuse of a peer, appropriate action would be taken to segregate their rooming/accommodation immediately within the boarding context and normal procedures for referral would be followed.

All safeguarding interviews should be conducted by the DSL or his/her deputy.

The DSLs and deputies will ensure that they attend regular training courses relevant to their roles at least every two years, or at such shorter intervals as required by the Suffolk Safeguarding Partnership. Training is in line with Suffolk Safeguarding Partnership Arrangements and matches the description given in *Keeping Children Safe in Education (KCSIE)* Annex B.

Training for staff, in order to continue to provide them with relevant skills and knowledge to safeguard children effectively occurs on a regular basis with updates at least annually in line with

Suffolk SSP. All safeguarding policies and reading materials are readily available for staff to read and understand.

Training for Governors occurs at the point of induction and on regular occasions throughout the year in order for them to monitor the effective safeguarding practices in the School.

All staff are required to read and understand Part One of KCSIE (including Annex A). Staff are updated each time KCSIE is updated or when new duties are introduced. New staff meet with the DSL to ensure they understand KCSIE. All existing staff have been trained in the Prevent Duty and new staff are required to undergo training if they have not already done so. All relevant staff receive appropriate online safety training.

All staff who work directly with children are required to read Annex A of KCSIE.

## HOW DOES THE SCHOOL RESPOND?

The School seeks to act as best it can to protect all pupils in its care. Whilst the School is **not** an investigation or intervention agency, it does recognise that it may have an important role to play in the recognition and referral stage of child abuse. Teachers and non-teaching staff at Ipswich School are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop, which could also indicate a risk of being drawn into terrorism, by virtue of their day-to-day contact with children.

All adults working with children have a responsibility to protect children. Senior pupils who hold positions of responsibility over other pupils will be briefed on appropriate action to take should they receive a disclosure. Where any member of staff suspects that a pupil is being abused or has a disclosure of such abuse made by the pupil to him/her, or when any member of staff suspects a pupil is at risk of being drawn into terrorism, and therefore they are in immediate danger, then that member of staff **should act by reporting the matter immediately to the relevant DSL** who will make prompt contact with Children's Social Services (Full local procedures are available on the Suffolk Safeguarding Partnership's website <http://suffolksp.org.uk/>). Any member of staff who is concerned about a child may report the matter directly to Children's Services, tel: 0808 800 4005 and, in an emergency, dial 999. Referrals to statutory agencies do not require parental consent.

For support and advice about extremism the following contacts may be used:

- 101 for non-emergency cases to the police or the DfE dedicated PREVENT helpline and mailbox for non-emergency advice for staff and governors 020 7240 7264.  
[counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)
- further information can be found [here](#)

There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. Staff are aware that they can take their concern directly to Customer First if they wish or if they feel that the School has not responded as they would have wished them to.

All allegations of a child being at risk of serious harm are reported either to Children's Social Services, the Designated Officer (formerly LADO), police or directly to the DfE immediately.

Where there is a concern about a child but the child is not deemed to be in immediate danger, the DSL will consider the best course of action which will include early help. This early help may mean support for the child, including the use of the Common Assessment Framework (CAF) and 'Team Around the Child' (TAC) approaches.

Where a person is considered unsuitable to work with children, (whether employed, contracted, a volunteer or student) the School will report this to the Disclosure and Barring Service within one month of the person leaving the School. Allegations found to be malicious, following investigation, will be removed from personnel files. Records will be kept of all allegations but any that are not substantiated, are unfounded or malicious, will not be referred to in employer references.

A bullying incident should be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm (see Anti-bullying Policy).

## **GUIDELINES TO STAFF**

### *What is child abuse?*

The term is applied to the mis-treatment of children and young people under the age of 18 years (or 18 years old and still in full time education) by any person having permanent or temporary custody, care or charge of the child; or where that carer knowingly colludes with the mis-treatment of the child. It can also be child on child. Abuse can take place wholly online and technology may be used to facilitate offline abuse. The following categories are commonly accepted but it is important to note that abuse will often fall into more than one of these.

### *What is safeguarding?*

Whilst we ensure that children at Ipswich School need to be protected from abuse and radicalisation or significant harm, we also understand that some children need support from additional agencies. The former should be referred immediately to Customer First, the latter should be supported through the 'Common Assessment Framework' (CAF) and 'Team Around the Child' (TAC) approaches which lead to multi-agency support. Where there is concern of radicalisation, the School will consider the level risk and make the most appropriate referral which could include 'Channel' and Children's Social Care.

**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.

**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.

**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 care-givers); or
- ensure access to appropriate medical care or treatment.

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

**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.

Examples of safeguarding issues are:

- child sexual exploitation (CSE)
- child criminal exploitation (CCE)
- modern slavery  
<https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms/guidance-on-the-national-referral-mechanism-for-potential-adult-victims-of-modern-slavery-england-and-wales>
- bullying and child-on-child abuse (including cyberbullying)
- so-called honour-based violence
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) where all discovered acts are reported to the police unless there is a good reason why this should not happen
- forced marriage
- gangs and youth violence (County Lines)
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- youth produced sexual imaging
- sexting
- teenage relationship abuse
- trafficking
- going missing from school/abduction
- Sexual violence and sexual harassment between children in schools and colleges
- upskirting
- breast ironing
- hazing (pressure to perform rituals or coercion into activities)
- involvement of pupil or parent in the court system/prison
- LGBTphobic bullying

It is noted that unwanted, persistent 'banter' could be deemed as abuse.

### *How do I recognise child abuse?*

As well as obvious non-accidental injuries, injuries which are not consistent with the explanation given and incidents reported by the pupil or by others, the following signs may be significant in the light of other concerns:

- repeated minor injuries
- poorly clothed or who appear underfed
- lingering illnesses which are not attended to, deterioration in School work, or significant changes in behaviour, aggressive behaviour, severe tantrums
- an air of 'detachment' or 'don't care' attitude
- overly compliant behaviour
- a 'watchful attitude'
- sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play
- a child who is reluctant to go home, or is kept away from School for no apparent reason
- does not trust adults, particularly those who are close
- 'tummy pains' with no medical reason
- eating problems, including over-eating, loss of appetite
- disturbed sleep, nightmares, bed wetting
- running away from home, suicide attempts
- self inflicted wounds
- reverting to younger behaviour
- depression, withdrawal
- relationships between child and adults which are secretive and exclude others
- pregnancy
- mental health problems

Staff should be aware that LGBTQ+ pupils may be particularly vulnerable to abuse.

Those working with children and young people at Ipswich School should also be aware that some young people are drawn into activities which could include serious violence or criminal activity. The following signs may be significant in the light of other concerns:

- increased absence from school,
- a change in friendships or relationships with older individuals or groups,
- a significant decline in performance,
- signs of self-harm or a significant change in wellbeing,
- signs of assault or unexplained injuries,
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

### *Prevent*

Staff should also be aware of pupils who display behaviours such as:

- becoming increasingly argumentative;
- unwilling to engage with students who are different;
- becoming abusive to students who are different;
- embracing conspiracy theories

and should refer to the link Education Against Hate: <https://educateagainsthate.com/> for further guidance. Any such concerns should be referred to the DSL.

These signs are not evidence themselves, but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts.

Staff and those working with children and young people at Ipswich School should be aware that any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs (SEND);
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;
- is suffering from or has suffered from mental health issues themselves;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- has returned home to their family from care.

### *Impact of domestic abuse*

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, wellbeing, development, and ability to learn.

In all situations, it is important to bear in mind the context of the child and how this can affect their wellbeing.

### *What should I do if I suspect that a child has been abused or is at risk?*

It is important to listen to and reassure that child. Get as much information as you can **without appearing to interrogate them**. Then make careful notes of what was said and speak immediately with the relevant Designated Safeguarding Lead and if necessary the relevant Headteacher. Notes should be clearly dated and signed by the person to whom a disclosure was made. **Say nothing to the parent/carer at this stage, unless the information has come from them, including in cases of radicalisation.**

**Listening to young people** – these skills are based on basic counselling techniques: you should minimise what you say, allowing the pupil to tell his/her story without being silenced or led.

**Acceptance** – Listen to what you are told without displaying your own feelings. **You** do not need to decide if the story is true or not. Do not make notes in the presence of the child.

**Confidentiality – Never promise confidentiality.** Be prepared for this request and rehearse your own response in advance e.g. “I am only too ready to listen but at this point I can’t promise total confidentiality ...”

**Reassurance** – Acknowledge their courage in telling you but do **not** say “It will be O.K. now” and do not apportion any blame to anyone. **All victims will be taken seriously.**



**Questioning** – Ask as few questions as possible. Ensure that your questions are open-ended and not leading e.g. “Did your step-father do this?” (*Leading*) “Do you want to tell me who did this?” (*Open-ended*).

Avoid asking for details that you do not need to know. Clarify what has been said. If necessary reflect back what has been said to give the young person an opportunity to correct you. Never ask the pupil to write down details in an abuse situation – it could be used as evidence in any police investigation. Leave that to the police.

**Explaining** – You should explain what you will do with this information (i.e. refer to the designated teacher who may then take it further).

**Recording** – Make notes as soon as possible after the interview. Include date, time and place, and who was present. Record verbatim whatever phrases you can recall the child using. Describe observable behaviour (e.g. crying). Do **not** tape record the interview.

These file notes are kept in a confidential file, which is separate to other files, and stored in the Senior Deputy Head’s office in the Senior School and in the Prep Head’s office for Prep pupils, in a locked cabinet. Confidential electronic records are stored securely and are only accessible to the DSL and the Headmaster. In the same way, notes must be kept of any pupil who is being monitored for child protection reasons. Records of all concerns and actions are recorded and are stored in a confidential format with appropriate security measures. File notes must be kept for 25 years from the child’s date of birth.

**Pupils Leaving Ipswich School** - If a pupil transfers from the School, these files will be copied for the new establishment and forwarded to the pupil’s new school marked ‘Confidential’ and for the attention of the receiving school’s Designated Safeguarding Lead. The files are sent by recorded delivery as we understand that they are confidential and our responsibility until they are received by the new school / establishment. The receiving School is asked to acknowledge receipt.

Feeder schools are requested to forward any relevant child protection information on pupils joining Ipswich School.

**Support** – Think about what support is necessary for the pupil. Possible avenues for pastoral support are outlined in the staff handbooks - support is available via pastoral managers, Matron, the Chaplain, the School’s Emotional Wellbeing Co-ordinator and School Counsellors as required. Children in need of support or who may be at risk of some harm will be referred to Children’s Services (0808 800 4005). The School will liaise closely with external agencies utilising Team Around the Child (TAC) meetings and Child in Need meetings.

**Female Genital Mutilation (FGM) Specific Procedures** - In the case of FGM, it is mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss such a case with the DSL and involve social care as appropriate.

**Children Missing from Education Specific Procedures** - If teachers suspect that a child is missing from education (e.g. a child is absent without satisfactory reason, or leaves school suddenly without good reason), they should speak to the DSL. The DSLs check the admission and attendance registers regularly to look for patterns. The School checks that children have started at their new establishment after they leave Ipswich School with the new school/establishment. The School will notify the Local Authority within 5 days when any child leaves or joins the School at a non-standard transition point. Any child deemed to be missing from education is reported to the local authority.

**Child-on-child allegations Specific Procedures** – If you are concerned about child-on-child abuse or if this has been disclosed to you (such acts as banter, sexual assaults or violence, gender-based issues, sexting, physical abuse or hazing (initiation activities). Hazing will never be tolerated or passed off as ‘banter’ or ‘just having a laugh’ or ‘part of growing up’). The DSL should be notified as soon as possible. Child-on-child abuse can take place in or **out** of school and must be taken seriously regardless of location or whether face to face or online. The DSL will decide whether to refer these allegations to Suffolk Safeguarding Partnership and Children’s Services in line with normal procedures. It is understood that in the event of child-on-child abuse that all children involved, whether perpetrator or victim, are treated as being ‘at risk’ and will be offered appropriate support. The Behaviour Policies in all sections of Ipswich School outline procedures to minimise the risk of child-on-child abuse.

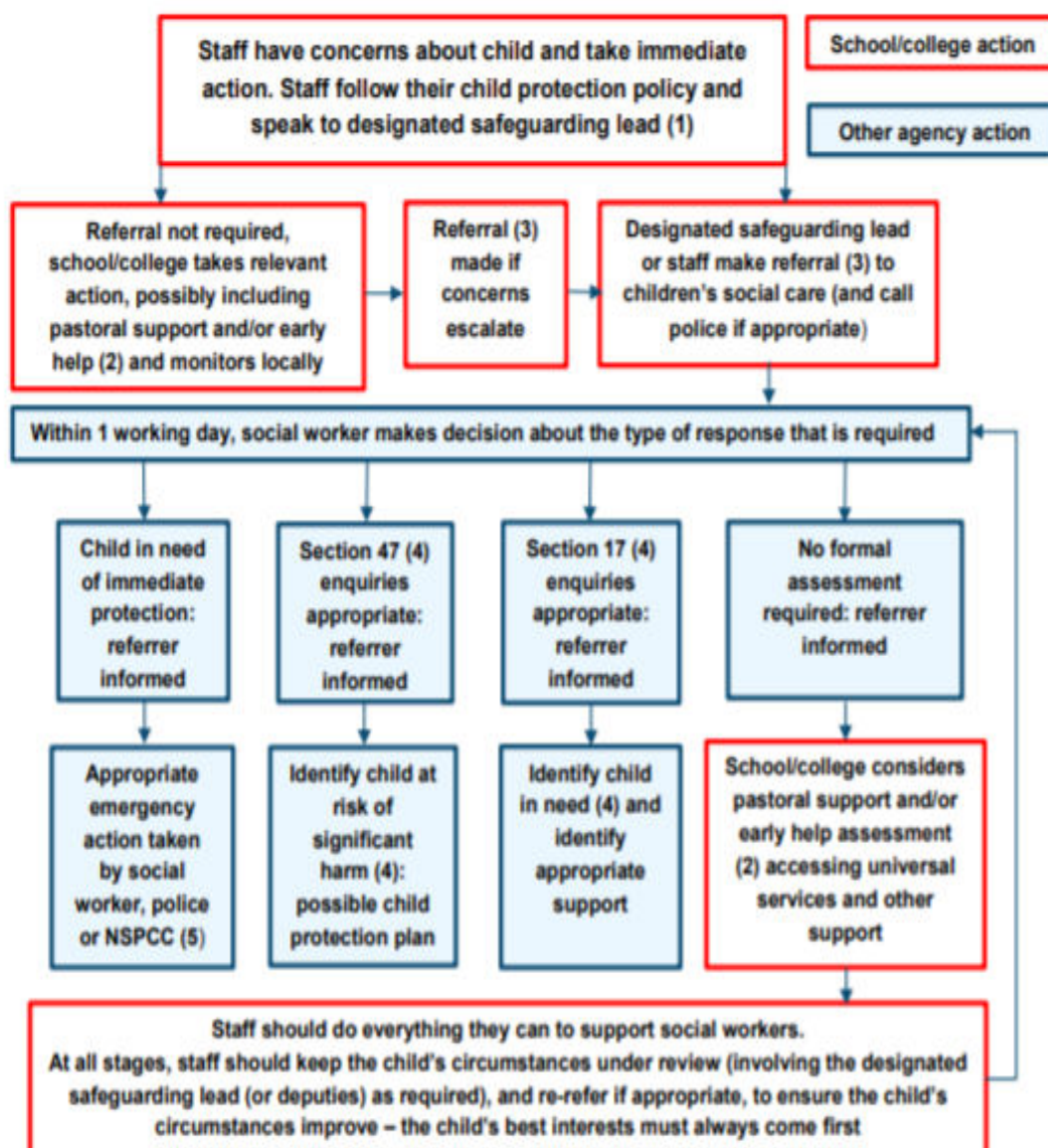
***How will I know what has happened as a result of the referral?***

The Designated Safeguarding Lead will ensure that you are informed of the outcome on a ‘need to know’ basis. Any information shared with a member of staff in this way must be held confidentially to themselves.

**Will I be personally liable if my concern proves to be unfounded? No** – You are merely reporting a concern; not making an accusation. Any legal responsibility is the School’s and you will only be criticised for failing to follow the procedures.

**Don’t delay** – delays may literally be fatal. Ask yourself this question, “What is the worst thing that can happen if I do not act?” Make this a priority.

## Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

### *What support is available for staff?*

The Safeguarding Children procedures have been designed to foster a supportive structure for those staff who have to deal with the victims of abuse. It would be wrong and damaging to ignore the emotions that are generated by this experience.

**You should never feel that you are without support when you are closely involved with such cases.**

Further guidance and procedures for safeguarding children are available at [www.suffolksp.org.uk](http://www.suffolksp.org.uk)

### *What should I do if a pupil alleges that they have been abused by a member of staff, volunteer or the Head?*

Listen to the child, reassure them, make a careful note of what the pupil has to say, do not quiz the child and **say nothing to the alleged abuser or the child's parents**. Allegations **must** be reported to the Head of Prep, the Headmaster or Chairman of Governors (as appropriate). The Chairman can be contacted in confidence via the Bursar and Clerk to the Governing Body (email: [pvw@ipswich.school](mailto:pvw@ipswich.school), direct line telephone: 01473 408853). In order to ensure the child's safety and to protect innocent staff from malicious allegations, it is **vital** that you exercise complete discretion in these circumstances. The School will not undertake investigations without prior consultation with Suffolk Safeguarding Partnership. All allegations should be referred upwards to the Head of Prep, the Headmaster or the Chairman of Governors as appropriate.

If the allegation made is in relation to the Headmaster, or if the Headmaster is absent, then report the matter immediately to the Chairman of Governors (without the Headmaster being informed if the allegation is about him) or, in his absence, the Vice-Chairman of Governors (contact via the Bursar and Clerk to the Governing Body, email: [pvw@ipswich.school](mailto:pvw@ipswich.school), direct line telephone: 01473 408853) and not the nominated Governor with Child Protection responsibility. The Chairman of Governors will pass the information on to the Designated Officer (formerly LADO).

The Designated Officer can be contacted via Customer First on 0808 800 4005 or directly on 0300 123 2044: see link to further LADO contact information here: <https://suffolksp.org.uk/working-with-children-and-adults/children/local-authority-designated-officers-ado/> and will be contacted immediately and will oversee any allegation or suspicion of abuse directed against anyone working in the School.

If the allegation made is in relation to the Head of the Preparatory School then report the matter immediately to the Headmaster who will then refer the matter to the Chairman of the Board and not the nominated Governor with Child Protection responsibility.

If the allegation made is in relation to the Chairman of Governors then report the matter immediately to the Vice-Chairman of Governors (contact via the Bursar and Clerk to the Governing Body, email: [pvw@ipswich.suffolk.sch.uk](mailto:pvw@ipswich.suffolk.sch.uk), direct line telephone: 01473 408853) and not the nominated Governor with Child Protection responsibility. The Vice-Chairman of Governors will pass the information on to the Designated Officer (formerly LADO).

The School will consider, after discussions with the Designated Officer, whether the circumstances warrant that the member of staff should be suspended or whether alternative arrangements should be put in place.

Part 4 of the DFE Statutory Guidance *Keeping Children Safe in Education* gives further guidance on this issue.

Where a staff member feels unable to raise an issue with the relevant management, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- general guidance on whistleblowing can be found via: [Advice on Whistleblowing](#);
- the NSPCC's [what you can do to report abuse dedicated 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 by our school. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

**LOW LEVEL CONCERNS** - see appendix

## **CHILD-ON-CHILD ABUSE**

If an allegation about child-on-child abuse is made, this should always be treated with the utmost urgency and be referred to Children's Services in line with normal procedures.

## **STAFF/PUPIL RELATIONS**

In an age in which reported instances of child abuse have become more numerous and in which people in general are more litigious, colleagues are advised that they should observe the following guidelines in order to ensure two things:

(i) That all pupils at Ipswich School feel comfortable and secure in their relationships with members of staff. It cannot be emphasised enough that any actions which pupils may reasonably interpret as improper are unacceptable in themselves no matter how good the intention. No relationship, other than the professional one of an adult working in a school with pupils (even if those pupils are over the age of 18 years), is permitted. Staff should also be aware of the potential for peer abuse if such a relationship developed.

(ii) To protect staff against allegations of improper conduct.

### ***1. Individual interviews with pupils***

One to one interviews in closed room situations should only take place during times when the immediate vicinity is well populated. To carry out such interviews beyond the normal working day could cause worry to pupils and could place a member of staff in a compromising situation. ('Normal working day' means between 8.00 am and 5.00 pm for most activities, though this may reasonably be lengthened to allow for, say, a sports match or a play or music rehearsal finishing at a later time.) If it is anticipated that an interview may prove confrontational, the presence of a second adult is advised.

### ***2. Transport of pupils***

Colleagues should **not** give lifts in their cars to individual pupils. If this is unavoidable, the pupil should travel in the back seat and permission should be obtained from the parent/guardian as well as the DSL.

### ***3. Home Visiting***

Colleagues should **not** visit pupils at their home unless a parent is present. Colleagues should **not** invite a pupil to their home alone.

#### **4. Outings**

Colleagues should **not** take individual pupils on any outings. Consent forms completed by a parent/guardian should always be used for pupils under 18 years when undertaking out of school activities.

#### **5. Communications**

All communications between staff and pupils should take place within clear and explicit boundaries and, usually, for professional reasons only. For the purposes of this Policy, communication includes interaction while:

- involved in off-site activities
- using technology such as: mobile phones, social networking websites, blogs, cameras, videos, webcams and e-mail.

*Please refer to the Staff IT Acceptable Use policy*

#### **6. Individual Music Lessons and Individual Sports Coaching**

All individual music lessons and sports coaching will take place according to timetables known by the Head of Department. All rooms where individual coaching and lessons take place have windows in doors and the areas are well-populated. If a member of staff is concerned about their working environment, they should contact their Head of Department.

#### **7. Use of lifts**

Staff are advised not to use the lifts with an individual pupil.

Further guidance can be found for Senior School staff in the Policy *Communication with Pupils*.

#### **8. Intimate Care**

Intimate care tasks are associated with bodily functions, body products and personal hygiene that demand direct or indirect contact with, or exposure of the genitals. Examples include support with dressing and undressing (underwear), helping someone use the toilet or washing intimate parts of the body.

It is generally expected that most children will be toilet trained and out of nappies before they begin at school or the nursery class. However it is inevitable that from time to time some children will have accidents and need to be attended to.

EYFS (Pre School and Reception Classes) and Key Stage 1 staff (Lower Prep) have access to either the Pre School Class toilets or the disabled toilet in the Lower Prep corridor. When helping a child with intimate care the member of staff will always inform others as to what they are doing and the toilet door is propped open to allow privacy without isolation. In the Lodge Day Nursery the toilets are open and the nappy changing area does not have a door upstairs - the downstairs door should remain open whilst a child is being changed. There is a stock of baby wipes, plastic bags and disposable protective gloves which staff must use. If a child soils him/herself during school/nursery time, a member of staff will help the child:

- to remove their soiled clothes
- clean skin (this usually includes bottom, genitalia, legs, feet)
- dress in the child's own clothes or those provided by the school
- double wrap soiled clothes in plastic bags and give to parents to take home.

In the event of a child in the Upper Prep having an accident, the same procedure will be carried out but will be supervised by office staff who will use the disabled toilet in the Upper Prep.

See also the Nappy Changing policy for The Lodge Day Nursery.

### ***9. Crossing Patrol from Senior School to Prep and vice versa***

Pupils below Year 9 will be crossed over Ivry Street by the designated crossing patrol between the hours of 8am and 4.30pm. Children report to the Upper Prep Office, Music School Office or School Office to request a crossing. The crossing patrol officer ensures the children are escorted between the Senior School Holly Rd/Great School gate and Prep premises safely. The crossing patrol always has radio contact with both offices and the Estates team.

Ipswich School staff should make reference to and follow the guidance over appropriate behaviour of staff outlined in the Guidance for [Safer Working Practice for Adults who work with Children and Young People in Education Settings](#) 2022 issued by the Safer Recruitment Consortium, attached as an appendix (and issued to all new staff when they join).

Any queries regarding this guidance can be raised with the relevant Designated Safeguarding Lead.

### **MISSING PUPILS**

Separate policies exist for the protocols to be followed for finding missing pupils in The Lodge Day Nursery, the Preparatory School, in the Senior School, and from the Boarding House and for children who are missing from education.

### **PHOTOGRAPHY AND PRIVACY IN THE PREP and THE LODGE DAY NURSERY**

Parents, carers or relatives may only take photos or video recordings of pupils in School/Nursery or on School/Nursery-organised activities with prior consent of the Head/Manager and in designated areas. If parents do not wish their children to be photographed, filmed or for photos to be used in School/Nursery publications and promotional material, and have completed the permissions slip to assert this, then their rights will be respected.

The recording of photographic and video evidence is used to demonstrate pupil achievement and progress appropriate to the School's/Nursery's curriculum and may be presented in pupils' books or development records. In all cases of recording such information, School/Nursery cameras are used. These are only taken off site to record evidence of out of school/Nursery learning, for example on a School/Nursery trip. Stored footage or photographs taken remain electronically in School//Nursery. Staff are permitted, in exceptional circumstances, to use their own mobile devices to record such evidence. The recorded material must then be transferred to the School's storage area only, in School//Nursery by the next working day and must be deleted from the personal device.

### **PHOTOGRAPHY FOR ALL**

Generally, with the exceptions of the Prep and Lodge specific requirements, photographs can be taken of children and young people at school on staff's personal devices as long as they are uploaded onto the School's network within a reasonable timeframe and usually within 24 hours.

However, PHOTOS CANNOT BE TAKEN IN THE SWIMMING POOL OR CHANGING AREAS AT ANY TIME WITHOUT PRIOR PERMISSION FROM THE HEAD OF PREP OR HEADMASTER.

## **MOBILE DEVICES (MOBILES, DEVICES AND CAMERAS) IN THE PREP**

Staff are not permitted to use their own mobile phones or devices for contacting children, young people or their families within or outside of the School or setting in a professional capacity, except in exceptional circumstances.

Staff will be issued with a School phone where contact with pupils, parents or families is required.

Mobile phones, smart watches and personally-owned devices will be switched off or switched to 'silent' mode. Bluetooth communication should be 'hidden' or switched off. Mobile phones or devices will not be used during teaching periods unless permission has been granted by a member of the senior leadership team in exceptional circumstances. During teaching periods, these devices should be in a person's pocket or in a drawer/cupboard.

In EYFS, or in cases when intimate care is required for a pupil, mobile phones and personally-owned devices will be kept in staff lockers or cupboards during the working day.

If members of staff have an educational reason to allow children to use a personal device as part of an educational activity then it will only take place when approved by the senior leadership team.

Staff should not use personal devices such as mobile phones or cameras to take photos or videos of pupils and will only use work-provided equipment for this purpose, unless in an exceptional circumstance and usually away from the classroom. The member of staff will let other adults know that they are using their own device and the reason for this, in which case the recorded material must then be transferred to the School's storage area only, in School, by the next working day and must be deleted from the personal device. Another member of staff present when the photographs or video were taken will then confirm they have been deleted from the personal device.

If a member of staff breaches the School policy then disciplinary action may be taken.

Where staff members are required to use a mobile phone for School duties, for instance in case of emergency during off-site activities, or for contacting pupils or parents, then a School mobile phone will be provided and used. In an emergency where the staff member does not have access to a School owned device, they should use their own devices and hide (by inputting 141) their own mobile numbers for confidentiality purposes. Personal mobile devices can be used to register and sign out children from activities within and without school if a school device is not available.

All parent helpers will be requested to place their bag containing their mobile phone in a secure area or another appropriate location and asked to take or receive any calls in the staff room or office.

## **MOBILE DEVICES (MOBILES, DEVICES AND CAMERAS) IN THE LODGE DAY NURSERY**

Mobile phones and personally-owned devices will be switched off or switched to 'silent' mode, Bluetooth communication should be 'hidden' or switched off and personal mobile phones or devices will not be used within the Nursery plays rooms and areas.

Mobile phones and personally-owned devices will be kept in staff lockers or cupboards during the working day. If a member of staff needs to be contacted during the working day in an emergency, their phone may be left in the office and the member of staff will be contacted if it rings.

Parents and visitors should turn their phones and devices off when entering the play rooms and areas.



Staff may be asked to take their personal mobile phone if they are taking children out of the Nursery on a trip. In this case the phone should only be used for contact between the member of staff and the Nursery and for no other purpose.

## **DISQUALIFICATION FROM CHILDCARE**

The School must not knowingly employ people in childcare who are disqualified. Childcare is defined as education and care provision for children in the EYFS at any time of day. For children above Reception age but under 8 years old, childcare is considered to be crèche-like/wrap around facilities which take place before and after school.

- The School will inform relevant people of the legislation (or ensure they have been informed by others).
- Information is provided on the Self Declaration Form for shortlisted candidates for employment and in all contracts of employment and on the annual staff/governor declaration.
- The School will keep records, including the date disqualification checks were completed (either on the Single Central Register or elsewhere.)

Where we are satisfied that a person working in the relevant parts of Ipswich School falls within one of the disqualified criteria, the School will inform Ofsted and follow the relevant procedure:

[Disqualification under the Childcare Act 2006 - GOV.UK](#)

If an allegation is made against a person living or working at the premises, or any other abuse is alleged to have taken place at the premises, it will be recorded and it will be reported to Ofsted, and all other relevant regulatory bodies as required, within 14 days.

## **RAISING PUPIL AWARENESS**

Child Protection awareness and advice is delivered by the School's PHSE scheme. Sixth Form pupils are given an annual training session led by the DSL. Online Safety is also delivered through the PSHE scheme by the School's Online Safety trained officer or through trained agencies that are brought into School.

## **STAFF TRAINING**

All staff and volunteers, including temporary staff will be advised, as part of their induction, about their child protection duties and responsibilities. All new staff meet with the relevant DSL to understand the DSL role. This will include ensuring all relevant persons have read and understood the following:

- The School's Child Protection and Safeguarding Children Policy (and appendix), including the Guidance document:  
<https://c-cluster-110.uploads.documents.cimpress.io/v1/uploads/d71d6fd8-b99e-4327-b8fd-1ac968b768a4~110/original?tenant=vbu-digital>
- The School's Low Level Concerns Policy
- The School's Child on Child Abuse Policy
- The School's Online Safety Policy
- Statutory guidance included in the Department for Education publication Keeping Children Safe in Education, Part 1: Safeguarding information for all staff
- Professional Conduct and Standards Policy, including the teaching staff code of conduct and whistleblowing procedure
- The School's Equality, Diversity and Inclusion Policy
- The School's policies relating to missing pupils and behaviour
- Information regarding The Prevent Strategy

- The identity of the Designated Safeguarding Lead for the Senior School, Prep and The Lodge Day Nursery.

Staff will receive approved safeguarding children training every three years, or at such shorter intervals as required by the Suffolk Safeguarding Partnership and at regular, shorter intervals to appropriately update staff. There will also be periodic training about recent changes in legislation and advice over safe interactions with children. Specific guidance may be passed on by the DSL, the Headmaster, Head of the Preparatory School, Lodge Day Nursery Manager or deputies in relation to particular subject areas (e.g. Physical Education) or activities (e.g. residential camps) to the Head of Department in charge. Individual training on Child Protection issues is also available through the INSET budget and staff should approach the Head of Prep or Senior Deputy Head (Pastoral) regarding any such training needs.

The Bursar will ensure appropriate guidance and training is given to support staff in the light of recommendations received from the Designated Safeguarding Lead.

Relevant training for the Designated Safeguarding Leads is updated every 2 years and will include local inter-agency working protocols and training in SSP approach to *Prevent*. Other staff are trained regularly and at least every 3 years which includes Prevent training, with temporary and voluntary staff being made aware of the arrangements.

## **PUPIL AWARENESS**

All children and students at Ipswich School are taught about safeguarding themselves, including online through the curriculum and PSHE (Life Skills) according to their age and stage. Particular attention is paid to help children to adjust their behaviours in order to reduce risks and build resilience, including radicalisation, with particular attention to the safe use of electronic equipment and the internet. Children will be taught about the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people. The latest resources promoted by DFE can be found at:

- The use of social media for on-line radicalisation [www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation](http://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation)
- The UK Safer Internet Centre [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- CEOP's Thinkuknow website [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Revised October 2022

*The policy is reviewed at least annually by the Governing Body for its content and efficiency of implementation.*

## Appendix I

### Summary of Key Personnel - 2022-23

*\*Governors receive Safeguarding training every 2 years*

<b>Name</b>	<b>Roles</b>	<b>Last training date (DSL)</b>
Edward Hyams	Governor with Responsibility for Safeguarding*	
Anna Hennell James	Governor with Responsibility for Safeguarding (in the absence of Mr Hyams)*	
Audrey Cura	Senior Deputy Head Pastoral and Designated Safeguarding Lead (DSL) - Senior School	3 March 2022
Nicholas Weaver	Headmaster and Deputy Designated Safeguarding Lead (DSL) - Senior School	15-16 June 2022
Paul Wranek	Bursar and Clerk to the Governing Body and Deputy Designated Safeguarding Lead (DSL) - Senior School	3 March 2022
Lucy Southgate	Deputy Head, Ipswich Preparatory School and Designated Safeguarding Lead (DSL) - Prep School	9-10 June 2022
Claire Jackson	Head, Ipswich Preparatory School and Deputy Designated Safeguarding Lead (DSL) - Upper Prep	27 April 2021
Annabelle Ryan	Head of Lower Prep, Ipswich Preparatory School and Deputy Designated Safeguarding Lead (DSL) - Lower Prep	3 March 2022
Hayley List	Manager, The Lodge Day Nursery and Designated Safeguarding Lead (DSL) for the nursery	3 March 2022
Megan Parker-Hardman	Deputy Manager, The Lodge Day Nursery and Deputy Designated Safeguarding Lead (DSL) for the nursery	1-2 March 2022
Lindsey Filby	Deputy Manager, The Lodge Day Nursery and Deputy Designated Safeguarding Lead (DSL) for the nursery	3-4 February 2022
Stuart Dove	Online Safety Lead - Senior School	
Rachel Bryanton	Online Safety Lead - Prep School	

## Appendix 2

### Handling low-level concerns made against teachers and other staff, including supply teachers and volunteers

#### Summary of Concern

**Please retain in personnel file**

#### Explanatory statement:

This statement is made in accordance with paragraphs 423 to 445 of Keeping Children Safe in Education 2022

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101454/Keeping\\_children\\_safe\\_in\\_education\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf)

This document covers the outcome of low-level concerns in respect of employees, supply staff and volunteers working within Suffolk schools.

All low-level concerns should be recorded in writing, including details of the concern, the context in which the concern arose, and how the concern was followed up and resolved, and a note of any action taken, and decisions reached.

- This record will be kept by the school and should be placed on an employee's confidential personnel file held by the school or held centrally for staff employed centrally by multi academy trusts.
- A copy of the form will be provided to the person concerned
- If the employee refuses to sign the completed form within 5 working days (one calendar week) this should be noted on the form.

The purpose of this record is to enable records to be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of behaviour moves from a concern to meeting the harms threshold, it should be referred to the LADO.

The record should be retained at least until the individual leaves their employment.

Schools and colleges have an obligation to preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry (further information can be found on the IICSA website). All other records should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

Allegations should be dealt with in accordance with Part 4 Section 2 of Keeping Children Safe in Education and Suffolk Safeguarding Partnership's "Arrangements for managing allegations of abuse against people who work with children or those who are in positions of trust".

**HIGHLY CONFIDENTIAL**

**Record of low-level concern**

<b>Name of employee/ supply staff/ volunteer</b>	
<b>Position held</b>	
<b>Name of person completing this form</b>	
<b>Position held</b>	

**Summary of low-level concern(s):**

**(Including date(s) and contextual information)**

**Initial action taken and decisions reached:**

**How low-level concern was followed up and by whom:**

**(Including date and membership of any consultations and meetings held)**

**Outcome of investigation: \***

**(Including rationale)**

**If applicable, outcome of any formal disciplinary hearing (including date of outcome letter sent to employee):**

**If applicable outcome of any formal appeal hearing (including date of outcome letter sent to employee).**

**For low-level concerns, if the concern(s) relate to misconduct or poor performance, is the individual aware this information will be referred to in any future reference?**

**Yes / No** (NB references must be factual and not contain opinion)

**Employee Comments:**

**Signed / Dated:**

**Headteacher :** .....

**Date:**.....

**Employee :** .....

**Date:** .....

A copy of this form should be retained confidentially on the personnel file for the individual at least until they leave employment with the school.

## Appendix 2

Reporting Form link

[Safeguarding Report Card \(hard copies held at the main Reception desks\)](#)