Safeguarding and Child Protection Policy

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Note: Children includes everyone under the age of 18. At Ivel Valley School & College, our young people may stay in our college provision until they are 19 years of age. Due to their vulnerability, this policy will continue to be used until they leave Ivel Valley. **When we refer to 'children' and 'school' in this policy, we also cover 'young adults' and 'college'.** *This policy also applies to pupils in the Early Years Foundation Stages (EYFS). Reference was made to the Central Bedfordshire Council model policy in writing this policy.*

Introduction

We know that our pupils are safe because the adults around them work hard to keep them safe. However, sometimes circumstances can mean that they are not safe. There are a huge number of factors that can affect this, whether intentional or unintentional. Safeguarding in a school isn't just about the 'bad' things that can happen, i.e. abuse, neglect and exploitation, it's about a huge range of factors that can impact on the physical and emotional wellbeing of children; these factors can occur at school, inside their home, outside their home or school, and online.

Keeping children safe is one of the most important jobs that schools do, so it is vital that there are processes in place to make sure that we do this properly, including both pre-emptive practice and reactive strategies (i.e. what we do to protect children day-to-day), and what we do once we have concerns.

This policy is for our whole community to help everyone understand what these processes and expectations are. Safeguarding is most effective when people work in partnership - when there is a strong team around the child. We will sometimes have to have tough conversations about safeguarding – between staff, with families, with professionals – but our driving reason will always be the best interests of the child. These conversations will always be aiming to try and develop effective partnerships.

Our work with families is a significant element of our safeguarding practice. Families tell us that their main safeguarding concerns are:

- how vulnerable their children are
- their child's communication barriers, making it hard for them to express concerns
- the need for lots of different (and sometimes unknown) adults to support their children
- online safety
- their child's lack of awareness of danger in the environment around them.

These key concerns are reflected in our curriculum, as we seek to teach children important proactive, protective behaviours. This is from our curriculum intent, which can be found on our website:

The […] curriculum places an emphasis on developing skills and knowledge within four prime areas: 'Communication & Language', 'Personal, Social and Emotional Development', 'Physical Development' and 'Life and Living Skills'. Moving forward into Key Stage 4 and 5, the emphasis becomes increasingly focussed on 'Preparing for Adulthood', in keeping with individual hopes and aspirations.

Every pupil at Ivel Valley has an Educational, Health and Care Plan (EHCP), so we know that they need sensitive, specialised support in all areas, including safeguarding. This policy reflects this.

We strive to take a strength-based approach to safeguarding our pupils, focusing on individuals' strengths (including personal strengths and social & community networks). Strength based practice is holistic and multidisciplinary and works with the individual to promote their wellbeing.

The purpose of this policy

This Safeguarding & Child Protection policy will contribute to safeguarding our children and promoting their welfare by:

- clarifying expectations of behaviour for all pupils, staff and stakeholders
- contributing to the establishment of a safe and robust ethos in the school, built on knowledge and shared values
- ultimately, creating an organisational culture that is safe for children and vulnerable adults.

This policy is based on Keeping Children Safe in Education (2024). It will be reviewed at least annually and updated more frequently if needed. It will be made available publicly via the website. All staff must read and adhere to this policy.

The safeguarding culture at Ivel Valley

Safeguarding is defined as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the 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
- taking action to enable all children to have the best outcomes.

Child Protection is defined as the activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm. This includes harm that occurs inside or outside the home, including online (Working Together, DfE 2023). Child Protection is an important process within safeguarding.

What is the context of Ivel Valley?

Ivel Valley is an area special school and college in Biggleswade, Central Bedfordshire for children and young adults aged 3-19 who have a learning disability. Every pupil at Ivel Valley has an Education, Health and Care Plan (EHCP), meaning staff need to have an acute awareness of the implications of safeguarding pupils with special education needs and disabilities (SEND), and their increased vulnerability to abuse, neglect and exploitation. This vulnerability might be due to several reasons, including:

- additional communication needs
- not understanding that what is happening to them is abusive
- the need for personal care support
- isolation from others
- or dependence on adults.

This will be further considered through staff training. There is also specific information about signs and indicators of abuse, neglect and exploitation in Appendix One.

The majority of our pupils reside in Central Bedfordshire; some reside in neighbouring counties including Bedford Borough, Hertfordshire, Cambridgeshire and Northamptonshire. We therefore follow Central Bedfordshire policies and procedures but have awareness of the need to consider policies and procedures of other local authorities if required.

Staff must be aware of the need to provide additional support, resources and communication opportunities to allow pupils to share any worries, tailored to their individual communication needs. Staff must be aware that pupils might communicate through their actions and behaviour.

Many of our pupils need support with personal care. Staff must refer to our Intimate Care policy and Physical Touch policy to understand their responsibilities with this. Staff must report any safeguarding or child protection concerns arising from intimate care.

Considering contextual safeguarding, staff need to be aware that due to good transport links, Bedfordshire is an area at risk from exposure to county lines, making pupils vulnerable to being involved in them. This suggests increased risk of gang related violence, serious violent crime, child sexual exploitation and modern day slavery. Staff should pay particular attention to these parts of the policy.

As Ivel Valley supports pupils up to age 19, our college site staff also need to maintain an awareness of procedures for safeguarding adults. See Appendix Five for further information.

What do we do to safeguard our community effectively at Ivel Valley?

Ivel Valley is committed to safeguarding and promoting the welfare of all pupils. We take a range of actions to ensure that safeguarding is effective throughout our school and extended community:

- Whilst we are proud of our strong safeguarding culture, we are not complacent and take a 'it could happen here' attitude. Staff know that our pupils are at risk of abuse by both other children and adults, online and in person, and this can be concurrent both online and in daily life.

- Our teachers take steps to ensure that the pupils feel safe in their classrooms and wider school environment. They work hard to identify individual needs, and to respond accordingly. For example, some pupils need to complete sensory regulation activities first thing in the morning to enable them to access the classroom comfortably; some need time to walk around the field with a trusted adult and talk about things that are on their mind. Teachers also undertake individual classroom risk assessments to consider physical safety. Some pupils have their own risk assessments within their Positive Behaviour Support plans to keep them and others around them safe.

- As far as possible, we train class-based staff in Team Teach and fully commit to Positive Behaviour Support, focusing on self or co-regulation and effective de-escalation. Within this framework, reasonable force (including restraint) is only used when reasonable, proportionate and necessary to protect children and others around them. This sets our expectations for standards of positive, supportive and respectful relationships, and helps to embed a culture of acting in the best interests of children. More information on Team Teach can be found here: https://www.teamteach.co.uk/. Our Positive Behaviour Support (PBS) Lead Practitioner is part of the Senior Leadership Team (SLT) and plays a significant role in ensuring that this training is consistently applied, supported by two experienced PBS practitioners.

- We use CPOMS for recording all concerns, as well as notable observations, behaviour incidents, information from other professionals and significant interactions with families. This allows us to develop a holistic picture of the lived experiences for our pupils. CPOMS is set up so that different tags alert different members of the leadership team, in accordance with their areas of responsibility. The Headteacher and Deputy Headteacher monitor everything that is recorded on CPOMS daily and consider whether further action or information is required. More information on CPOMS can be found here: https://www.cpoms.co.uk/ Staff can find more information on using CPOMS on the shared Training drive.

- The DSL and deputies have excellent support, including a Family Support team and Preparing for Adulthood team. These staff are skilled in supporting pupils and their families through a wide range of situations.

- The DSL works closely with the Designated Teacher for children who are looked after and previously looked after to ensure that appropriate and prompt action is taken when needed for these children, who are a particularly vulnerable group. See the Designated Teacher policy for further detail.

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- The DSL sends out weekly safeguarding update emails to ensure that staff are informed of current safeguarding matters and to address any areas for development promptly.

- We strive for strong communication and information sharing between Ivel Valley, SEND teams, health services and social care, improving the ability to identify children and young people in need, and to secure support in a timely manner. We also work in partnership with Central Bedfordshire Council and Bedfordshire Police to receive information via Operation Encompass, enabling us to provide appropriate support to children who have been affected by domestic abuse.

- When working with external professionals from agencies beyond our local safeguarding partners, we have comprehensive checking systems in place, including considering the appropriateness of their work. For any external professionals working 1:1 with pupils, we require both a DBS and for them to sign our external visitor policy statement, which evidences a commitment from them to our key safeguarding principles.

- We have clear systems in place to monitor and support pupils and their families with attendance, particularly pupils who are absent from, or missing from education. Absence for pupils at Ivel Valley can be for a broad and complex range of reasons, so we aim to work holistically with families. This work might include support from the class team, the DSL, the admin team, the Family Support team, the PBS team or the Communication team. Where appropriate, we might seek support from other relevant professionals, such as the nursing team, Early Help team, social workers or the local authority Attendance Officer. Please see the Attendance Policy for more information.

- Safeguarding is embedded into our recruitment process and all prospective staff - in all roles! - must spend time in class before being offered employment.

- We have a strong focus on building up respectful and positive relationships between staff and pupils, creating safe spaces for pupils to discuss feelings, concerns and queries.

- We provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and wellbeing, together with preparing them for life in modern Britain and embedding Fundamental British Values. This is part of a broad and balanced curriculum. We are committed to good Relationships, Sex and Health Education (RSHE), embedding preventative safeguarding work into the curriculum. More information about this can be found in our RSHE policy.

- We recognise that communication barriers can make our pupils significantly more vulnerable. We have therefore put communication at the heart of our curriculum and integrated provision. We have a clear strategy and approach to this, focusing on universal, targeted and specialist provision, supported by a dedicated Communication team.

- Where appropriate, we support pupils to use Zones of Regulation to express their feelings. Staff have these on lanyards, they are displayed around the school, and some pupils have lanyards with personalised Zones of Regulation cards on them, to better enable them to express themselves. More information on Zones of Regulation can be found here: https://www.zonesofregulation.com/.

- We recognise that whilst the internet offers amazing opportunities to our pupils, it can also facilitate abuse and exploitation, therefore teaching online safety is vital. We have a strong filtering system in place, which the DSL and Network Manager work collaboratively to monitor. Staff are made aware of their responsibilities in relation to filtering and monitoring during induction. Online safety is proactively taught for all ages and needs, and the Technology and Online Safety lead runs an online safety working group to ensure that we understand current issues and concerns that pupils have. We have an accessible online

safety policy on display in classrooms, and we share up-to-date online safety messages with families via Class Dojo, recognising that risks are ever-changing. We use an online safety self-review tool called 360 Safe to conduct a yearly audit of our online safety provision; this work is done collaboratively with the Network Manager, the Technology and Online Safety Lead and the DSL. More information can be found in our Online Safety policy.

- The Senior Leadership Team meets every week and safeguarding is a standing item on the agenda. This ensures that the whole team keeps a clear focus on keeping children safe.

The safeguarding systems at Ivel Valley

We expect our staff to follow a number of systems effectively to enable proactive safeguarding.

Helping pupils report their concerns:

- There are high staffing ratios in each class
- Pupils work consistently with a small group of staff, supporting them to build up trusting relationships
- Staff are expected to know and use the communication approaches or AAC (alternative and augmentative communication) for each individual pupil
- There is a culture of discussing feelings and sharing worries. Some pupils have personalised Zones of Regulation cards on lanyards to enable this
- If pupils present with unusual or unsettled behaviour, staff support them to move to a quiet space with a familiar staff member to encourage them to share their feelings, where possible and appropriate. This could be the field, the sensory room, or another calming spot
- Some children may not feel ready or know how to talk about abuse, may not recognise their experiences as harmful, or may feel embarrassed, humiliated or threatened, but that must not stop staff from having a 'professional curiosity' and speaking to the DSL if they have concerns about a child.

Pupils will mostly be impacted by this policy in the way that the staff around them interact with them and support them. However, we have also produced these accessible policies that are on display in every classroom, and teachers are encouraged to regularly remind pupils about the information that they contain. They are personalised to school and college:

Safeguarding at Ivel Valley

	Safeguarding means looking after your safety, health and how you feel.
	School must be a safe place for you, where you feel happy and you are treated well.
	You need to be able to share any worries. Adults must notice if you are not happy, and must listen to you.
	Teachers must help you to learn how to keep yourself safe.
	You might feel worried or sad about something that happened at home, at school, on the internet, outside or at someone's house.
	If anyone, or anything is making you feel worried, sad or unsafe, it is not your fault.
	You should always tell someone if you are worried, even if someone tells you not to.
	You can talk to any adult at Ivel Valley, but it is Emily's special job to make sure you are safe.

Safeguarding at Ivel Valley

	Safeguarding means looking after your safety, health and how you feel.
	College must be a safe place for you, where you feel happy and you are treated well.
	You need to be able to share any worries. Adults must notice if you are not happy, and must listen to you.
	Teachers must help you to learn how to keep yourself safe.
	You might feel worried or sad about something that happened at home, at college, on the internet, outside or at someone's house.
	If anyone, or anything is making you feel worried, sad or unsafe, it is not your fault.
	You should always tell someone if you are worried, even if someone tells you not to.
	You can talk to any adult at Ivel Valley, but it is Roger's special job to make sure you are safe.

Reporting and recording our concerns:

- At Ivel Valley, we use CPOMS to record and report all concerns
- Staff are supported to record all and any concerns, even if they are unsure whether the information should be recorded or not
- Staff need to efficiently and quickly contact a member of the safeguarding team to verbally share information if they have a concern that needs immediate action, e.g. a clear disclosure or sign of abuse. This can then be recorded afterwards
- We also use CPOMS to record behaviour incidents and notable contact with families – this supports us to build a rich understanding of the experiences of pupils
- All staff are made aware of referral systems to Early Help and social care in induction training but are not expected to complete these referrals themselves unless in a real emergency. Key numbers are available on distribution telephone lists
- Key staff members are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments
- These systems are in use throughout the school – from Early Years to College - to support consistency.

Responding to disclosures:

- Staff are given guidance for this in initial safeguarding induction training, including:
    o giving the child their full attention, with active listening
    o being compassionate and listening to what the child has to say without interrupting
    o asking open questions, such as 'tell me', 'explain', 'describe'
    o reflect back the child's language to ensure understanding
- Staff must not promise a child that they will keep secrets
- Staff must immediately pass this on to a member of the safeguarding team; apart from this, they must maintain an appropriate level of confidentiality
- We must do all we reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.

Training & ongoing development:

- All staff receive induction safeguarding training from the DSL when they join Ivel Valley, which is based on KCSIE and includes child protection and online safety
- Whole staff safeguarding training is held annually
- Weekly safeguarding update emails confirm good practice and support staff to constantly develop their skills and knowledge
- Weekly safeguarding scenarios in briefings help staff to reflect on actual situations that have been experienced across Ivel Valley
- All staff complete online Prevent training when they join Ivel Valley; following this, staff are refreshed on Prevent during annual training
- The DSL is responsible for monitoring the impact of safeguarding training and has a thorough monitoring schedule
- The DSL and deputies need to have an appropriate level of training that provides the knowledge and skills to carry out their role; they update their training as per the expectations of the local authority – currently one day's worth of direct training every two years. They consistently surpass this expectation to ensure up-to-date safeguarding knowledge.

When we are concerned about a pupil:

There are a number of steps that we might take when we are concerned about a pupil. These could involve the following:

- Liaison with the family to better understand home circumstances
- Considering completing an Early Help Assessment
- Liaison with involved professionals, for example social workers, the nursing team or CAMHS
- Following the attendance policy if we are concerned about a child missing or absent from education
- Speaking to Central Beds Access & Referrals team (or the equivalent for those out of authority) for guidance, and submitting a referral form if required
- If the concern involves child-on-child abuse, we will follow the child-on-child abuse procedures as outlined in Appendix Two

- Ringing the police, if we felt that there was a risk of immediate danger.

We keep a record of all actions on CPOMS. Information sharing will take place as per local arrangements with our safeguarding partners, following procedures as described here: https://www.safeguardingbedfordshire.org.uk. Our confidentiality policy will also be adhered to in these circumstances.

When we are concerned about an adult (not a pupil):

It is important that we take thorough steps to ensure that the adults that our children encounter act in safe and appropriate ways. Sometimes adults can act with unacceptable or malicious intentions; sometimes they make wrong decisions. There are several steps needed to support this:

- We pay full regard to the safer recruitment processes as set out in part three of KCSIE (2024) and follow these in attempt to ensure that our recruitment procedures deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities with us.
- We have a HR Manager who works closely with the DSL to ensure that safer recruitment processes are followed operationally and to identify any concerns in early stages of recruitment
- The HR Manager performs an online search on shortlisted candidates, following internal guidelines
- We pay full regard to the processes as set out in part three of KCSIE (2023) with regards to volunteers and visitors to the school
- During induction training, the need for staff to feel comfortable to share concerns about the practice of others is emphasised
- It is vital that all staff report if they have any low-level concerns about the behaviour of others – see below for more information
- There is a whistleblowing policy in place to support and encourage staff to share concerns, which includes reference to low-level concerns – information around this is shared with staff during induction safeguarding training. This is available for staff on the staff website
- If allegations are made against staff, we follow our 'Allegations against staff procedure' – this includes information about LADO referrals, based on Central Bedfordshire procedures. The LADO is the Local Authority Designated Officer who manages concerns. They oversee investigations into allegations and concerns against adults who work with children and young people in both a paid and voluntary capacity
- We use CPOMS StaffSafe to keep clear and confidential records about concerns relating to staff
- If a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned, Ivel Valley will make a referral to the Disclosure & Barring Service (DBS)
- We will follow our safeguarding policies and procedure in the event of an allegation regarding an incident that happened when an individual or an organisation was using our school premises for the purposes of running activities for children. This includes events such as community groups, sports associations, and more.

A low-level concern about an adult's behaviour towards a child means that they have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Being described as 'low-level' does not mean that the concern is insignificant, but that it doesn't meet the harm threshold as set out in KCSIE (2024, part 4, section 1). Regarding low-level concerns, staff need to know:

- The code of conduct is a reference point for clarity around appropriate behaviours
- Staff must speak to a member of the leadership team if further clarity is needed
- Staff must share any low-level concerns with a member of SLT; they will then share them with the DSL (or deputy) and the Headteacher
- These concerns can be shared confidentially
- If staff have concerns about the Headteacher, they need to report this to the chair of governors. Information for contacting them is available in the whistleblowing policy
- A record of low-level concerns will be kept confidentially on CPOMS StaffSafe
- If a pattern of behaviour emerges, the DSL and Headteacher will consider whether further action is needed
- Low-level concerns will not be included in references, unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance
- More detail is set out in the whistleblowing policy.

If the DSL and Headteacher have any doubts about whether a concern meets the harm threshold, they might contact the LADO for guidance.

Roles and responsibilities

All staff will:

- be familiar with key policies and implement them consistently in the course of their work with children and young people, including (but not limited to):
  o this policy
  o part 1 and annex B of Keeping Children Safe in Education 2024
  o the staff code of conduct
  o the staff handbook
  o the behaviour policy
  o the intimate care policy
  o the whistleblowing policy.
- be committed to providing a safe environment in which children's welfare is promoted, enabling them to learn and flourish
- maintain an attitude of 'it could happen here', and always act in the best interests of the child
- be alert to signs and indicators of safeguarding concerns and possible abuse
- respond to and record all concerns, following Ivel Valley processes and procedures when doing so
- recognise and respond to concerns about the behaviour of staff, students and volunteers which indicates they may pose a risk of harm – following the whistleblowing policy
- be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful, so staff must maintain a professional curiosity and speak to the safeguarding team about *any* concerns, even if they are unsure
- be involved in implementing any individual plans, as shared by the DSL
- be aware of what child-on-child abuse is, recognising that children can abuse other children and that this can happen in school, out of school, and online. They will also be mindful that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported

- be aware that children being absent from education, particularly on repeat occasions and/or prolonged periods, might indicate a safeguarding concern, and raise this with the safeguarding team
- follow their responsibilities regarding filtering and monitoring, raising concerns if:
    o they witness or suspect unsuitable material has been accessed
    o they can access unsuitable material
    o there is failure in the software or abuse of the system
    o there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
    o they notice abbreviations or misspellings that allow access to restricted material
- be aware that when working with pupils, they must only use their personal mobiles (or any other devices with imaging and sharing capabilities) during breaks, unless they have been given prior permission by a member of the SLT. Photos of pupils must NOT be taken or stored on personal devices
- be subject to safer recruitment processes and checks
- be aware that there is lots of information about specific circumstances that children might experience connected to safeguarding. Our appendices go into more information about these specific circumstances.

The Designated Safeguarding Lead (DSL) will:

- take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place), and proactively work to create an effective culture of safeguarding across Ivel Valley
- be available (or ensure that a deputy is) for staff to discuss any safeguarding concerns
- ensure that all new staff receive safeguarding and child protection training, including online safety, at induction
- ensure that staff receive ongoing – and at least annual – safeguarding updates. The topics for training and updates will take into consideration the local Safeguarding Children's Board priorities, local context, needs of our pupils and identified training needs of staff
- ensure that staff are aware if any pupils that they work with are subject to a Child Protection plan, and what this means practically for their work with them
- ensure that procedures are in place for monitoring the effectiveness of safeguarding at Ivel Valley
- undertake personal supervision and create supervision opportunities for staff as appropriate (see Supervision policy)
- along with named deputies, undertake higher level training, ensuring that they have the knowledge and skills to undertake the role effectively, and update this formal training every two years
- maintain a good current knowledge of safeguarding issues
- understand and work with relevant professionals to follow local safeguarding practice and procedures
- maintain an awareness of the local response to sexual violence and sexual harassment, being confident in how to access support
- be aware that children must have support from an 'appropriate adult' in the case of a policy investigation or search, and develop this awareness in staff
- be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems, or reflect wider issues within Ivel Valley, and will take action accordingly, for example revisiting policies or providing extra staff training

- oversee the incoming and outgoing of safeguarding information for pupils transferring into and out of Ivel Valley
- follow all other expectations of the DSL as laid out in Annex C of KCSIE.

The governing body will:

- take strategic leadership responsibilities for Ivel Valley's safeguarding arrangements, meaning a named governor will work with the DSL to ensure that safeguarding practice is rigorous, and complying with all legal duties
- ensure that they facilitate a whole school approach to safeguarding, where all systems, processes and policies operate with the best interests of children at their heart
- show an active understanding that "*Good safeguarding requires a continuing commitment from governing bodies, proprietors, and all staff to ensure the safety and welfare of children is embedded in all of the organisation's processes and procedures, and consequentially enshrined in its ethos*" (KCSIE paragraph 348);
- monitor the work of the DSL and hold them accountable
- ensure that all governors and trustees receive appropriate safeguarding and child protection (including online safety) training at induction
- follow all other expectations of the governing body as laid out in part two of KCSIE.

We expect pupils to:

- follow the Golden Rules (school-age):
  o We are kind to others
  o We respect other people
  o We ask for help when we need it and always try our best
  o We are polite to others
  o We take good care of our school and look after our things
  o We listen to each other
- follow the Expect Respect rules (college-age):
  o We treat each other with respect
  o We accept that mistakes are part of learning
  o We treat others as we would like to be treated
  o We take good care of ourselves, our college, and our environment
  o We take responsibility for our choices
- apply these rules to both staff and their peers
- work with staff to develop risk recognition, but to still take age-appropriate and reasonable risks, with support
- use their personal electronic devices safely and appropriately. On the school site, pupils who bring their phones to access on transport are expected to give mobile phones to teachers or the office for safe keeping; on the college site, students can keep their mobiles on them, but they must only be used at break times. From KS3 onwards, pupils (where possible) are expected to read and sign an IT acceptable use policy. College students are expected to sign a document regarding mobile phone rules.

We expect Ivel Valley families to:

- share pertinent information and concerns that will help us to safeguard their children. This may include:
    o   who has parental responsibility
    o   any significant changes to their home situation
    o   informing us of accidents or injuries
- work with us to ensure that their child has their best possible level of attendance
- respond to queries on Dojo, Parentmail, email or via telephone
- support our behaviour policy
- maintain a mutually respectful community.

Legal framework & statutory guidance

All of our policies and documents play an important role in our safeguarding practice; these documents are particularly notable:

- Allegations against staff procedures
- Anti-bullying policy
- Attendance policy
- Behaviour policy
- Code of conduct
- Confidentiality policy
- Data protection and use of ICT agreement
- Designated Teacher policy
- Intimate care policy
- Missing child procedure
- Online safety policy
- Positive handling policy
- Relationship & Sex Education policy
- Supervision policy
- Suspension & permanent exclusion policy
- Touch policy
- Whistleblowing policy

Local & national documents:

We will fulfil our local and national duties as laid out in these documents:

- The Children Act 1989
- Child sexual exploitation: definition and guide for practitioners (DfE, 2017)
- Children missing education (DfE, 2016)
- Counter Terrorism and Security Act 2015
- Criminal exploitation of children and vulnerable adults county lines (Home Office guidance)
- The Domestic Abuse Act 2021
- Drugs (DfE and ACPO guidance)
- The Education Act 2002 (s175 / s157)
- The Equality Act 2010
- The Human Rights Act 1998
- Information Sharing (HM Government, July 2018)
- Keeping Children Safe in Education (DfE, September 2024)
- Mental health and behaviour in schools: departmental advice (DfE, 2018)

- Prevent duty guidance: England and Wales (2023)
- Preventing and tackling bullying: Advice for head teachers, staff and governing bodies (DfE, 2022)
- The procedures of the Local Safeguarding Children and Adults Boards
- The Public Sector Equality Duty
- Serious Crime Act 2015
- Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety, 2016)
- Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, September 2021)
- Statutory guidance on children who run away or go missing from home or care (DfE, 2017)
- Use of reasonable force in schools (DfE, 2013)
- What to do if you are worried a child is being abused (DfE, 2015)
- Working Together to Safeguard Children (DfE, 2023)

Equalities and inclusion

We recognise the fact that whilst all our pupils have increased vulnerability due to their SEND, some pupils may be disproportionately vulnerable. For example, some may be at more risk of harm from specific issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination. Promoting a positive attitude to diversity and the Fundamental British Values is a fundamental part of our work, and we have a zero-tolerance approach to hateful and discriminatory behaviours. Some key elements of this work include:

- Making safe spaces across school and college for LGBTQIA+ pupils to talk
- Diversifying resources about as part of continuous provision, such as books and toys
- Delivering training on diversity and the meaning of microaggressions
- Including discussion on racism in induction training
- A zero-tolerance stance on racism.

Racism can significantly impact safeguarding practice. Examples of racism impacting safeguarding include (but are not limited to):

- Experiences of racial trauma impacting on the wellbeing of pupils and their families
- Discriminatory policies leading to disproportionate impacts on children from Black, Asian and minoritised ethnic communities
- Unconscious bias impacting the judgements that professionals make and the actions that they take
- Professionals working with families having a lack of cultural competence
- Adultification bias, which can mean that children from Black, Asian and minoritised ethnic communities are not seen as being as 'innocent' as white children would be. It is a form of racism that has a disproportionate impact on black children.

At Ivel Valley, we aim to recognise this risk and commit to working towards anti-racist practice.

Appendices

ONE: Definitions and indicators of abuse

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APPENDIX ONE: definitions and indicators of abuse

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)
- ensure access to appropriate medical care or treatment.

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

The following may be indicators of neglect (this is not designed to be used as a checklist):

- constant hunger
- stealing, scavenging and/or hoarding food
- frequent tiredness or listlessness
- frequently dirty or unkempt
- often poorly or inappropriately clad for the weather
- poor school attendance or often late for school
- poor concentration
- affection or attention seeking behaviour
- illnesses or injuries that are left untreated

- failure to achieve developmental milestones, for example growth, weight
- failure to develop intellectually or socially
- responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- the child is regularly not collected or received from school
- the child is left at home alone or with an inappropriate carer.

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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- multiple bruises in clusters, or of uniform shape
- bruises that carry an imprint, such as a hand or a belt
- bite marks
- round burn marks
- multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks
- an injury that is not consistent with the account given
- changing or different accounts of how an injury occurred
- bald patches

- symptoms of drug or alcohol intoxication or poisoning
- unaccountable covering of limbs, even in hot weather
- fear of going home or parents being contacted
- fear of medical help
- fear of changing for PE
- inexplicable fear of adults or over-compliance
- violence or aggression towards others including bullying
- isolation from peers.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities, such as:
    - involving children in looking at, or in the production of, sexual images
    - involving children in watching sexual activities
    - encouraging children to behave in sexually inappropriate ways
    - grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males; women can also commit act of sexual abuse, as can other children. Sexual abuse canctake place online, and technology can be used to facilitate offline abuse. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff must be aware of it and our policy and procedures for dealing with it.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- sexually explicit play or behaviour or age-inappropriate knowledge
- anal or vaginal discharge, soreness or scratching
- reluctance to go home
- inability to concentrate, tiredness
- refusal to communicate
- thrush, persistent complaints of stomach disorders or pains
- eating disorders, for example anorexia nervosa and bulimia
- attention seeking behaviour, self-mutilation, substance abuse

- aggressive behaviour including sexual harassment or molestation
- unusual compliance
- regressive behaviour, enuresis, soiling
- frequent or open masturbation, touching others inappropriately
- depression, withdrawal, isolation from peer group
- reluctance to undress for PE or swimming
- bruises or scratches in the genital area.

Child sexual exploitation occurs when a child or young person, or another person, receives 'something' (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children's social care. The significant indicators are:

- having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- entering and/or leaving vehicles driven by unknown adult
- possessing unexplained amounts of money, expensive clothes or other items
- frequenting areas known for risky activities
- being groomed or abused via the Internet and mobile technology
- having unexplained contact with hotels, taxi companies or fast food outlets.

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.
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- age or developmentally inappropriate expectations being imposed on children
- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- seeing or hearing the ill-treatment of another person
- serious bullying (including cyber bullying)
- causing children frequently to feel frightened or in danger
- exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- the child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly
- over-reaction to mistakes
- delayed physical, mental or emotional development
- sudden speech or sensory disorders
- inappropriate emotional responses, fantasies
- behaviours such as rocking, banging head, regression, tics and twitches

- self-harming, drug or solvent abuse
- fear of parents being contacted
- running away
- compulsive stealing
- appetite disorders - anorexia nervosa, bulimia
- soiling, smearing faeces, enuresis.

Research and experience indicate that the following **responses** from involved adults may suggest a cause for concern across all categories:

- delay in seeking treatment that is obviously needed
- unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- reluctance to give information or failure to mention other known relevant injuries
- frequent presentation of minor injuries
- a persistently negative attitude towards the child
- unrealistic expectations or constant complaints about the child
- alcohol misuse or other drug/substance misuse
- parents request removal of the child from home
- violence between adults in the household.

It is important to reiterate that none of these indicators are a definite sign that a child or young person is being abused, for example some of our pupils have significant physical development needs and are therefore more prone to bumps and bruises. Rather, we should remain professionally curious if we identify any of these indicators, and report our concerns.

APPENDIX TWO: child-on-child abuse

We recognise that children are vulnerable to and capable of abusing their peers, and this can happen in school, outside of school, or online. We take such abuse as seriously as abuse perpetrated by an adult. However, it is important to note that all pupils at Ivel Valley have a learning disability, therefore if a pupil is behaving inappropriately towards another pupil, there will need to be very careful consideration about what is driving that behaviour.

All child-on-child abuse is unacceptable and will be taken seriously. **Even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.** Child-on-child abuse will not be tolerated or passed off as part of 'banter', 'having a laugh' or 'part of growing up'. This can lead to a culture of unacceptable behaviours, and therefore an unsafe environment for children. We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child-on-child abuse within our school and beyond.

Child-on-child abuse can take a number of different forms:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm - this may include an online element which facilitates, threatens and/or encourages physical abuse
- Sexual violence, such as rape, assault by penetration and sexual assault - this may include an online element which facilitates, threatens and/or encourages sexual violence
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)
- Abuse in intimate personal relationships between peers – this is sometimes known as 'teenage relationship abuse'
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals - this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

Preventative measures:

- Child-on-child abuse and the seriousness of it is discussed in all induction training, and at all safeguarding refresher training sessions
- Pupils will be educated about the nature of child-on-child abuse through the curriculum, as appropriate for their individual learning needs
- Where appropriate, this will include being taught what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it
- The first two Golden Rules at Ivel Valley are based on kindness and respect, and this helps to embed the understanding that there is zero-tolerance towards child-on-child abuse
- The college site has the rule 'Expect Respect', and work is constantly ongoing to develop students' understanding of what respectful interactions look like

- All child-on-child abuse issues are recorded on CPOMS, which is monitored by the Headteacher and Deputy Headteacher, enabling the leadership team to spot and address any concerning trends, and identify any pupils in need of support
- Staff consistently model safe and healthy relationships, and quickly intervene in any low-level concerns
- We nurture a culture in which our pupils feel able to share their concerns openly, in a non-judgmental environment, and have them listened to
- We work hard to respond to cases of child-on-child abuse promptly and appropriately.
- The pupil-accessible policy supports pupils' understanding of who they can speak to if they have concerns.

Systems for reporting abuse:

- Systems for reporting child-on-child abuse are the same as the reporting systems discussed in the safeguarding policy above
- Where appropriate, staff will actively discuss bullying with pupils on a regular basis, to reinforce their understanding of what behaviour is and isn't acceptable
- If staff have concerns that a pupil might be experiencing child-on-child abuse, they will actively work to provide safe times and spaces for the pupil to share their feelings, for example 1:1 time with a member of the Family Support team.

How allegations will be recorded, investigated and dealt with:

- Allegations must be directly reported to a member of the Senior Leadership Team, following the guidance around reporting above. The DSL must then be made aware as soon as possible
- The allegation and all subsequent actions will be recorded using CPOMS
- All reports of child-on-child abuse will be assessed on a case-by-case basis, with the DSL or deputy taking a leading role using their professional judgement.
- The DSL will consider making referrals to other agencies such as social care or the police as required
- The DSL or deputy must directly refer to KCSIE (2024, part 5) to inform their actions and take a considered, methodical response.
- It is important to deal with a situation of child-on-child abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts
- It is important to deal with information gathering sensitively and think about the language used and the impact of that language on both the children and the parents/carers when they become involved. Staff will avoid language that may create a 'blame' culture. Advised terms are 'victim' and 'alleged perpetrator', but this should be considered on a case-by-case basis
- Staff need to recognise that in some cases, the abusive behaviour will have been harmful to the perpetrator too
- The assessment of the incident might need to consider:
    - The chronological ages of those involved
    - The levels of cognition of those involved
    - Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
    - All alleged physical and verbal aspects of the behaviour and incident
    - Whether the behaviour involved inappropriate sexual knowledge or motivation
    - Any degrees of physical aggression, intimidation, threatening behaviour or bribery
    - The effect on the victim
    - Any attempts to ensure the behaviour and incident is kept a secret
    - The child or young person's motivation or reason for the behaviour (if they admit that it occurred)

o   Whether this was a one-off incident, or longer in duration

How victims, alleged perpetrators and any other child affected by child-on-child abuse will be supported:

- If the allegation involves sexual violence, the DSL or deputy must make an immediate risk and needs assessment
- It is important that support is very carefully considered for all involved in the situation, based on their individual needs and circumstances
- The views and feelings of pupils, their families and staff should be taken into consideration when providing support
- It is important that careful consideration is given to what could have led the perpetrator to act in the way that they did – some children have experienced abuse and trauma that impacts their decision-making; some might be recreating their own personal experiences of experience – and therefore staff need to be aware that they might require high levels of support
- If the pupils involved are in the same class, the DSL and Senior Leadership Team must carefully consider whether a move needs to be made to support or safeguard the pupils
- If required, advice could be sought from relevant agencies around offering support, such as police, Children's Services or health
- Staff can refer to the Anti-Bullying policy for more detail

APPENDIX THREE: youth produced sexual imagery

Sharing nude or semi-nude images or livestream via mobiles or the internet is a safeguarding issue that our school and college population is increasingly vulnerable to. If staff are aware of an incident of youth produced sexual imagery, they must report it to the DSL or deputy as soon as possible. If families are aware of an incident of youth produced sexual imagery, we would request that they inform the class teacher, so that we can takes action and support pupils in the best possible way. Adults in the school will **not** view youth produced sexual imagery unless there is a good and clear reason to do so.

These are key points for staff to follow if an incident comes to their attention:

- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent)

The DSL or deputy must refer to the UK Council for Internet Safety guidance and follow these processes to ensure a robust and informed response, and to consider support for pupils involved:
https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

It is important to highlight that if at any point in the process if there is a concern a young person has been harmed or is at risk of harm, a referral should be made to Children's Services and/or Bedfordshire Police immediately.

An immediate referral will be made to Bedfordshire Police and Children's Services in the following circumstances:
- the incident involves an adult
- there is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent
- the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- the imagery involves sexual acts and any pupil in the imagery is under 13
- there is reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming.

If none of the above applies, the school may choose to deal with the incident without involving Bedfordshire Police or Children's Services. This will usually be the case where the DSL is confident that they have enough information to assess the risks to the pupils involved, and the risks can be managed within the school.

All decisions will be based on the best interests of the children.

APPENDIX FOUR: safeguarding in specific circumstances

All staff are required to read Annexe B of Keeping Children Safe in Education 2024, which contains information about safeguarding children in specific circumstances. This includes:

- 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
- Cybercrime
- Domestic abuse
- Homelessness
- Mental health
- Modern Slavery and the National Referral Mechanism
- Preventing radicalisation, the Prevent duty and Channel
- Serious violence
- Sexual violence and sexual harassment between children
- So-called 'honour-based' abuse, including Female Genital Mutilation and Forced Marriage

Staff are expected to read and understand this information, and then KCSIE can be re-referred to for guidance in any of these circumstances. Further guidance can also be found in the CBSCP (Central Bedfordshire Safeguarding Children Partnership) procedures: https://bedfordscb.proceduresonline.com/

Here is some additional information about some of these areas that is specific to Ivel Valley:

CCE and CSE
- It is important to be aware that our pupils are particularly vulnerable to CCE and CSE due to their learning disabilities
- It's important that we are proactively teaching pupils about these risks, especially in KS4 and 5, and this is considered through the RSE curriculum
- We have good links with Bedfordshire Police's Schools Liaison team, and they can be asked to come and talk to pupil groups as appropriate about safety in the community
- All staff will be aware that being absent, as well as missing, from education can be warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation. Ivel Valley has procedures in place in managing attendance and this is regularly reviewed
- Where concerns are identified in relation to CSE, the DSL or deputy should consult the Central Bedfordshire Thresholds Framework to ensure the pupil receives support at the earliest possible opportunity
- If a pupil is thought to be at risk of significant harm through CCE or CSE, a referral will be made to Access and Referrals, or the equivalent service within the relevant local authority. Bedfordshire has a strong multi-agency response around exploitation
- If we feel that intelligence needs to be shared with Bedfordshire Police, this can be done using their information sharing form, which the DSL, deputy and other members of SLT have access to.

Contextual safeguarding
- Contextual safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm *beyond* their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and

abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships
- It is important that if we have any concerns about a pupil, we consider what elements of contextual safeguarding could be impacting on them. This is where our information sharing and record keeping processes listed in the policy play a really important role
- The DSL will share any relevant information about risks in the local area with staff through weekly safeguarding update emails
- If we feel that intelligence needs to be shared with Bedfordshire Police, this can be done using their information sharing form, which the DSL, deputy and other members of SLT have access to.

Female Genital Mutilation (FGM)
- The Female Genital Mutilation Act 2003 places a statutory duty upon teachers 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
- Further information can be found here: https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
- If we are concerned that a child/young person has experienced or is at risk of FGM, a referral will be made to Access and Referrals.
- The DSL or deputy must refer to Pan Bedfordshire FGM pathways: https://bedfordscb.proceduresonline.com/files/fgm_pathways.pdf

Forced marriage
- A forced marriage is where one or both people do not or cannot consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights
- Some people with learning disabilities might be unable to consent to marriage, based on a Mental Capacity Assessment, so if staff members have reason to believe that any pupil might be getting married, this must be referred to the safeguarding team for further consideration around the content and specific needs of that individual pupil.

Radicalisation
- All staff complete Prevent training as part of their induction and Prevent is covered as part of yearly safeguarding refresher training
- All concerns connected to Prevent must be reported on CPOMS
- Online safety is an important part of the curriculum for all ages, and resources to support this teaching are gathered by the Technology & Online Safety Lead and DSL, shared with staff and saved on the shared curriculum resources Google Drive
- Our Online Safety policy contains a risk assessment that considers risks to our pupils, and this will be reviewed yearly. This policy also contains important information about online safety
- Filtering systems send reports to the DSL if any pupils (or staff) access or attempt to access websites or searches which could contain harmful or worrying content. The DSL can then consider appropriate actions, and this will be recorded on CPOMS
- If advice is needed, the DSL can contact the local Prevent in Education Officer, currently Steph Golby
- We have a Prevent risk assessment in place, which can be found in Appendix Six
- If there are significant concerns regarding a pupil, there is a Prevent referral form, which the DSL, deputies and members of SLT can access.

Serious violence

- The nature of some of our pupils' learning disabilities can mean that they can become seriously dysregulated and express this though serious violence. However, staff must remain aware that if pupils are threatening or committing serious violence towards others, this could be a safeguarding concern or signal of CCE including county lines, and therefore must be carefully considered by senior leaders.
- Recording behaviour incidents alongside safeguarding concerns on CPOMS supports this joined-up thinking.
- All recorded behaviour incident are reviewed by the Positive Behaviour Support Lead and the DSL
- Risk factors which increase the likelihood of involvement in serious violence, include:
    o being male
    o having been frequently absent or permanently excluded from school
    o having experienced child maltreatment
    o having been involved in offending, such as theft or robbery.
- Senior leaders can find further guidance on gang or youth violence here: https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence

APPENDIX FIVE: adult safeguarding: principles and types of abuse

This information is taken from: https://www.scie.org.uk/

What are the six principles of safeguarding?

First introduced by the Department of Health in 2011, but now embedded in the Care Act, these six principles apply to all health and care settings.

- Empowerment: People being supported and encouraged to make their own decisions and informed consent
- Prevention: It is better to take action before harm occurs
- Proportionality: The least intrusive response appropriate to the risk presented
- Protection: Support and representation for those in greatest need
- Partnership: Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse
- Accountability: Accountability and transparency in safeguarding practice

What are the ten different types of abuse?

The Care and support statutory guidance (https://www.gov.uk/government/publications/care-act-statutory-guidance/care-and-support-statutory-guidance) identifies ten types of abuse, these are:

- Physical abuse
- Domestic violence or abuse
- Sexual abuse
- Psychological or emotional abuse
- Financial or material abuse
- Modern slavery
- Discriminatory abuse
- Organisational or institutional abuse
- Neglect or acts of omission
- Self-neglect

More information about each of these types of abuse and their indicators can be found here: https://www.scie.org.uk/safeguarding/adults/introduction/types-and-indicators-of-abuse

APPENDIX SIX: Prevent Risk Assessment

Description	Yes / No	Who?	Supporting action
Does your safeguarding policy make explicit that the school sees protection from radicalisation and extremist narratives as a safeguarding issue?	Yes	DSL	Radicalisation and Prevent is identified in the safeguarding policy, and Keeping Children Safe in Education is referred to for further detail.
Are the lead contact for Prevent responsibilities clearly identified in the policy?	Yes	DSL	Having such a large staff team, we are consistent in guiding staff to refer all safeguarding concerns to the DSL or deputy. They are the lead contact for Prevent.
Does the policy make explicit how Prevent concerns should be reported within school?	Yes	DSL	We give our staff clear information to report all concerns through CPOMS, which ensures consistency. The DSL remains up-to-date with Central Bedfordshire reporting procedures. Appendix Four refers to the Prevent referral forms.
Are staff aware of relevant local and national risks?	Yes	DSL	The biggest threats both regionally and nationally are Islamist Extremism / Terrorism and Extreme Right Wing Terrorism. This information is used to inform ongoing safeguarding training and advice for staff. Most Prevent referrals in the local area are connected to a mixed / unclear / unstable profile. The DSL receives Prevent-specific updates from the local Prevent in Education Officer. There is ongoing work with local partners. Staff are updated using weekly safeguarding update emails. Our Technology and Online Safety Lead supports with ongoing curriculum review to ensure that we are constantly responding to risks as appropriate.
Do staff share information with relevant partners in a timely manner?	Yes	DSL	The DSL and deputy DSL have worked with the Prevent team and made referrals when appropriate, seeking guidance for complex cases.
Are Fundamental British Values (FBV) considered in curriculum planning?	Yes	SLT	Our curriculum was designed in-house, and FBV was integrated into the development process. The Curriculum Lead continues to demonstrate a commitment to FBV in ongoing review processes. The curriculum is broad and balanced. Personal, Social & Emotional Development is one of our prime areas of learning; Understanding the World is one of our specific areas. Diversity has been a significant area of focus and development. We have worked to explicitly identify diverse role models and resources alongside different topics.
Thinking about an incident of radicalisation	Yes	SLT	We have a School Emergency Plan on a shared 'emergencies' drive that SLT has accessed. We have lockdown procedures in

and/or extremism - has the setting considered specific potential areas of risk?			place, which have been practised by pupils and staff. We have experience in managing SARs.
Does the school have clear guidance for visiting speakers?	Yes	SLT	For any external services being sought, we only use known and recommended training providers. When visitors arrive, the office team follows clear procedures to verify their identity. Our premises are currently only used by established local charities that provide disability support, or by groups connected to education, health or social care partners. Safer recruitment checks are carried out on all staff.
Have ALL staff received appropriate training on Prevent?	Yes	DSL	All staff complete Prevent training as part of their induction. This is recorded on the Single Central Record. Prevent is also referred to in initial safeguarding training. Relevant updates are shared throughout the year in safeguarding update emails and Prevent is updated yearly. Staff safeguarding surveys demonstrate a strong confidence in following safeguarding processes, including recognising signs of abuse and vulnerability.
Does the Online Safety policy refer to the requirements of the Prevent guidance?	Yes	DSL	This risk assessment is appended to the online safety policy to firmly connect Prevent strategy with online safety – the online world is prevalent in nearly all Prevent cases. The policy also clearly reflects the need for appropriate filtering that blocks access to dangerous or extremist websites. Filtering and monitoring responsibilities are taken seriously, and the DSL and Network Manager work together to review and monitor these processes. The Technology and Online Safety Lead works with the Bedfordshire Police Cyber Choices officer to deliver preventative work around cybercrime to pupils.
Are protocols are in place to manage the layout, access and use of any space provided for the purposes of prayer, contemplation and faith facilities?	No		There are no relevant facilities at Ivel Valley.
Is there clear guidance on governing the display of materials internally at the school?	Yes	SLT	There is display guidance for classrooms and this is monitored by the Assistant Headteachers. There is not a culture of staff displaying their own materials in the staffroom; this is monitored.

APPENDIX SEVEN: dual reporting guidance

Ivel Valley recognises all aspects of our safeguarding and protection duties under section 175 of the Education Act 2002. When our pupils visit other settings, we must ensure that our safeguarding procedures continue to be clear and robust.

These settings might include:

- Educational settings, e.g. college links
- Vocational settings, e.g. work experience
- Leisure settings, e.g. swimming and horse riding

If there is a safeguarding concern that occurs whilst offsite:

- It must be reported to the Designated Safeguarding Lead or deputy (DSL) at Ivel Valley
- The DSL (or deputy) at Ivel Valley will then consider if this needs to be reported to the DSL in that setting, if it is an educational setting, or report to an appropriate named contact
- The DSL or deputy from Ivel Valley will contact the setting to confirm information regarding the concern and what action is being taken
- Staff from Ivel Valley should liaise with the Ivel Valley DSL or deputy regarding the outcome.
- Consideration may be given to further action needed, e.g. whistleblowing

It is important for Ivel Valley staff to remember to always talk to a DSL or deputy DSL if you are concerned.