

Great Ballard School

Safeguarding Children - Child Protection Policy

The welfare team

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**Subject to training in February 21*

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Monitoring and Review

This policy is subject to continuous monitoring, refinement and audit by the Headmaster, SLT and Welfare Team. The Proprietor will undertake an annual audit of safeguarding reviewing this policy and the procedures that stem from it. This audit will usually take place at the end of the summer term

		Last reviewed	Date of next review	Signed
Mr Matt King	<i>Head</i>	<i>December 2020</i>	<i>September 2021</i>	
Mrs Susan Jay	<i>Proprietor</i>	<i>September 2020</i>	<i>June 2021</i>	
Mr Christopher Jay	<i>Board Member for Safeguarding</i>	<i>December 2020</i>	<i>September 2021</i>	

Key external Contact Details

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Local Authority Children's Social Services	Tel: 01403 229 900 (Out of Hours - 0330 222 6664) www.westsussexscp.org.uk
West Sussex Children's Services Integrated Front Door	Tel: 01403 229 900 Email WSChildrenservices@westsussex.gov.uk Tel: 07711 769657, for the duty Social Worker, in an emergency if none of the above numbers work.

	You can also use the Online Referral Form to make a Child Protection Referral to the Front Door for Families.
Support and Advice about Extremism	<p>Chichester Police TEL: 01273 470101 EMERGENCY: 999 NON EMERGENCY NUMBER: 101 https://www.sussex.police.uk/contact/af/contact-us/</p> <p>WSCC Prevent Tel: 03302 224223 or 07894589071 EMAIL: Beverley.Knight@westsussex.gov.uk PREVENT LEAD: Beverley Knight</p> <p>UK Anti-Terrorism Hotline: 0800 789 321</p> <p>Department for Education NON EMERGENCY NUMBER: 020 7340 7264 EMAIL: counter.extremism@education.gsi.gov.uk</p>
NSPCC Whistleblowing Advice Line	<p>ADDRESS: Weston House 42 Curtain Road London EC2A 3NH TEL: 0800 028 0285 EMAIL: help@nspcc.org.uk</p>
Disclosure and Barring Service	<p>ADDRESS: DBS customer services PO Box 3961 Royal Wootton Bassett SN4 4HF TEL: 03000 200 190 EMAIL: customerservices@dbb.gov.uk</p>
Teaching Regulation Agency	<p>ADDRESS: Teacher Misconduct Ground Floor South Cheylesmore House 5 Quinton Road Coventry CV1 2WT TEL: 0207 593 5393 EMAIL: misconduct.teacher@education.gov.uk</p>
OFSTED Safeguarding Children	<p>TEL: 0300 123 4666 (Monday to Friday from 8am to 6pm) EMAIL: Whistleblowing@ofsted.gov.uk</p>
Independent Schools Inspectorate	<p>ADDRESS: CAP House 9-12 Long Lane London EC1A 9HA EMAIL: concerns@isi.net TEL: 0207 6000100</p>

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1. Introduction

At Great Ballard School, the physical and mental health, safety and welfare of the children in our care is at the heart of everything we do and we have an absolute commitment to maintaining our culture of open and effective communication between staff and pupils and our excellent pastoral structures.

The Great Ballard School Safeguarding Policy is written in accordance with:

- West Sussex Safeguarding Partnership's procedures and practice as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Executive: the health partnership, police and local authorities
- Keeping Children Safe In Education (September 2020) ("KCSIE")
 - Guidance for full opening: schools (updated 28 August 2020)
 - Disqualification under the Childcare Act 2006 (August 2018)
 - What to do if you're worried a child is being abused: advice for practitioners (March 2015)
- Working Together to Safeguard Children (2018) ("WT")
 - Information sharing: advice for practitioners providing safeguarding services (July 2018)
- Revised Prevent Duty Guidance for England and Wales (July 2015)
 - The Prevent Duty: Departmental advice for schools and child care providers (June 2015)
 - The use of social media for on-line radicalisation (July 2015)

Further advice is taken from the link [here](#), as a result of COVID 19. An annex is included in the Appendices of this policy to outline the school's safeguarding response to the pandemic.

This policy is applicable to the whole school community including the Early Years Foundation Stage, out of school care and all other activities provided by the school. The Governing body takes seriously its responsibility under sections 157 and 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within the School to identify, assess, and support those children who are at risk of harm.

Great Ballard School works closely with the three safeguarding partners (West Sussex Safeguarding Children Partnership, NHS Clinical Commissioning Group & the police) to ensure that the welfare and safety of pupils at the School is given appropriate priority (guided by local protocols and arrangements). The DSL and DDSs will be the primary point of contacts between the School and our Safeguarding Partners at these times.

At the School, we recognise that all adults, including temporary/supply staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. Wherever the word "staff" is used, it covers ALL staff, including support, supply and self-employed staff, contractors, volunteers working with children etc. All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

All members of staff have a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy. This includes a duty both to children in need and to children at risk of harm. All staff should read Part 1 of KCSIE and Annex A, whenever a new version is published and demonstrate an understanding of what they have read. All staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns.

Great Ballard is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment. Great Ballard School prides itself on respect and mutual tolerance. Parents/carers have an important role in supporting the School and open communications are essential which is why copies of this policy and others relating to issues of child protection are on our website and available from the office.

Children may suffer neglect, emotional, physical or sexual abuse or a combination of such types of abuse. All children have a right to be protected from abuse. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact Children's Social Care or the Police, without notifying parents if this is in the child's best interests. Our children have the right to respect and protection from abuse, regardless of age, gender, religion, race, nationality, sexuality, culture or disability.

1.1 School Website Safeguarding Statement

The parents of children at Great Ballard School should be aware that the school has a duty to safeguard and promote the welfare of children who are their pupils. This responsibility necessitates a safeguarding policy. The purpose of this policy is to provide staff, volunteers, board members and the proprietor with the guidance they need in order to keep children safe and secure in school and to inform parents, guardians and carers how pupils will be safeguarded whilst they are in the school's care.

Safeguarding can be defined as:

- Protecting children from maltreatment
- Preventing impairment of children's 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.

2. Responsibilities

In accordance with the statutory guidance (KCSIE, September 2020), the Governors have appointed the Head to take responsibility for child protection. The Head is supported by the Welfare Team, including three DDSLs who are trained to the same standard as the DSL. The DSL has a job description for their safeguarding role and key activities. In the absence of a DSL, the DDSLs will carry out the DSL functions necessary to ensure the on-going safety and protection of pupils. The DSL/DDSL will be available during School hours in person, and in exceptional circumstances, by phone. A DSL or DDSL will be available by phone out of hours and during out of term activities. Ultimately, the DSL and DDSLs will have a complete safeguarding picture within the School and will advise on the response to safeguarding concerns. Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL, will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence. Consideration of this will enable the school to provide as much information as possible as part of any referral process.

2.1 The role of the Designated Safeguarding Lead

(Please Refer to Appendix 1- Designated Safeguarding Lead – Job Specification)

The Proprietor ensures that DSL and DDSLs have the appropriate status, authority, time, funding, training, supervision, resources and support to fulfil their child welfare and safeguarding responsibilities effectively, and to provide direction and advice to staff on child protection matters.

The Key responsibilities of the DSLs and DDSLs are:

- Understanding the assessment process for providing early help and intervention, for example through locally agreed assessment processes

- Having a working knowledge of how LAs conduct child protection case conferences and case review conferences, and be able to attend and contribute to these effectively
- Ensuring each member of staff has access to and understands the school's child protection policy and procedures, as well as dealing with peer on peer abuse, online safety and managing a report of child on child sexual violence or harassment, especially new and part-time staff
- Being alert to the specific needs of children in need, those with special educational needs (SEN) and young carers
- Being able to keep detailed, accurate, secure written records of concerns and referrals
- Obtaining access to resources and attending any relevant or refresher training courses
- Encouraging a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them
- Ensuring that there is a clear staff recruitment and induction policy check list
- Reporting to Governors (termly and as part of the annual audit) about any open safeguarding cases and any changes to safeguarding procedures or structures

The DSL is also the first point of contact for external agencies who are pursuing Child Protection investigations and co-ordinates the School's representation at Child Protection conferences and Core Group meetings (including the submission of written reports for conferences). All professionals working with children have regular reviews of their own practice and opportunities to discuss any concerns they may have about welfare and safeguarding matters. This includes the personal and professional duty to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to the West Sussex Safeguarding Children Partnership. Our DSL also links with the West Sussex SCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

2.2 The role of Safeguarding and other Governors

A designated governor/proprietor for safeguarding is appointed and their name and contact details are published at the front of this Policy. This Governor is responsible for reviewing the school's safeguarding arrangements ensuring the existence of a written safeguarding policy and procedures that meet statutory requirements. This policy is made available to parents on the School's website.

As part of their annual review, the governors will monitor the procedures for, and the efficiency with which, the safeguarding duties have been discharged, ensuring that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay and will approve amendments to safeguarding arrangements in the light of changing regulations or recommended best practice. The details of the annual audit, as reported to Governors, are minuted in sufficient detail to demonstrate the breadth and depth of the review.

The Safeguarding Governor will visit the school on a termly basis and will enquire of staff how they understand the policy and how and to who they would pass on their safeguarding concerns. They would also monitor that children are taught about safeguarding, including online safety, as part of a broad and balanced curriculum.

It is recognised that all governors have a safeguarding responsibility. They receive a copy of Part 1, Part 2 and Annex A of Keeping Children Safe in Education (2020) and are asked to confirm that they have read it and ensure understanding. Governors are encouraged to read part 3 and 4 along with Annex B, C, D and H to ensure that they are fully versed in all areas.

2.3 The role of the Proprietor

It is incumbent on the Proprietor to comply with their duties under legislation and ensures the policies, procedures and training in the school are effective and comply with the law at all times. The Proprietor ensures that senior

members of staff receive appropriate time, training and resourcing to act as DSL and DDSLs for the whole school (including EYFS).

The Proprietor formally adopts this policy and reviews its contents annually or sooner if any legislative or regulatory changes are notified to Great Ballard School.

They will request, as part of the statutory review, an Annual Report on Safeguarding Children, specifically drawn up to monitor compliance with the requirements of Safeguarding Children and Safer Recruitment. The review covers all aspects of child protection and safeguarding including referrals made by the school during the past year, patterns of incidents, training undertaken by staff and any changes made to procedures during the year. Great Ballard School ensures that any deficiencies or weaknesses in child protection arrangements are remedied immediately, once identified. The Proprietor is accountable for ensuring Great Ballard School has effective child protection policies and procedures in place that are in accordance with guidance issued by the Secretary of State and the West Sussex LEA.

2.4 The role of all staff

Staff recognise that safeguarding is the responsibility of all who work, volunteer or learn in our school. Through day-to-day contact with children, our staff are well placed to observe the outward signs of abuse. They are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (Deputy DSL). Great Ballard School recognises it is an agent of referral and not of investigation. Staff know that any person may make a referral to the Multi Agency Safeguarding Hub (MASH) and the police, if necessary and without parental consent using the contacts in this policy.

West Sussex SCP requests that parents, guardians and carers have an understanding of the responsibility placed on the school and staff for child protection, by setting out its obligations on the school website and offering parents, guardians and carers a copy of this policy on request. We notify parents, guardians and carers of concerns and when appropriate provide them with opportunities to change the situation, where this does not place the child at greater risk. We also notify the allocated social worker if there is an unexplained absence of more than two days of a pupil with a Child Protection Plan. We co-operate, as required, with the West Sussex SCP regarding child protection matters including attendance at Child Protection Case Conferences. Our school liaises with other agencies that support pupils such as Police and the Educational Psychology Service through normal referral routes. We require that:

- all staff, volunteers and Board Members should know the name of the DSL designated senior Lead and Deputy DSL and the person responsible for child protection and understand their responsibilities to safeguard and protect children;
- staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them;
- staff and volunteers explicitly and immediately report (using guidance in this policy) any concern or allegation about school practices or the behaviour of staff and volunteers which are likely to put pupils at risk of abuse or other serious harm. The school ensures immunity from retribution or disciplinary action against staff for “Whistleblowing” in good faith as outlined in the school’s whistleblowing policy.
- at all levels, including newly appointed and ancillary, staff have been given briefing or training on responding to suspicions or allegations of abuse, including peer on peer, and know what action they should take in response to such suspicions or allegations.
- all staff are familiar with this policy and have been given a copy of Part 1 and Annex A of Keeping Children Safe in Education (September 2020) and are asked to confirm that they have read both ensuring understanding. Staff are made aware of any significant changes made to this policy or KCSIE during the year.
- staff aim to be approachable ensuring children feel secure, and are encouraged to talk and are actively heard.

3. Supporting Pupils and teaching them how to keep safe

Where there is a safeguarding concern, Great Ballard School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. (Processes will always have the best interests of the pupil at their heart). The School's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the School. All staff are expected to lead by example and play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health (physical and mental), safety and wellbeing. All staff have an important role in insisting that pupils always adhere to the standards of behaviour set out in the School's Behaviour Policy and in enforcing our Anti-Bullying Policy.

Time is allocated in PSHE and tutor periods to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Relationships and Sex Education (RSE) is compulsory from September 2020 and the School will have regard to the DfE's statutory guidance (Relationships Education, Relationships and Sex Education (RSE) and Health Education) when making arrangements for and teaching RSE. RSE will form part of the School's PSHE programme. Assemblies and lessons are used to promote tolerance and mutual respect and understanding. All pupils know that there are adults to whom they can turn to if they are worried. If the school has concerns about a child there is always a recognised requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions.

- A "Child in Need" refers to a pupil whose circumstances may require them to have extra support in order to live a life which does not compromise their ability to fulfil their potential. The School will refer to external agencies such as CAMHS (Child and Adolescent Mental Health Service) or West Sussex Children's partnership.
- A "Child at Risk" is a pupil who is in immediate risk of significant harm and such cases will be referred to the MASH as a matter of urgency. We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. We recognise that the School may provide the only stability in the lives of children who have been abused or who are at risk of harm. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- Where reasonably possible, the School holds more than one emergency contact number for each pupil. This goes beyond the legal minimum.

Great Ballard School supports all pupils by:

- Providing access to a telephone enabling them to call for support in private.
- Providing every child with information on where to turn for advice, including confidential helplines and web addresses for external specialists such as ChildLine, Kidscape, Get Connected and the Samaritans.
- Displaying advice around school on where pupils can seek help.
- Providing mentoring training to senior pupils that specifically covers child protection issues and the importance of offering support and assistance to younger and to vulnerable pupils.
- Providing regular lessons to pupils on safeguarding, including online safety, whilst ensuring that all pupils understand and adhere to the school's guidelines in this area. These lessons include guidance on educating pupils how to stay safe, including online safety and online protection. More details on cyber-bullying are found in the school's anti-bullying policy.
- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst rejecting aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.

- Providing continuing support to a pupil about whom there have been concerns who then leaves the school by ensuring that appropriate information is copied under confidential cover to the pupil's new school in a timely fashion. The DSL/DDSL can share personal information without consent if it is not possible to gain consent, if it cannot be reasonably expected that the DSL/DDSL will gain consent, or if to gain consent would place a child at risk.

Looked after children

- The school proprietor ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority.
- Sally Brooks, SENCO, is the designated member of staff who has responsibility for their welfare and progress. The School ensures that the designated member of staff receives appropriate training in order to carry out their role.

4. Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy. The department for Education has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for Schools). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance "Promoting children and young people's emotional health and wellbeing" (2015). Its resources include social media, forming positive relationships, smoking and alcohol. See ["Rise Above"](#) for links to all materials and lesson plans.

5. Supporting Staff and Staff responsibilities

Great Ballard School recognises that Staff who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

All Staff are required to notify the School immediately if there are any reasons why they should not be working with children.

The Head or DSL will disclose information about a pupil to other members of staff on a strict need to know basis. Guidance about sharing information, can be found in the booklet "What to do if you are Worried a Child is being Abused" (March 2015) www.gov.uk. If staff have any concerns about a child's welfare, they should act on them immediately via the School's safeguarding processes and speak to the DSL, who will then take the lead on this case. All staff must be aware that they have a professional ability to share information with other agencies in order to safeguard children. Staff should know to not allow concerns over the sharing of information (with regard to the Data Protection Act 2018 and GDPR) to stand in the way of the need to promote the welfare and protect the safety of children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

All staff should be particularly alert to the potential need for **early help** for a child who:

- Is disabled and has specific additional needs
- Has poor mental health
- Has special educational needs (whether or not they have a statutory education, health and care plan)
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing/goes missing from care or from home
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalised or exploited
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; is misusing drugs or alcohol themselves
- Is experiencing, or is at risk of experiencing family ostracism
- Has returned home to their family from care; is a privately fostered child
- Is the subject of a Child Protection Plans and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker (and confirmed in writing).
- Joins the school mid-year
- Who have previously been excluded from school.

The DSL will take the lead on early help cases, liaising with other agencies as appropriate.

It is important that the DSL/DDSL is honest and open in its dealings with parents and thus parents will ideally be informed about any safeguarding concerns regarding their children. However, concerns of this nature must be referred to the DSL who will decide on the appropriate response. In a very few cases, it may not be right to inform parents of such concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from the LADO.

All staff must be aware that as a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in educational settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm to vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and must report and record any incident carrying this potential.

6. Staff Training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. Safeguarding is the responsibility of all members of staff and all staff should know what to do to raise a concern.

The depth and detail of training needed by different groups of staff will vary according to the nature of their role and the extent of their involvement with children. Staff are kept up to date with the changes in Safeguarding and are expected to complete any related training or read relevant documents to ensure compliance.

New staff (including temporary staff), volunteers and governors will receive training during their induction. Induction training will include:

- Familiarisation with this safeguarding and Child Protection policy
- Staff Code of Conduct

- Pupil Behaviour Policy
- Staff Behaviour Policy
- Safeguarding response to pupils who go missing from education
- Whistleblowing Policy
- The identity and role of the DSL and DDSLs
- ICT Usage and Internet Policy for Staff
- Social Media Policy
- Part 1 and Annex A of Keeping Children Safe in Education as well as any updates to Part I of the guidelines.

All staff will receive:

- Full formal safeguarding training no less than every three years and in accordance with the requirements of the WSSCP.
- Updates (including KCSIE and School Safeguarding Policy) at least annually and as necessary pending policy updates. These will usually be delivered at staff meetings, during INSET and via online training through Educare.
- Testing on KCSIE and other safeguarding priorities to ensure understanding (using Educare)
- Staff training will also include online safety and harmful sexual behaviours (including peer on peer sexual violence and harassment). It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.

The DSL and DDSLs receive updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children training in the WSSCP approach to Prevent duties and harmful sexual behaviours. Further details of the required training content for the DSL are set out in Annex B of KCSIE and in the DSL job description in Appendix A of this document.

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role. The DDSLs are trained to the same level as the DSL.

7. What is child abuse?

Working Together to Safeguard Children (HM Government, 2018) defines abuse as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Working Together to Safeguard Children (HM Government, 2018) and KCSIE 2020 further states that the types of abuse and neglect include:

- *Abuse (Physical, emotional and sexual)*
- *Neglect*
- *Domestic violence*
- *Radicalisation*
- *Drug/alcohol abuse*
- *Abuse of trust;*
- *Peer on peer abuse*
- *Sexual harassment (including children who sexually abuse, upskirting and sexting)*

- *Child Sexual Exploitation (CSE)*
- *Child Criminal Exploitation (CCE)*
- *Online abuse (including cyber bullying)*
- *Female Genital Mutilation (FGM)*
- *Forced marriages*
- *Honour based violence*
- *Gender-based violence/violence against women and girls (VAWG)*
- *Gangs and youth violence*
- *Serious violence*

A child who has been, or may be experiencing abuse may show behavioural, emotional or physical signs of stress and abuse.

Some general indicators of child abuse include:

- Personality changes such as showing wariness, nervousness and distrust of adults; regressing to younger behaviour patterns such as rocking, sucking or biting excessively; bedwetting or soiling;
- Change in behaviour patterns - demanding, attention seeking, antisocial or aggressive behaviour; sleeping difficulties, often being tired and falling asleep; low self-esteem;
- Being isolated or withdrawn, lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child-minder; difficulty in forming relationships; confusing affectionate displays;
- Difficulty relating to adults and peers; abusing alcohol or drugs; being seemingly accident prone;
- Having broken bones or unexplained bruising, burns or welts in different stages of healing;
- Being unable to explain an injury, or providing explanations that are inconsistent, vague or unbelievable;
- Feeling suicidal or attempting suicide; unresponsiveness; having difficulty concentrating; sudden underachievement; being withdrawn or overly obedient; reluctance to change for, or participate in PE;
- Children’s comments which give cause for concern; running away, stealing/lying; allegations made by a child concerning sexual abuse; ‘frozen’ look; apprehension; poor self-esteem; self-mutilation; extreme anger or sadness; depression, overdoses; anorexia;
- Being reluctant to go home; running away; creating stories, poems or artwork about abuse.

To ensure that our pupils are protected from harm, all staff need to understand what types of behaviour constitute abuse and neglect. The warning signs and symptoms of child abuse and neglect can vary from child to child. Children develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign does not automatically mean a child is being abused. There are four categories of abuse (See ‘What to do if you’re worried a child is being abused – Advice for Practitioners’ March 2015 DfE Guidance):

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Further information on specific forms of abuse can be found at www.nspcc.org.uk or from the www.gov.uk website but key areas are covered below.

7.1 Physical abuse

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental

health or if they live in a home where domestic abuse happens. Children may also suffer domestic abuse in an intimate personal relationship. Support is signposted in Annex A of KCSIE 2020. Babies and disabled children also have a higher risk of suffering physical abuse. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries
- Children with unexplained or unusual fractures or broken bones
- Children with unexplained bruises or cuts, burns, scalds or bite marks

7.2 Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunity to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'
- Parents or carers blaming their problems on their child
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

7.3 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults.

The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex A of KCSIE 2020.

CSE and County Lines

Staff are increasingly aware that children are at risk from, or may find themselves involved in, serious crime. The indicators for such involvement will be an increased absence from school, a change in friendship groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing. Advice for schools is provided in Annex A of KCSIE 2020 and in the Home Office's Preventing Youth Violence and Gang Involvement and its Criminal

Exploitation of Children and Vulnerable adults: County Lines guidance. Further information on County Lines is included below.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office.

Sexual abuse is any sexual activity with a child. Many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch 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 commit acts of sexual abuse, as can other children.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age
- Children who use sexual language or have sexual knowledge that one wouldn’t expect them to have
- Children who ask others to behave sexually or play sexual games
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology (DfE February 2017). A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or don't take part in education.

7.4 Neglect

Neglect is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while one may be concerned about a child, neglect is not always straightforward to identify. Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe
- Children who are left hungry or dirty
- Children who are left without adequate clothing, e.g. not having a winter coat
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence
- Children who are often angry, aggressive or self-harm
- Children who fail to receive basic health care
- Parents who fail to seek medical treatment when their children are ill or are injured.

7.5 SEN and Disability

All staff also need to be alert to the specific needs of those pupils who have special educational needs and/or disabilities, including young carers. Those with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect. Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

Disabled children have exactly the same human rights as non-disabled children. They can experience greater risks, vulnerability and unequal access to services and resources. They may have additional needs relating to physical, sensory, cognitive and/or communication impairments. Our staff receive relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child. Some disabled children may be more vulnerable to abuse because they may.

- Have fewer outside contacts than other children
- Receive intimate, personal care
- Have an impaired capacity to resist or avoid abuse
- Have communication difficulties
- Fear losing services
- Be more vulnerable to peer abuse (e.g. bullying, sexual assault, intimidation)

8. Other safeguarding issues

Staff are made aware that safeguarding issues can manifest themselves in many ways and can often overlap with one another. Some behaviours linked to drug taking, alcohol abuse, truancy, gender-based violence and sexting also put children in danger.

8.1 Peer on peer abuse

Recognising and minimising the risk of peer on peer abuse

Great Ballard School recognises that all children are capable of abusing their peers and all staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. Staff should be clear that abusive comments and interactions should not be treated as mere banter and may represent safeguarding concerns. This is most likely to include, but not limited to: bullying (including cyber-bullying), physical abuse, gender based violence (it is more likely that girls will be the victims and boys the perpetrators)/sexual assaults/sexual violence and sexual harassment, sexting and initiation type violence and rituals. Upskirting is a recent addition to this list (2019) and is a criminal offence. This typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause the victim humiliation, distress or alarm. Further information on upskirting is provided in KCSIE 2020, Annex A.

The School recognises that children with special educational needs and disabilities can be more prone to peer-on-peer group abuse and isolation than other children and will consider extra pastoral support for those children. Children who are LGBT can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

The School recognises that children can be particularly vulnerable in residential settings and are alert to the potential for peer-on-peer abuse in the boarding accommodation and the possibility of initiation for new boarders.

The school's culture of respect and empathy ensures children recognise the impact they can have on others and they are encouraged to "lift" those around them through kindness, leadership and service. Similar values are instilled through the school's pastoral care programme, its holistic curriculum and its PSHE and assembly programmes.

A bullying incident will be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm and will warrant a response under these procedures rather than the School's Behaviour and Discipline Policy.

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the West Sussex Children Safeguarding Partnership (SCSP) on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the SCSB, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult (DSL, DDSL or other senior member of staff) and until the investigation is completed. Confidentiality will be an important consideration and advice will be sought as necessary from the SCSB or police as appropriate.

Victims and perpetrators of peer on peer abuse will be offered support by the School, as appropriate e.g. through counselling and other professional services.

Great Ballard School's response to peer on peer sexual violence and sexual harassment.

Decisions will be made on a case-by-case basis, with the DSL taking the lead. The following provides a strong framework around which the DSL and their teams will operate.

The Disclosure/report to a member of staff:

- All victims will be reassured that they are being taken seriously and will be kept safe
- No pupil should ever be made to feel ashamed for making a disclosure/report
- Staff should not promise confidentiality to the pupil at the disclosure stage
- The staff member will write up a thorough summary of the report/disclosure – only recording the facts as presented
- The staff member should inform the DSL or DDSL as soon as practically possible

Risk Assessment

- The DSL will carry out an immediate risk assessment (RA), considering the safety and support of the victim, the alleged perpetrator and all other children at the school
- The RA should be considered a live document
- The DSL will engage with our Safeguarding Partners (e.g. the police) as required.

Action following the report/disclosure:

The DSL will consider

- The victim's views on how the investigation should be progressed
- The nature of the alleged incident
- The ages of the children involved
- Any power imbalance between the children
- If the incident is a one-off or a sustained pattern
- If there are ongoing risks to the victim or other children
- If there are other related issues and wider context (contextual safeguarding)
- The proximity between perpetrator and victim, during the fact-finding stage.

Further considerations

- The DSL may manage the incident internally through utilising behaviour and bullying policies
- The DSL may decide that the child or children may benefit from early help, particularly in the case of non-violent harmful sexual behaviour. Full details of early help can be found in Part 1 of Working Together to Safeguard Children 2018
- Where a child has been harmed, is at risk of harm or in imminent danger, the school should make a referral to children's social care and follow subsequent advice/guidelines. This will involve reporting to the police. Any delays in the criminal process, bail conditions and the conclusion of the criminal process will all need attention and management.

Ongoing response:

- Long term support should be in place for the victim. There are many providers of support, including CAHMS, Rape Crisis and Survivors Trust. The victim may choose to have a designated trusted adult at school (DSL, tutor)
- Protect the victim from any subsequent bullying or harassment
- The transfer of information should the victim move to a new school
- Long term support for the perpetrator (including the transfer of information to a new school).

8.2 Preventing Radicalisation

HM Government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities that are harmful, criminal or dangerous.

Staff acknowledge the need for a culture of vigilance to be present in the school to support safeguarding, including an awareness and sensitivity to attitudinal changes of pupils which may indicate they are at risk of radicalisation.

Staff will assess the level of risk to identify the most appropriate referral, which could include reference to Channel (an early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremist or terrorist behaviour) or Children's Social Care. Contact details for support and advice on the Prevent Duty can be found on the contact page of this policy.

All staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the School follows the DfE advice "Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014)".

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

Great Ballard School has a zero tolerance approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences.

Great Ballard School is fully committed to safeguarding and promoting the welfare of all our children. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the said fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

Warning Signs/Indicators of Concern with regard to extremism:

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. It is vital that staff are able to recognise those vulnerabilities. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

Factors which may make pupils more vulnerable may include:

- **Identity Crisis:** the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- **Personal Crisis:** the pupil may be experiencing family tensions; a sense of isolation; low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- **Personal Circumstances:** migration; local community tensions and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.

- **Unmet Aspirations:** the pupil may have perceptions of injustice; a feeling of failure; a rejection from civic life.
- **Experiences of Criminality:** involvement with criminal groups, imprisonment, poor resettlement or reintegration.
- **Special Educational Needs:** SEN/D pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions or explaining what they are worried about.

Pupils who are vulnerable to radicalisation may also be experiencing:

- Substance and alcohol misuse
- Peer pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime

Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:

- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- Pupils accessing extremist material online, including through social networking sites
- Possessing or accessing materials or symbols associated with an extremist cause
- Using extremist narratives and a global ideology to explain personal disadvantage
- Pupils voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues
- Graffiti symbols, writing or art work promoting extremist messages or images
- Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group or cause
- Changing in style of dress or personal appearance to accord with the group
- Attempts to recruit others to the group/cause
- Using insulting or derogatory names for another group
- Increase in prejudice-related incidents committed by that person – these may include:
 - Physical or verbal assault
 - Provocative behaviour
 - Damage to property
 - Derogatory name-calling
 - Possession of prejudice-related materials
 - Prejudice-related ridicule or name-calling
 - Inappropriate forms of address
 - Refusal to co-operate
 - Attempts to recruit to prejudice-related organisations
 - Condoning or supporting violence towards others
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools.

Contact details for support and advice on the Prevent Duty can be found in Annex A of KCSIE 2020 and below.

- The Home Office statutory Prevent duty guidance (2015) can be accessed [here](#)
- The Department for Education non-statutory Prevent duty guidance (2015) can be accessed [here](#)
- The Channel General Awareness course can be accessed [here](#)

8.3 Honour Based Abuse (HBA – Forced Marriage and FGM)

HBA can include forced marriage and Female Genital Mutilation (FGM). This term recognises both violent and non-violent forms of abuse. All staff will be alert to possible indicators of HBA and should contact the DSL as a matter of urgency if they are made aware or are concerned about any child or young person.

- Guidance on the warning signs of HBA can be found on pages 38-41 of the Multi-agency statutory guidance of FGM, which can be accessed [here](#).
- Multi-agency guidelines on handling cases of forced marriage on pages 13-14 can be accessed [here](#)

Female Genital Mutilation (FGM) is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both.

It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain, distress, and long-term health consequences, including difficulties in childbirth. FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- Difficulty walking, sitting or standing and looking uncomfortable
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- frequent urinary, menstrual or stomach problems
- prolonged or repeated absences from school, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations
- confiding in a professional without being explicit about the problem due to embarrassment or fear
- talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a legal duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure and staff should speak to the DSL (or DDSL) immediately. The duty does not apply in relation to at risk or suspected cases or in cases where a woman is 18 or over. In these cases, teachers should follow safeguarding procedures.

8.4 Children Missing from Education

The School will monitor all pupil absences from school and promptly address concerns about irregular attendance with the parent/carer. Knowing where children are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect and may raise concerns about child sexual exploitation. For further details, please see the School's Missing Pupil policy (published on the staff drive).

Monitoring attendance

- follow-up unexplained absences of any child with a telephone call from the School on the morning of the first day of absence
- notify social services if there is an unexplained absence of more than two days of a pupil who is on the child safeguarding register
- Notify the Local Authority when a child moves to a new school at any point during their time at Great Ballard School

8.5 Visiting Speakers

On occasions visiting speakers will come into the School to address pupils. We welcome different insights and perspectives from visitors to the School. Visiting speakers will however be briefed with regards to our expectations of what is suitable. Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these.

The School will risk assess before agreeing to a visiting Speaker being allowed to attend the School taking into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant. Where appropriate, the School will request that visiting speakers provide copies of any materials they will use in advance of the visit.

Visiting Speakers, whilst on the School site, will be supervised by a School employee. On attending the School, Visiting Speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving licence. The School shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy.

9. Procedures for Staff to deal with concerns or suspicions of abuse or neglect

Where a child/young person makes a disclosure of abuse or neglect

We will:

- Always take the child seriously
- Listen carefully and record their concerns
- Tell the child they have done the right thing by telling us
- Clarify if necessary
- Make an accurate record as soon as possible
- Inform the DSL without delay.

We will not:

- Promise confidentiality;
- Investigate;
- Ask leading questions and
- Repeatedly question/ask the child to repeat the disclosure over and over.

If staff members have the slightest suspicion that a pupil is being abused, they should bring this to the immediate attention of the Designated Safeguarding Lead so that appropriate action can be taken.

Where concerns are raised about a “Child in Need”

Great Ballard School recognises that there may also be children who, whilst not suffering harm or at immediate risk, require additional support from external agencies. Where appropriate, the DSL may consult with the child concerned and the parents regarding a referral to external agencies (such as children's social care). This may lead to a plan to support a child in need being drawn up or an early help assessment, such as the Common Assessment Framework (using an Assessment and Request for Service or ART Form) being carried out. In either case, the School will liaise and take advice from external agencies as appropriate. The DSL will always attend CIN Meetings and record minutes of these meetings on iSams/My Concern. All cases will subsequently be discussed at the weekly DSL/DDSs Meeting, as a matter of course. KCSIE 2020 offers further information for schools on how to support children in need (paragraph 112, page 28, & Annex B).

If a member of staff is made aware of any allegation of abuse, or if knowledge of possible abuse comes to their attention it is their duty to listen to the child, to provide reassurance and to record the child's statements, but not to probe or put words into the child's mouth. On hearing an allegation of abuse or complaint about abuse directly from a child, a member of staff should limit questioning to the minimum necessary for clarification. Leading questions should be avoided. No inappropriate guarantees of confidentiality should be given; rather the child should be told that the matter will be referred in confidence to the appropriate people in positions of responsibility.

Every member of staff, including part-timers, temporary, visiting, supply, contract and volunteer staff working in the School, should immediately report any concerns (including those where a pupil may benefit from early help or where it includes alleged abuse by one or more pupils against another pupil) to the DSL and submit an accurate and signed record of the disclosure or concerns. However, any staff member can make a direct referral to children's social care or other external services such as early help services in accordance with the referral threshold set out by West Sussex Safeguarding Children Partnership. Staff should not allow concerns over sharing of information (with regard to the Data Protection Act 2018 and GDPR) to stand in the way of the need to promote the welfare and protect the safety of children.

Where concerns are raised about a “Child at risk”

Where staff have concerns that a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. If anyone other than the DSL makes a referral, they should inform the DSL that a referral has been made as soon as possible. Staff must share information with children's social care and/or the police where there are any concerns that a child may be at risk of harm or neglect. In boarding schools, staff need to be aware that children can be particularly vulnerable and that schools should be alert to pupil relationships and the potential for peer abuse. If staff members are unsure about whether or not a referral should be made, they should speak to the DSL. The DSL will contact either the LADO or the West Sussex Children's Services' Integrated Front Door for advice or direction.

In relation to EYFS, the School will inform Ofsted as soon as is reasonably practicable, in any event within 14 days, of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere) or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

The DSL will refer all allegations or suspicions of abuse or cases where there is reasonable cause to suspect a child is suffering, or is likely to suffer significant harm, to the LADO within 24 hours.

Borderline cases will be discussed with the LADO without identifying individuals in the first instance and following discussions the LADO will judge whether or not an allegation or concern meets the relevant threshold and decide what further steps should be taken. This could involve calling the police.

Where the outcome of a referral is not reported back to the referring member of staff or DSL and/or where a child's situation does not appear to be improving, the School will follow this up with the children's social care and push for reconsideration where appropriate. Any member of staff who has concerns that a child's situation does not appear to be improving should press for re-consideration.

School staff will not do anything that may jeopardise any external investigation. Once the matter has been referred, all further responsibility for gathering information and deciding what happens next will rest with social services and the police.

With regard to the Prevent Duty, Great Ballard School will co-operate with Channel panels and the Police with assessments that are being undertaken.

In the case of pupil-on-pupil abuse which the School has reported to the LADO and which the LADO or statutory child protection authority decides to investigate further, the matter will be dealt with under the School Behaviour and Discipline Policy after discussion with the LADO.

Where the suspicion or complaint is in relation to terrorism or extremism ideas involving a pupil, staff must firstly raise this with the Head or DSL without delay. The Head or DSL will consult with external agencies, as appropriate in accordance with this policy. The School will not discuss any concerns in relation to possible radicalisation without first agreeing with children's social care or the police what information can be disclosed.

The DSL will report all safeguarding concerns to the Head (provided they are not concerning the Head).

Important Contact details are as follows:

West Sussex Continuum of Need / Threshold Guidance

The West Sussex Continuum of Need has been produced as a tool to assist practitioners working with children and young people. The aim of the tool is to help practitioners identify a child's level of need and consider whether additional support may be necessary to help them achieve their potential and keep them safe. It will be used by all agencies and teams, including MASH, and provides a common language and approach that will enable all practitioners to work together effectively and consistently.

The WSSCP recommends that all agencies, schools and settings working with children and their families use this tool to inform their decision-making regarding levels of need and to support their conversations with other professionals.

- [West Sussex Continuum of Need – Threshold Guidance \(Updated October 2020\)](#)
- [West Sussex Continuum of Need – Level of Need Descriptors \(Updated October 2020\)](#)

Making a Child Protection referral to The Integrated Front Door

If you have concerns about a child you should inform West Sussex Children's Services' Integrated Front Door during office hours using the given number or email or by using the secure forms linked below.

Telephone: 01403 229900 or email from a secure email address.

Email: WSChildrenservices@westsussex.gov.uk

- [– Request Support from IFD for a child](#)
- [– Request for support from IFD for an adult](#)

For emergencies only

If you require the Emergency Duty Team (EDT) outside of office hours (5.00pm-9.00am weekdays) or at weekends and bank holidays, please call 033 022 26664.

If the Emergency Duty Team line is unavailable and you need to report an emergency safeguarding concern, please call 07711 769657. This number does not accept texts.

Early Help Services

The sooner a family receives the right support, the sooner they are able to improve their situation and prevent the need for prolonged support. Support starts with universal services, such as the school, the health service and the police. Families needing additional support will receive the next level. A 'whole family' approach ensures that children's needs and welfare are being met and maintained as well as those of the family. This is done by working with the family, local communities and others already supporting them. Further information can be found in the document linked below:

[Partnership Families Strategic Plan 2020](#)

10. Procedures for managing allegations against staff, volunteers and Head

The School's procedures for dealing with allegations against staff (and volunteers who work with children) aims to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from vexatious allegations. The DSL will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst such an allegation is being investigated or considered. The DSL will liaise with the LADO, police and social services as to managing confidentiality as appropriate. The School's procedures for managing allegations against staff (including the Head and DSL) and volunteers follows Departmental guidance and West Sussex Children's Safeguarding Partnership arrangements. They apply when staff, including volunteers, have (or are alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a pupil
- Possibly committed a criminal offence against or related to a pupil
- Behaved towards a pupil in a way that indicated that they would pose a risk of harm if they were to work regularly or closely with children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Should the allegation of abuse be made against a member of staff, supply teacher (see KCSIE 2020, paragraph 214-217) or a volunteer, the member of staff should immediately inform the Head and DSL. If an allegation is reported to the DSL, the DSL will keep the Head informed. Where the Head and DSL are absent or is the subject of the allegation or concern, reports should be made to the proprietor.

Allegations of abuse against the Headmaster

Should the allegation be against the Head (or a Governor), the DSL or staff member will immediately inform the Proprietor. Where an allegation is against the Head, the Head must not be informed of the allegation prior to contact with the Proprietor and the LADO. It will be the Proprietor's responsibility to contact the LADO but all staff know they can contact the LADO directly using the contacts provided in this document.

Allegations of abuse against the Proprietor: If the allegation concerns the Proprietor, the DSL or staff member will **immediately** inform the West Sussex Children's Services Integrated Front Door, **without** notifying the Proprietor.

In all cases, Advice will be sought from the LADO within 24 hours of the allegations being made. The individual against whom the allegation has been made will be informed immediately after the result of any initial investigation authorised or conducted by the LADO is known. Great Ballard School will always appoint a member of staff to keep the person informed of the likely course of action and the progress of the case (as far as is allowable in accordance with the statutory guidelines) and to help manage and monitor their wellbeing.

If the LADO or any of the statutory child protection agencies decide to take the case further, any staff member concerned may be suspended by Great Ballard School if this is felt appropriate. The reasons and justification for suspension will be recorded and the staff member informed of them. Where a member of the residential staff is so suspended pending an investigation of a child protection nature, suitable arrangements must be put in place for alternative accommodation away from children. Great Ballard School recognises it has a duty of care to staff but may take action in the event of allegations against staff in accordance with its disciplinary procedures.

The conclusion of an investigation (internal or external) will record whether it is substantiated (sufficient evidence either to prove or disprove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it) or malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive). If it is established that the allegation is malicious, no details of the allegation will be retained on the individual's personnel records. In all other circumstances a record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice. A copy will only be provided to the individual concerned following consultation with appropriate agencies and agreement has been reached as to what information can be disclosed. Allegations proven to be false, unsubstantiated or malicious will not be included in employer references.

During the course of the investigation, Great Ballard School, in consultation with the LADO, will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2011 and in Keeping Children Safe in Education (September 2020) relating to reporting restrictions identifying teachers who are the subject of allegations from pupils.

Allegations against a member of staff who is no longer at the School (including historical allegations) should be referred to the police. Similarly, allegations against a teacher who is no longer working at the School will also be referred to the police. Any pupils who are involved will receive appropriate care. Staff should also have regard to the Staff Behaviour Policy to minimise the risk of allegations being made.

Allegation of abuse of a child who is not a pupil at the school: Allegations suggesting that a member of staff was abusing a child who was not a pupil at the School would immediately be referred to the West Sussex Children's Services Integrated Front Door. The employee would be advised of the allegation, making it clear that the school would not play any part in the investigatory process. The employee would be advised of the possibility of facing suspension, re-assignment to other duties etc. in exactly the same way as if the allegation had involved a pupil at Great Ballard School. If the allegation subsequently proved to be unfounded, he or she would be given full support by the school in resuming their career.

All allegations of professional misconduct should be referred to the Teachers Regulation Agency

11. Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes halfsiblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. This vulnerability also applies to previously looked-after children. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

Staff should notify the DSL when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the local authority. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

12. Safer Employment Practices

The School follows the Government's recommendations for the safer recruitment and employment of staff who work with children, acting at all times in compliance with the Independent School Standards Regulations.

In line with Part 3 of the DfE's guidance 'Keeping Children Safe in Education' (KCSIE 2018), the School governing body prevents people who pose a risk of harm from working with pupils by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond the minimum required, and ensuring volunteers are appropriately supervised. Organisations providing contractors or consultants working on site are asked for assurances that where relevant and required, their personnel have been suitably vetted in line with legal requirements.

As part of carrying out safe-recruitment procedures under KCSIE, members of the teaching and non-teaching staff at the School, including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches, are subject to the necessary statutory child protection checks before starting work. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.

Further to the DBS check, anyone appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching by order of the Secretary of State. Further checks will also include a check for information about any teacher directions, sanctions or restrictions that an EEA professional regulating authority has imposed. Those undertaking management posts will be subject to prohibition from management of independent schools' checks.

The School is aware of its duty to refer staff to the DBS who are suspended or redeployed because of concerns that they pose a risk of harm. This will happen as soon as possible, and ordinarily on the conclusion of an investigation.

The School is aware of its 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.

The School ensures that at least one of the persons who conducts an interview has completed safer recruitment training.

All governors, volunteers, agency staff contractors working regularly during term-time (such as contract catering staff) are also subject to the statutory DBS checks.

Confirmation is obtained that appropriate child protection checks and procedures apply to any personnel employed by another organisation and working with the School's pupils at either school or on another site. Should the School develop concerns about an existing staff member's suitability to work with children; it will carry out all relevant checks as if the individual were a new member of staff.

Please also refer to the School's Staff Recruitment Policy and Procedure for further details.

13. Early Years provision safeguarding arrangements

Disqualification from working in childcare

Where staff work in, or are involved in the management of, the School's early years or provision of care of pupils under the age of eight, the School will take steps to check whether those staff are disqualified under the Childcare Act 2006. These checks will be undertaken pre-appointment, and from time to time during employment. This forms part of the School's safer recruitment practices, further details of which can be found in the School's Safer Recruitment Policy.

The School records all checks of staff employed to work in or manage relevant childcare on the Single Central Register. This includes the date disqualification checks were completed. Where a member of staff is found to be disqualified or if there is doubt over that issue then, pending resolution, the School will remove them from the work from which they are or may be disqualified. Suspension or dismissal will not be an automatic response; the School will consider if there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the designated officer when appropriate.

Use of mobile phones and cameras

The School's policy on the use of mobile phones and cameras in the setting can be found in the School's Acceptable Use Policy and the School's policy on Mobile Phone, Camera, iPod and Photographs. A summary is included below.

DSL for the EYFS

The practitioner designated to take lead responsibility for safeguarding children in the early years settings is Steffi Wright, Head of Pre Prep and deputy DSL.

Duty to notify Ofsted

The School will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. For example, where the School is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the School became aware (or ought reasonably to have become aware) of it. The School will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

14. Use of mobile Phones and use of photographs

West Sussex SCP allows staff to bring in mobile phones for their own personal use. If they need to make an emergency call, they must do so either in the staff room, the Headmaster's office, an empty class or outside of the school grounds. Staff should provide the school number to family and next of kin so in an emergency the member of

staff can be contacted on the school phone. Mobile phones or any other devices with camera technology MUST NOT be used to take photographs anywhere within the school grounds, instead a school supplied digital camera or school iPod is available and may be used within the consent criteria guidelines. (Please see our Mobile Phone, Camera, iPod and Photograph Policy). Parents are not permitted to use their mobile phones or camera in or around the school setting without prior approval from the Head.

Use of photographs

We operate the following policy on our website regarding the use of photographs, to ensure the privacy and safety of children at the school:

- where a child is named, no photograph of that child is displayed;
- where a photograph is used which shows a child, no name is displayed and
- where children are named, only their first names are given.

The school follows a policy of seeking parents' permission before using images that show children on the website, social media or in the local press. The list showing pupils who are barred from appearing in the press, or on the website, is kept in the School Office and is available whenever photographers are present. No other private information about children is ever published on the website such as surnames or contact details. By observing these points Great Ballard School ensures that visitors to the website cannot link images of children to the family names of children. When choosing photographs for the website, we are mindful of the way children may appear in them, and try not to include images that are in any way inappropriate.

15. Online Safety

The School will ensure that:

- Appropriate filters and monitoring systems are in place to keep children safe online. This aims to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm
- Parents have access to resources about online safety via a Digital School Online Membership
- Children are taught about safeguarding online
- Staff are equipped with the knowledge to safeguard children online by attending online safety training.
- Online resources as listed in KCSIE 2020 will continue to be accessible to the Internet Safety Leads and DSL/DDSLs and this is reflected in our delivery of this, both as part of the PHSE curriculum and in our general management of online safety. The PHSE Association guidance is of particular support to the school.

The School's ICT and Internet Usage Policy also sets out the School's approach to online safety. Additional information is available in Annex C of KCSIE 2020 on how to support keeping children safe online when they are learning at home.

We also make use of the resources promoted by the DfE such as:

- The UK Safer Internet Centre (www.saferinternet.org.uk)
- CEOP's *Thinkuknow* website (www.thinkuknow.co.uk)

16. Whistle-blowing

If staff have concerns about poor or unsafe practices or potential failures in the School's safeguarding practices, these should be raised in accordance with Great Ballard's confidential reporting (Whistleblowing Policy) set out in the Staff Handbook. 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. If staff feel unable to raise an issue with the School or that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing helpline (Tel: 0800 0280285 or email: help@nspcc.org.uk).

17. External Referrals

Great Ballard School follows Disclosure and Barring Service (DBS) guidance and procedures regarding referrals and barring decisions as well as the Safeguarding Vulnerable Groups Act 2006 and the Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009. Separate to involvement of the LADO, all schools have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe that a member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

The DSL will make such a referral as soon as possible after the resignation or dismissal of any individual (whether employed, contracted, a volunteer or a pupil) whose services are no longer used because they are considered unsuitable to work with children. This includes dismissal, non-renewal of a fixed term contract, no longer using supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above.

Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, Great Ballard School will consider making a referral to the National School for Teaching and Leadership (NCTL) as required by sections 141D and 141E of the Education Act 2002 and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence). The Secretary of State may investigate the case, and if it is found there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

As a member of the Boarding Schools' Association (BSA), the School is requested to inform the BSA of safeguarding cases and their Commitment to Care Charter suggests the following:

'Recent cases: BSA only needs to know about safeguarding cases which have resulted in a full referral to an external body such as the local authority or the police AND where the case relates to a member of staff or to abuse by one pupil on another (peer on peer). The practical advice here is that a standard conversation with a LADO (or equivalent) which leads to a decision not to take any action does not need to be reported. However if the case or allegation is going to be further investigated [and/or 'referred to the Charity Commission'] as a serious incident report then we would like to be aware of it. Clearly not every member school is a charity, but we hope those which are not will be able to apply the same sort of threshold test.' *'Non-recent cases: It would be helpful for BSA to receive information on any non-recent cases currently being investigated by the police.'*

18. Monitoring and Evaluation of the Safeguarding Policy

Great Ballard School monitors and evaluates its safeguarding policy and procedures through the following activities:

- Weekly welfare team meetings
- Weekly SLT meetings
- Termly tutor meetings

- Twice yearly Welfare Governor/Proprietor Group Meetings
- Pupil surveys and questionnaires (including PASS survey)
- Regular review of training offered to staff, including online safety training
- Safeguarding Logs and files
- Frequent scrutiny of attendance data
- Regular analysis of a range of risk assessments
- Logs of bullying and/or racist behaviour incidents are reviewed by the senior leadership team and the governors
- Regular review of parental concerns, complaints and questionnaire feedback
- Regular review of the supervision of pupils in school

19. Other related policies and where to find them

Policies are stored on the staff drive of the school network and many are available on the website.

- Anti-bullying Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Health and Safety Policy
- Guidance on the use of Force to Control and Restrain Pupils
- Missing Child Policy
- ICT Usage and Internet Policy for Pupils and Staff (separate documents)
- Staff Recruitment Policy
- Rewards and Sanctions Policy
- Behaviour and Discipline Policy
- Complaints Procedures
- Remote Learning Policy

Appendices

Appendix 1: Roles of the Designated and Deputy Safeguarding Lead

The Designated Safeguarding Lead must have the status and authority within our school management structure to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. It is the responsibility of the Proprietor, to ensure that an appropriate senior staff member is designated. The Deputy DSL is familiar with this role and can step up accordingly.

The role of the DSL can be divided into three key parts:

- Managing referrals
- Training
- Raising awareness

Managing referrals

The DSL is responsible for:

- Referring a child to a statutory agency if there are concerns about possible abuse, via the West Sussex Children’s Services Integrated Front Door and acting as a focal point for staff to discuss concerns. Referrals should be made, following a telephone call, within 24 hours of a disclosure or suspicion of abuse. Note that referrals to statutory agencies do not require parent consent.
- Managing the referral outcome in accordance with the advice given by the Safeguarding Partners and their own local protocols for assessment. (Note that once a referral has been made, the West Sussex Safeguarding Children Partnership are required to follow their own timeframes for response. For example, they will make a decision regarding next steps within one working day, and see the child within their own timeframes if the referral requires further assessment).
- Engaging and cooperating with our Safeguarding Partners if requested by them (i.e. Great Ballard School may be named as a relevant agency)
- Liaising proactively with Safeguarding Partners and other agencies as may be required. For example:
 - i. The police (cases where a crime may have been committed or in the case of serious harm). “NPCC - When to call the police” should help the DSL understand when they should consider calling the police and what to expect when they do
 - ii. The local authority – West Sussex Safeguarding Children Partnership.
 - iii. The local area Clinical Commissioning Group (NHS).
 - iv. Disclosure and Barring Service (in cases where a person is dismissed or has left due to risk/harm to a child)
- Keeping the Head and Governors informed.
- Acting as a source of support, advice and expertise to all staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Ensuring that either they or a suitably trained representative attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments and the final report, which is shared with the parents.
- Liaising with the local authority when necessary and working with other agencies in line with Working Together to Safeguard Children 2018 and attending strategy meetings.

The DSL/DDSLs at the School understand their role in the new safeguarding partner arrangements (2019). The DSL will work with partner agencies to seek advice, support and guidance, drawing on multi agency expertise, knowledge and experience to support pupils at risk of harm including emotional and intellectual harm via social media and use of the internet. The School maintains a strong relationship with the Local Area Designated Officer (LADO) and also the Local Community Support Officers.

Training

The DSL and DDSLs are fully trained for the demands of this role, both in accordance with KCSIE 2020 and as a working set of processes at the School, in child protection and inter-agency working. They regularly attend courses with child support agencies to ensure that they remain conversant with best practice, and they receive appropriate refresher training carried out every two years. This training meets the requirements of the DfE’s KCSIE. The DSL should:

- Ensure each member of staff has access to and understands the School’s Safeguarding policy and safeguarding procedures, especially new and part time staff. The DSL is responsible for organising and delivering child protection induction, and update training every 3 years, for all school staff.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Be able to make use of the iSams/My Concern software programme to keep detailed, accurate, secure records of concerns and referrals.
 - v. Keeping records of concerns about a child even if there is no need to make an immediate referral.
 - vi. Ensuring that all such records are kept confidentially and securely, separate from pupil records, and are copied on to the child’s next school.
 - vii. Ensuring that an indication of any other record-keeping is marked on the pupil records i.e. tutor notes on iSAMS or counsellor or medical notes.

- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage among all staff a culture of listening and taking account of the children's wishes and feelings.

Raising Awareness

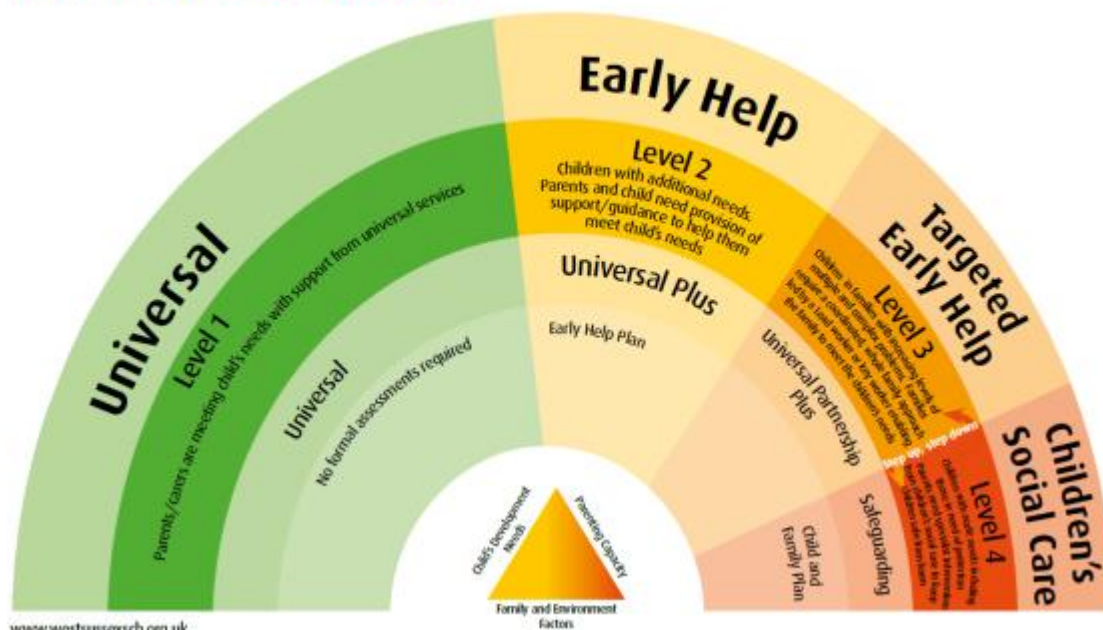
The DSL should:

- Ensure the School's Safeguarding and Child Protection policies are known and used appropriately.
- Ensure the School's safeguarding policy is reviewed (at least) annually and the procedures and implementation are updated and reviewed regularly, including by governors.
- Ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the West Sussex Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- When children leave the School, ensure their child protection file, if any, is transferred to the new school as soon as possible (Information must be shared in a timely fashion to reduce the risk of missed opportunities to offer support and protection to a child). This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives. Concerns over sharing of information (with regard to the Data Protection Act 2018 and GDPR) must not stand in the way of the need to promote the welfare and protect the safety of children.
- Provide, with the Head and the Safeguarding Governor, an annual safeguarding report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and the number of children with child protection plans (anonymised).
- Send twice-termly emails to staff, updating them on specific safeguarding issues or changes of policy.
- Provide fortnightly updates to parents in the school newsletter

Appendix 2: Safeguarding posters and publications

A number of posters and publications are used around the school to raise the profile of safeguarding in the school. Copies are posted or linked below. In order, please find:

- *Continuum of needs (West Sussex)*
- *Poster for children (and parents)*
- *Poster for staff*



SOMETHING ON YOUR MIND?

You can speak to **ANY** adult at school about **ANYTHING** that is worrying you.

If you want to speak to an adult on the **WELFARE TEAM** these are:



Deputy Designated Safeguarding Lead
Mrs Wright



Designated Safeguarding Lead
Mr King



SENCO
Mrs Brooks



Prep Pastoral Lead
Mrs Jerwood



Medical and Boarding Lead
Mrs Turner



Senior Pastoral Lead
Mrs Lendrum



Want to talk to someone outside school?

You can call **CHILDLINE** at any time on

0800 1111

If you would like advice on friendships and bullying visit

www.kidscape.org.uk



OUR SAFEGUARDING PROCEDURE



We are **all** responsible for the welfare of children and keeping the environment safe whatever our job.

Remember "it could happen here" where safeguarding is concerned

Everyone must **read**:

- Keeping Children Safe in Education (September 2020) Part 1 and Annex A
- GB Safeguarding Children - Child Protection Policy
- GB Staff Code of Conduct

Know the different types of abuse and neglect so that you can identify children who may be in need of help or protection.

<p>DISCLOSURE MADE</p>	<p>ALLEGATION MADE</p>	<p>SUSPICION OF INJURY</p>	<p>CONCERN OR SUSPICION OF INAPPROPRIATE BEHAVIOUR</p>
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<p>LISTEN DON'T LEAD</p>	<p>ALWAYS TAKE THE CHILD SERIOUSLY AND ACT IN THEIR BEST INTERESTS. NEVER PROMISE CONFIDENTIALITY</p>	<p>ALL CONCERNS, DISCUSSIONS, DECISIONS AND THE REASONS FOR THEM SHOULD BE RECORDED IN WRITING IN AS MUCH DETAIL AS POSSIBLE WITH DATES</p>
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SPEAK TO A DSL OR DDSL WITHOUT DELAY ABOUT ANY URGENT CONCERNS

THE SAFEGUARDING TEAM ARE IN CONTACT WITH CHILDREN'S SOCIAL CARE AND OTHER EXTERNAL AGENCIES.

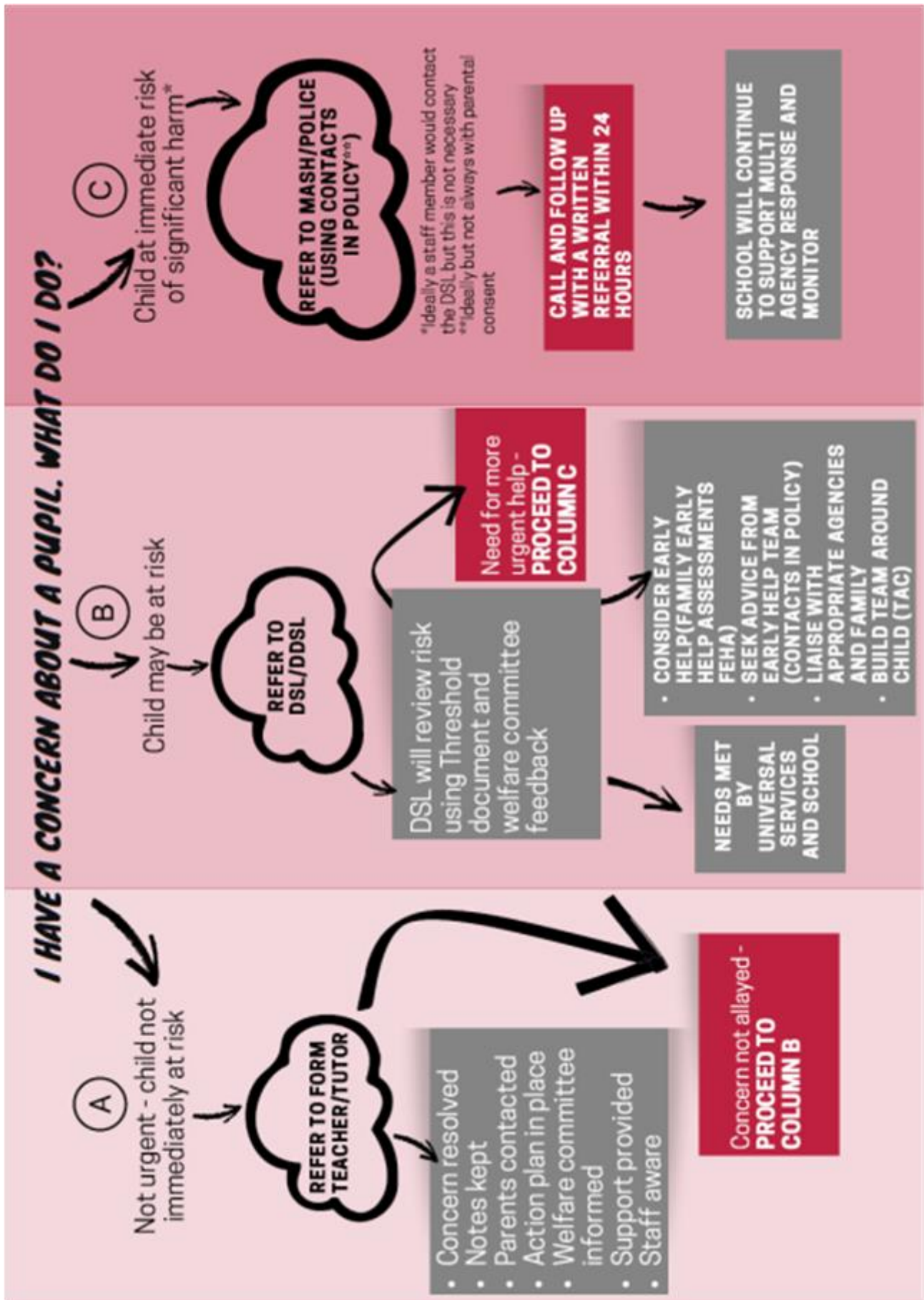
WHISTLEBLOWING

IF YOU'RE CONCERNED ABOUT POOR OR UNSAFE SAFEGUARDING PRACTICES, TALK TO THE DSL, ANY SENIOR LEAD OR THE PROPRIETOR. IF YOU FEEL UNABLE TO TALK TO ANYONE IN SCHOOL YOU CAN CALL THE NSPCC HOTLINE ON 0800 028 0285 OR EMAIL help@nspcc.org.uk

Staff can contact MASH directly at any time:
mash@westsussex.gov.uk
 01403 229900
 Emergency Duty Team (out of office hours):
 033 022 26664

OUR WELFARE TEAM:
 DSL – Matt King
 DDSL – Steffi Wright
 Senior Pastoral Lead – Becki Lendrum
 Prep Pastoral Lead – Katie Jerwood
 SENCO – Sally Brooks
 Medical and Boarding Lead – CJ Turner
 BOARD MEMBER FOR SAFEGUARDING – Mr Christopher Jay

Appendix 3 Quick Referral and Child Protection Flowchart



Appendix 4: Additional Safeguarding Contacts

This list is provided in addition to the list of key contacts at the beginning of this policy

Ofsted	Ofsted, Piccadilly Gate, Store Street, Address for referrals: PO Box 181, Manchester, M1 2WD	0300 123 4234	enquiries@ofsted.gov	www.ofsted.gov.uk
Ofsted South Region	Freshford House, Redcliffe Way, Bristol, BS1 6LX	0300 123 4234	enquiries@ofsted.gov.uk	
NSPCC Child Protection Helpline		0808 800 5000		www.nspcc.org.uk
Childline		0800 1111		www.childline.org.uk
Female Genital Mutilation		0800 028 3550	fgmhelp@nspcc.org.uk	https://www.westsussexscp.org.uk/professionals/neglect-and-abuse/female-genital-mutilation
Children's Commissioner for England	Anne Longfield	020 7783 8330		www.childrenscommissioner.gov.uk
CEOP			www.ceop.police.uk/ceop-reporting	www.ceop.police.uk/safety-centre
The Department for Education				www.gov.uk
CEOP's Thinkuknow website			CEOP's <i>Thinkuknow</i> website www.thinkuknow.co.uk	
The UK Safer Internet Centre			www.saferinternet.org.uk	
The Independent Inquiry into Child Sexual Abuse			contact@iicsa.org.uk Online referral: share.iicsa.org.uk	www.iicsa.org.uk

Appendix 5

Great Ballard School Safeguarding Annex (*Covid 19 Coronavirus*)

This document has been written in accordance with information provided by:

- [The Government](#)
- [West Sussex Safeguarding Partnership](#)
- [NSPCC](#)
- [The Children's Commissioner](#)

1. Safeguarding Principles during Covid 19 / Remote Learning Period

It remains vital that our school community continues to be a safe place for children, especially during these unprecedented times. The school safeguarding policy and Keeping Children Safe in Education 2020 as well as the principles of data protection and confidentiality still apply. All staff should adhere to these important safeguarding principles set out below:

- (i) The best interests of the child should continue to come first.
- (ii) Staff should continue to act immediately should they have any safeguarding concerns.
- (iii) Unsuitable people should not be allowed access to pupils.
- (iv) Pupil online safety is paramount.
- (v) Safeguarding is everyone's responsibility.

Other guidance can be found in:

- The School's "Remote Learning Policy" and
- ICT & Internet Usage for pupils and staff policy.

2. Reporting Concerns

If any member of the Great Ballard School Community have a concern about a pupil, they are reminded of the need to report any concern immediately and without delay. They can do this in two ways:

- (1) Contacting a member of the **welfare committee**
- (2) Contacting the DSL or Deputy DSL directly

The Welfare Committee	Role
Matt King	Headmaster, DSL
Steffi Wright	Head of Pre Prep (N-Y2), DDSL
Becki Lendrum	Pastoral Coordinator (Y7-11)
Katie Jerwood	Pastoral Coordinator (Y3-6)
CJ Turner	Medical Lead, Head of Boarding
Sally Brooks	SENCO

The welfare team meet weekly but can be contacted at any time. While the school site is closed, they will be contactable at home or on their mobile telephone. All usual safeguarding and child protection procedures can be co-ordinated online and off-site. Staff should also continue to make contact with the DSL and welfare team in order to talk through any concerns / worries they might have. If staff have concerns about a member

of staff or volunteer who may pose a safeguarding risk to children, they should contact the Head and DSL/DDSL without delay. If the concern is about the Headmaster or a senior member of staff, staff can contact the Proprietor (Mrs Sue Jay) or Safeguarding Proprietor (Mr Chris Jay).

If you have an immediate concern you can also contact:

- Social Care Support directly: Via Integrated Front Door (IFD): **Phone:** 01403 229900 (Mon to Fri between 9.00am and 5.00pm) or [Online](#)
- In an emergency, telephone 999
- Child Exploitation and Online Protection Agency: www.ceop.police.uk

3. Vulnerable Children & Ongoing Pupil Concerns

Vulnerable Children include those who have a social worker and those children and young people (up to the age of 25) with education, health and care (EHC) plans. Other ongoing pupil concerns are listed as part of the Early Help processes in school. Pupils who are not officially classified as a 'vulnerable child,' but where worries or concerns have been raised will be placed on the welfare list for monitoring and supporting by the DSL team. Government guidance on mental health and behaviour in schools explains how mental health issues may impact a young person's behaviour. We continue to offer additional support (counselling, mentoring, medical supervision) but these will be delivered online or over the telephone.

4. Peer on Peer Abuse

Staff and members of the school community should remain vigilant to possibilities of peer on peer abuse. They should be aware that this can occur between siblings or online and report any concerns as per the safeguarding policy. Further details can be found here.

5. Attendance Monitoring & Children Missing Education

Regardless of whether it is closed or open, the school will complete the register as recommended in the current government guidance and report to the DfE at the end of any period of closure.

6. Children and Online Safety Away from School

It is important that all staff who interact with children, continue to look out for signs a child may be at risk and respond as per the school's child protection policy. The following should be considered when teaching and learning online and working from home.

Staff should:

- work, and be seen to work, in an open and transparent way at all times;
- maintain standards of behaviour as per the school code of conduct;
- dress in an appropriate, professional manner;
- not seek to communicate/make contact or respond to contact with pupils outside of the purposes of their work;
- follow Great Ballard School's acceptable use policy and online safety guidance;
- not discuss or share data relating to children/ parents / carers in staff social media groups;
- ensure confidential material is not viewed or accessed by other members of the household;
- be mindful that confidential conversations cannot be overheard by other members of the household;
- consider where a recording or live lesson is taking place. Teachers and pupils should be in a neutral environment and nothing personal or inappropriate should be seen or heard in the background;
- only use school accounts to communicate with students. Do not use personal accounts;
- inform students that lessons are being recorded as per the remote learning policy.
- inform the DSL of any one-to-one meetings online and permission must be sought from parents in advance.

Finally, pupils are likely to spend more time online during any lockdown period and afterwards due to continued social distancing. Staff, particularly tutors and form teachers, should remind pupils of both the benefits and risks of the online world and give them opportunities to ask questions and talk about anything that worries them. (Tutor time is an excellent time to do this). Staff should also remind pupils that should they encounter any harmful or inappropriate content or have any worries, they should report this immediately to their form teacher or another trusted adult. All staff should pass any concerns immediately on to the welfare team. Pupils should also be made aware of age appropriate practical support from:

- Childline (for support)
- UK Safer Internet Centre (to report and remove harmful online content)
- CEOP (for advice on making a report about online abuse)

Support for parents and carers to keep their children safe online (and recommended by the Department for Education) includes:

- Internet Matters - for support for parents and carers to keep their children safe online
- London Grid for Learning - for support for parents and carers to keep their children safe online.
- Net-aware - for support for parents and carers from the NSPCC
- Parent info - for support for parents and carers to keep their children safe online
- Thinkuknow - for advice from the National Crime Agency to stay safe online
- UK Safer Internet Centre - advice for parents and carers

Also see document: The School Remote Learning Policy.

Department for Education Coronavirus helpline is available for staff, parents, carers and pupils to contact if needed:

- **Email** DfE.coronavirushelpline@education.gov.uk **Tel:** 08000468687 (Mon – Fri 8-6 or Sat - Sun 10-4)

7. Children of Critical Workers

The school is able to offer care for pupils of key workers where necessary. Parents should contact the school in advance to request this service so that the school can plan accordingly. It is important to note that every child who can be safely cared for at home should be in order to limit the spread of Covid 19. When caring for children of critical workers, the safety of both children and staff is paramount and the school will follow the government guidelines on social distancing in education.

MK/CT

Updated December 2020