



SAFEGUARDING & CHILD PROTECTION (INCLUDING EYFS) POLICY & GUIDANCE	
Reviewed by:	Andy Marshall – Deputy Head Pastoral
Review Date:	September 2023
Next Review due:	September 2024



**SAFEGUARDING CHILDREN & CHILD PROTECTION
(including EYFS)
POLICY & GUIDANCE**

This Policy is reviewed annually and is subject to immediate review
in line with statutory changes as and when they take place.

Contents

1. TERMINOLOGY	7
2. INTRODUCTION	8
3. RELATED DOCUMENTS	9
4. PRINCIPLES	9
5. ROLES AND RESPONSIBILITIES	12
6. KEY PERSONNEL	16
7. STAFF TRAINING	17
8. GOOD PRACTICE GUIDELINES AND STAFF CODE OF CONDUCT	18
9. CHILDREN WHO MAY BE PARTICULARLY VULNERABLE	20
10. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) OR HAVE MENTAL HEALTH NEEDS	21
11. HIERARCHY OF INTERVENTION	22
12. EARLY HELP	24
13. WHAT TO LOOK OUT FOR AND WHEN TO BE CONCERNED	25
14. SIGNS OF ABUSE	26
15. LISTENING TO PUPILS AND RECORD KEEPING	27
16. PROCEDURE TO BE FOLLOWED BY STAFF IF THEY HAVE CONCERNS ABOUT A PUPIL'S WELFARE	28
17. DUTIES OF THE DSL ON BEING NOTIFIED OF A CONCERN ABOUT A PUPIL'S WELFARE	29
18. MAKING A REFERRAL TO CHILDREN'S SOCIAL SERVICES	29
19. INFORMING PARENTS	30
20. ALLEGATIONS ABOUT MEMBERS OF STAFF AND VOLUNTEERS	30
21. ARRANGEMENTS FOR DEALING WITH PEER-ON-PEER/CHILD ON CHILD ABUSE AND ALLEGATIONS	34
22. OTHER SAFEGUARDING ARRANGEMENTS	38
23. SAFEGUARDING PUPILS IN ONLINE LEARNING AND COMMUNICATION BETWEEN STAFF AND PUPILS	41
24. CHILDREN WHO RUN AWAY OR GO MISSING FROM HOME OR CARE	44
25. IF A PUPIL DISCLOSES TO A MEMBER OF STAFF OR VOLUNTEER	45
26. RESPONDING TO CONCERNS REPORTED BY PARENTS OR THE COMMUNITY	47
27. SUPPORT FOR PUPILS, FAMILIES AND STAFF INVOLVED IN A CHILD PROTECTION ISSUE	48
APPENDIX 1: DSL JOB DESCRIPTION – DEPUTY HEAD PASTORAL.....	54
APPENDIX 2: OTHER TYPES OF ABUSE.....	58
APPENDIX 3: FURTHER INFORMATION ON SIGNS OF ABUSE.....	63
APPENDIX 4: ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD (KCSIE, SEPTEMBER 2021).....	67
APPENDIX 5: FLOWCHART OF WHEN AND HOW TO SHARE INFORMATION	68
APPENDIX 6 MYCONCERN ENTRY GUIDANCE AND LEVELS OF NEED.....	69

CONTACT DETAILS

Position	Name	Telephone	E-mail
Designated Safeguarding Lead (DSL) (Deputy Head Pastoral)	Andy Marshall	01425 626900	andy.marshall@ballardschool.co.uk
Deputy DSL (School Nurse)	Jacqui Besley	01425 626900	jacqui.besley@ballardschool.co.uk
Deputy DSL (Head of Pre-Prep)	Jane Hunt	01425 626900	jane.hunt@ballardschool.co.uk
Deputy DSL (Head of Lower Prep)	Paul Farley	01425 626900	paul.farley@ballardschool.co.uk
Deputy DSL (Head of Senior School)	Angela Guillen	01425 626900	angela.guillen@ballardschool.co.uk
Deputy DSL (Head of Upper Prep)	Dave Steadman	01425 626900	dave.steadman@ballardschool.co.uk
Deputy DSL (Deputy Head of Lower Prep)	Dan Winch	01425 626900	Daniel.winch@ballardschool.co.uk
Deputy DSL (Pastoral Support Assistant)	Chantelle Lamb	01425 626900	chantelle.lamb@ballardschool.co.uk
Deputy DSL (Pastoral Support Assistant)	Emma Biggs	01425 626900	emma.biggs@ballardschool.co.uk
Deputy DSL (Head of DEL)	Jan Brook	01425 626900	jan.brook@ballardschool.co.uk
Deputy DSL (Head of PSHE)	Cat McCleave	01425 626900	catherine.mccleave@ballardschool.co.uk
Completed DSL training (Headmaster)	Andrew McCleave	01425 626900	andrew.mccleave@ballardschool.co.uk
Completed DSL training (Deputy Head Academic)	Matthew Higgins	01425 626900	matthew.higgins@ballardschool.co.uk
Chair of Governors	Peter Goodfellow	chairofgovernors@ballardschool.co.uk	
Nominated Safeguarding Governors	Fiona Morgan and Laila Jamil	Contact details can be obtained from Rebecca Munro (School Bursar and Clerk to the Governors) 01425 626900 or rebecca.munro@ballardschool.co.uk	

HAMPSHIRE CHILDREN'S SOCIAL CARE NUMBERS AND CONTACT DETAILS

Name	Telephone	Out of hours Telephone	Email
Duty Team/MASH	01329 225379	0300 555 1373	csprofessional@hants.gov.uk
Hants Children Services (general public)	0300 555 1384 08.30 - 17.00 (Monday – Thursday) 08.30 - 16.30 (Friday)	N/A	childrens.services@hants.gov.uk

ALLEGATIONS AGAINST STAFF

Title	Name	Telephone	e-mail
Local Authority's Designated Officer (LADO)	Fiona Armfield	01962 876364	child.protection@hants.gov.uk

EXTREMISM

Title	Name	Telephone	e-mail
Hampshire Prevent Partnership Board	Safeguarding team	0300 555 1384	
DfE non-emergency advice	Telephone helpline and mailbox	020 7340 7264	counter-extremism@education.gsi.gov.uk
www.hampshirepreventboard.org.uk			
Police	Non-emergency number Emergency number		101 999
Anti-terrorism helpline			0800 789 321

FEMALE GENITAL MUTILATION (FGM)

<https://www.hampshirescp.org.uk/wp-content/uploads/2019/10/FGM-Reporting-Duty-Flowchart-Children-Updated-2019.pdf>

OTHER USEFUL CONTACT DETAILS

Name	Telephone
Childline	0800 1111
NSPCC	0808 800 5000
Kidscape (Anti-bullying helpline for parents)	0845 120 5204
The Children's Commissioner for England - Dame Rachel de Souza (duty to promote and protect the rights of all children, with particular regard to children who are living away from home or receiving social care services.)	0207 783 8330
Child Exploitation Online Prevent (CEOP)	0870 000 3344
The Disclosure and Barring Service PO Box 3961, Royal Wootton Bassett, SN4 4HF	0300 200 190

1. TERMINOLOGY

- **Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment; preventing the impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
- **Contextual Safeguarding** all staff at Ballard School, but especially the DSLs (or deputies) will consider the context within which any incidents and/or behaviours occur. This is known as contextual safeguarding, which simply 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. Contextual safeguarding helps focus on the fact that young people experience harm beyond their families and recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.

Parents and carers have little influence over these contexts and young people's experiences of extra-familial abuse can undermine parent-child relationships. Staff at Ballard will consider the location and culture of the School and where they live when assessing the risks that young people may be exposed to, both inside and outside of the School community. When completing a social care assessment, staff will consider wider environmental factors and provide as much information as possible as part of the referral process.

- **Child Protection** refers to the processes undertaken to protect children who have been identified as suffering or at risk of suffering significant harm.
- **Significant Harm** The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development. Decisions about significant harm are complex and, in each case, require discussion with the statutory agencies: Children's Social Care and Police.
- **Staff** refers to all those working for or on behalf of the School, full-time or part-time, temporary or permanent, in either a paid or voluntary capacity.
- **Child** or children, includes everyone under the age of 18.
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parent

2. INTRODUCTION

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (Keeping Children Safe in Education, September 2023.) This policy applies to all pupils in the School.

The purpose of this policy is to inform staff, parents, contractors, volunteers and governors about the School's responsibilities for safeguarding children and to enable all parties to have a clear understanding of how these responsibilities should be carried out. It applies wherever staff members are working with pupils – even where this is away from the School, such as on educational visits.

This policy is published on the School website and is available to parents of current and prospective pupils from the School on request. Large print or other accessible formats can also be made available.

The policy is drafted in accordance with all relevant legislation and the following statutory guidance:

- Keeping Children Safe in Education September 2023 (KCSIE)
- Working Together to Safeguard Children July 2018 and updated 2019 (WTSC)
- Prevent Duty Guidance for England and Wales July 2015
- Disqualification Under the Childcare Act August 2018
- Education (Independent School Standards) Regulations 2014
- What to do if you are worried a child is being abused - advice for practitioners March 2015
- Safeguarding children and young people October 2018
- Children Missing Education September 2016
- Strategy for dealing with safeguarding issues in charities December 2017
- Safer Working Practices, Safer Recruitment Consortium, May 2019 (Addendum April 2020)
- Relationships and Sex Education (RSE) and Health Education guidance September 2021

We follow the procedures of the Hampshire Safeguarding Children Partnership. We are advised by the Local Authority Designated Officers (LADOs), with whom the DSL regularly consults on safeguarding matters. Contact details are contained at the beginning of this document.

Every complaint or suspicion of abuse from within or outside the School will be taken seriously and action will be taken in accordance with this policy.

All staff who work directly with children must read at least Part One of Keeping Children Safe in Education (2023). Staff can find a copy in the staff rooms on the safeguarding noticeboards and on SharePoint. Those staff who do not work directly with children must read either Part one or Annex A (a condensed version of Part One) of this guidance.

Following the statutory Prevent Duty Guidance for England and Wales, issued in the Counter-Terrorism and Security Act (2015), Ballard policies and procedures have “due regard to the needs to prevent people from being drawn into terrorism”, with particular reference to the Prevent Duty: Departmental advice for schools and childminders, (June 2015) (paragraphs 57-76). In addition, the Use of Social Media for Online Radicalisation (July 2015) advice is followed.

3. RELATED DOCUMENTS

In writing this policy and these procedures we have had due regard to Section 175 / Section 157 of the Education Act 2002 and the following statutory guidance, non-statutory advice and other advice:

- a. Keeping Children Safe in Education (September 2023) (KCSIE)
- b. Disqualification Under the Childcare Act (2006)
- c. What to do if you're worried a child is being abused (March 2015)
- d. Working Together to Safeguard Children (July 2018)
- e. Information Sharing (July 2018) f. Prevent Duty Guidance: for England and Wales (April 2019)
- g. The Prevent Duty: Departmental Advice for Schools and Childminders (June 2015)
- h. The use of social media for on-line radicalisation (July 2015)
- i. SEND Code (April 2020)
- j. Mental health and behaviour in schools (November 2018)
- k. Counselling in Schools: a blueprint for the future (February 2016)
- l. Disqualification Under the Childcare Act 2006 (August 2018)
- m. Mandatory Reporting of Female Genital Mutilation – procedural information
- n. Teaching Online Safety in Schools - (June 2019)
- o. Children Missing from Education - (September 2016)
- p. Sexual violence and sexual harassment between children in schools and colleges (September 2021)
- q. When to call the Police - Guidance for Schools and Colleges 2020
- h. Meeting digital and technology standards in schools and colleges - (GOV.UK 2023)
- l. Working together to improve school attendance - (DfE- May 2022)

4. PRINCIPLES

Ballard School is committed to safeguarding and promoting the welfare of all pupils in our care, and expects all staff, governors and volunteers to share this commitment. To achieve this, the School seeks to create a safe, School environment and a strong pastoral system. Staff are trained to listen to pupils' concerns, identify issues early and respond appropriately following agreed procedures. The School will consider what

is in the best interest of the child. All staff members will maintain an attitude of “it could happen here” where safeguarding is concerned.

The School will take all reasonable measures to:

- Ensure that we practise safer recruitment in checking the suitability of staff, governors and volunteers (including staff employed by other organisations) to work with children and young people. Staff recruitment procedures are outlined in detail in the School's Recruitment Policy;
- Ensure that, where staff from other organisations are working with our pupils on another site, we have received confirmation that appropriate child protection checks and procedures apply to those members of staff and that any such checks do not raise any issues of concern in relation to the suitability of those staff members working with children;
- Make sure all staff involved in child protection issues will receive appropriate support
- Follow the local inter-agency procedures of the Hampshire Safeguarding Children Partnership and contribute to inter-agency working;
- Support pupils in need through early intervention and, where appropriate, support them in co-operation with multi-agencies who are working to the Common Assessment Framework (CAF) and as part of the Team around the Child (TAC) approach;
- Be alert to signs of abuse, both in the School and from outside and to protect each pupil from any form of abuse, whether from an adult or another pupil;
- Deal appropriately with every suspicion or complaint of abuse and support pupils who have been abused in accordance with their agreed child protection plan;
- Design and operate procedures which promote this policy, but which, so far as possible, ensure that teachers and other staff who are innocent are not prejudiced by false allegations;
- Be alert to the needs of pupils with physical and mental health conditions. All staff should be aware that:
 - They are well placed to observe children day-to-day and identify that they may be experiencing a mental health problem or be at risk from developing one
 - 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
- Operate robust and sensible health and safety procedures;
- Operate clear and supportive policies on drugs, alcohol and substance misuse;
- Assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;
- Identify children who may be susceptible to extremist ideology and radicalisation, and know what to do when they are identified;

- Take all practicable steps to ensure that School premises are as secure as circumstances permit;
- Teach pupils about safeguarding issues and about how to keep themselves safe (including online and when working online at home);
- Ensure that any deficiencies in our child protection and safeguarding procedures are remedied without delay;
- Monitor attendance closely and contact parents daily if a child is missing without explanation. Pupils who are repeatedly absent or who are absent for long periods of time without reasonable explanation will be discussed with Hampshire Children's Services;
- Understand the mandatory duty to inform the local authority of children in private fostering arrangements. A private fostering arrangement is one made without the involvement of the 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 it should last 28 days or more. A close relative is a brother, sister, uncle, aunt, grandparent and includes half siblings and step parents: it does not include great-aunts or uncles, great grandparents or cousins;
- Recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning and poor mental health;
- Recognise that pupils with SEND needs are more likely to be at risk of social isolation;
- Understand that some children are at greater risk of harm than others, both **online and offline**;
- Ensure out-of-school-setting providers use our School premises, adopting safeguarding arrangements as per the Keeping Children Safe in out-of-school settings document:
<https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice/keeping-children-safe-during-community-activities-after-school-clubs-and-tuition-non-statutory-guidance-for-providers-running-out-of-school-settings>
- Recognise the significance of the Equality Act 2010 to school safeguarding:
 - must not unlawfully discriminate against pupils because of their protected characteristics;
 - must consider how they are supporting pupils with protected characteristics;
 - must take positive action, where proportionate, to deal with the disadvantages these pupils face. For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment; and
- Recognise the implications of the Public Sector Equality Duty (PSED) for education settings. This includes a need to be conscious that pupils with protected characteristics may be more at risk of harm.

The policy will reference online abuse and abuse that will take place in person; we understand that they are not mutually exclusive, and children can experience these types of abuse simultaneously. This policy will also refer to harassment. Harassment is determined legally as behaviour from one person towards at least one other which is intended to cause alarm or distress. Sexual harassment is meant, in the context of this policy, as unwanted conduct of a sexual nature, whether occurring online or offline.

This policy will be reviewed at least annually unless an incident, new legislation or guidance suggests the need for an interim review.

5. ROLES AND RESPONSIBILITIES

All staff (including governors, supply staff and volunteers) are under a general legal duty to:

- contribute to providing a safe environment in which children can learn;
- attend appropriate safeguarding and child protection training (2-yearly, level 1 refresher), annually as directed by the DSL and as and when additional updates are required;
- be aware of indicators of the different forms of abuse and neglect, including the issues regarding domestic abuse;
- assist children in need and to protect children from abuse, neglect, radicalisation and extremism;
- be familiar with the School's policies pertaining to safeguarding and child protection procedures and follow them;
- know how to access and implement the procedures, independently if necessary;
- keep a sufficient record of any significant complaint, conversation or event;
- report any matters of concern to the DSL or, where appropriate, to one of the key contacts in accordance with this policy; and
- support social services and any other agencies following any referral.

THE DESIGNATED SAFEGUARDING LEAD (DSL)

The School has appointed a Designated Safeguarding Lead (DSL); this individual is a member of the School Leadership Team and holds the position of the Deputy Head (Pastoral). The DSL takes lead responsibility for safeguarding (including online safety and monitoring filtering and monitoring systems) and child protection, and is the first point of contact for parents, pupils, staff and others if they have any concerns about safeguarding or child protection. The School also has a team of Deputy DSLs, ensuring that there is always an appropriately trained and designated person in the School at all times. The School recognises that the role of the DSL carries a significant level of responsibility and they should be given the time, funding, training, resources and support they need to carry out their role effectively. A full description of the responsibilities of the DSL is set out in Appendix 1 of this policy but can be summarised as follows:

Raise awareness

- provide support, advice and expertise on all matters concerning safeguarding;
- encourage a culture among staff of listening to pupils that takes into account their wishes and feelings;
- ensure this policy is known, understood and used appropriately, and reviewed at least annually;
- monitor the operation of this policy and regularly review and update the School's child protection procedures and their implementation, working with the governors, as necessary; and

- ensure that all members of staff and volunteers receive the appropriate training on child protection, keep and maintain records of this training and ensure that staff are aware of training opportunities and the latest local policies on safeguarding.

Manage referrals

- advise and act promptly upon all safeguarding concerns reported to them;
- refer cases of suspected abuse to the local authority children's social services and the Local Authority Designated Officer (LADO) where appropriate;
- support staff who make or consider making any such referrals and liaise with the local authority children's social services on behalf of the School as required;
- refer cases to the Channel programme where there is a radicalisation concern as required (understanding that someone referred to Channel will be required to provide their consent before any support is provided) and support staff who make or consider making any such referrals;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service;
- refer cases where a crime may have been committed to the Police referring to the When to Call Police guidance from the NSPCC;
- keep detailed, accurate, secure written records of concerns or referrals (the School uses MyConcern software to do this);
- where appropriate, take part in child protection conferences or reviews by the local authority;
- keep the Headmaster informed of all concerns and actions, especially ongoing enquiries under s.47 Children's Act 1989 and Police investigations;
- monitor records of pupils in the School who are subject to a child protection plan, to ensure that they are maintained and updated as notifications are received; and
- monitor the confidentiality and storage of records relating to child protection and where a pupil leaves, ensure their child protection file is copied for the new school as soon as possible and transfer it separately from the main pupil file, ensuring secure transit and confirmation of receipt is obtained within five school days.

Promote Educational Outcomes

- by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and the Leadership Team; and
- where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks)

and about promoting welfare (for example, considering the provision of pastoral and/or academic support alongside action by statutory services).

Prevent

- understand and support the School with regard to the requirement of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation; and
- ensure that staff inviting visiting speakers to the School have completed the risk assessment form for them. All speakers need to have read our safeguarding advice to visitors' leaflet in main reception on signing in.

NOTIFICATION OF INCIDENTS TO THE GOVERNING BODY

The Nominated Safeguarding Governors meet with the Deputy Head Pastoral throughout the year. During these meetings, a picture of the current pastoral landscape is given. Whilst no names or specific cases will be discussed, trends and patterns on MyConcern will be presented and any significant issues highlighted. A termly summary of pastoral and safeguarding incidents, written by the Deputy Head (Pastoral) is presented within the Headmaster's Report which is delivered at the beginning of every full Governing Body meeting. Safeguarding and discipline are standing agenda items on the Education Committee agenda, allowing the Nominated Safeguarding Governors time to brief the committee about any relevant issues.

Serious incidents relating to behaviour, bullying or safeguarding will be notified to the Nominated Safeguarding Governors and the Chair of Governors as they occur. Such incidents will include:

- events or actions likely to result in a suspension of a pupil due to a disciplinary offence (to include bullying and child-on-child abuse);
- events or actions likely to result in the exclusion or withdrawal of a pupil due to a disciplinary offence (to include bullying and child on child abuse);
- A pupil death or serious illness;
- A pupil referral to the Local Authority; and
- A report to the LADO about a member of staff.

DEPUTY DESIGNATED SAFEGUARDING LEADS (DDSL)

DDSLs are trained to the same standard as the DSL and, in the absence of the DSL, carry out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of a long-term absence of the DSL, a deputy will assume responsibility for all the activities described above. On a day-to-day basis safeguarding activities may be delegated to a DDSL but ultimate lead responsibility for safeguarding and child protection remains with the DSL. All DDSLs meet weekly with the DSL at pastoral meetings; ongoing cases are reviewed, and safeguarding strategy is discussed within the School. The DSL and DDSLs will regularly discuss "lessons learnt" during meeting time.

THE HEADMASTER

The Headmaster is responsible for ensuring that the procedures outlined in this policy are followed on a day-to-day basis. To this end, the Headmaster will ensure that:

- the safeguarding and child protection policy and procedures adopted by the governing body are implemented and followed by all staff;
- the allocation of sufficient time, training, funding, support and resources necessary to enable the DSL and DDSs to carry out their roles effectively is given, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- matters which affect pupil welfare are adequately risk assessed by appropriately trained individuals and for ensuring that the relevant findings are implemented, monitored and evaluated;
- systems are in place for children to express their views and give feedback which operate with the best interests of the child at heart;
- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the School's Whistleblowing Policy;
- pupils are provided with opportunities throughout the curriculum and wider co-curricular programme to learn about safeguarding, including keeping themselves safe online;
- ensure safer recruitment procedures in line with Part 3 of KCSIE, September 2023 are being adhered to, informing shortlisted candidates that the School will conduct an online search;
- liaise with Local Authority Designated Officer (LADO) before taking any action and on an ongoing basis, where an allegation has been made against a member of staff or volunteer; and
- notify the Disclosure and Barring Service and, where appropriate, the Teaching Regulatory Authority of anyone who has harmed or may pose a risk to a child.

GOVERNING BOARD

The Governing Board has overall responsibility to ensure compliance with child protection statutory requirements and actively promote the wellbeing of pupils. It is the role of the Governing Board to provide scrutiny of Safeguarding policy and practice. Our Governors will meet with staff and check their understanding of their child protection responsibilities. The Board will receive regular reports on child protection policies and updates. Governors receive appropriate safeguarding and child protection training at induction, and then at regular intervals. Training provides them with the knowledge to ensure the School's safeguarding policies and procedures are effective.

The Governing Body takes seriously its responsibility to fulfil its duty of care in promoting the welfare of children, ensuring their security and protecting them from harm. To this end the School Governors will ensure that:

- an effective, up-to-date child protection policy is in place and made available on the School's website;
- other policies, as prescribed Part Two of KCSIE, are in place and operational;
- required pre-employment checks are being carried out in a timely way and correctly recorded in the Single Central Register;
- all staff receive safeguarding training in accordance with this policy;

- pupils are taught about safeguarding, including online safety;
- the School's safeguarding arrangements take into account the procedures and practice of the Hampshire Children's Safeguarding Board;
- the School contributes to inter-agency working, including providing a co-ordinated offer of early help when additional needs of children are identified;
- appropriate filters and monitoring systems are in place to keep children safe online; make sure the DSL takes responsibility for understanding the filtering and monitoring systems and processes in place. The Governing Body will review the DfE's filtering and monitoring standards and liaise with our IT staff to ensure the standards are met; and
- the School reports to their local authority any child who joins or leaves at non-standard transition times in line with statutory and local authority guidance.

SAFEGUARDING GOVERNOR

The School governors have appointed two nominated governors for safeguarding to take a lead in relation to responsibility for safeguarding arrangements. The nominated Governors:

- discuss safeguarding matters with the DSL once per term and more regularly if needed;
- liaise directly with the local authority and/or partner agencies where appropriate; and
- oversee an annual audit of the School's safeguarding procedures using an audit proforma provided by the local authority and submits a written report to the Governing Body with recommendations for further improvements. The annual written report will typically consider: the effectiveness and implementation of relevant policies; staff safeguarding training; staff recruitment procedures; the handling of safeguarding issues; referral management; the contribution the School is making to inter-agency working; and the provision for teaching pupils how to keep themselves safe. This audit will form part of the annual review undertaken by the Governing Body as a whole to ensure that all policies, procedures and training provided by the School are effective and comply with the law.

The nominated Governors for safeguarding are Ms Laila Jamil and Mrs Fiona Morgan.

PARENTS

If parents should become concerned either about their own child or children, or another pupil or pupils at Ballard School, they should contact the DSL. Should the concern relate to the DSL, the DDSLs, or another member of staff, the Headmaster should be contacted.

6. KEY PERSONNEL

The DSL at the School is Mr Andy Marshall, Deputy Head (Pastoral) and a member of the Leadership Team. If the DSL is unavailable, the role will be carried out by one of the Deputy DSLs; their contact details are provided at the beginning of this policy. The DSL or Deputy DSLs are always available during School hours to discuss safeguarding concerns with staff, either in person or via telephone or email.

If the DSL and Deputy DSLs are unavailable, the role will be carried out by another member of the Leadership Team. Outside of School hours and during out of term activities, a designated member of the DSL team will assume responsibility and the rota is made available to all staff.

The DSL is the designated member of staff who oversees the welfare of looked after children.

Contact details for all the above can be found at the beginning of this policy.

7. STAFF TRAINING

Staff training encourages all members of staff to maintain an attitude of 'it could happen here' where abuse and neglect are concerned, thinking "What if I am right?" if they are unsure as to whether to pass information on, rather than "what if I am wrong?" 'Professional curiosity' is a key message for all our staff.

Induction training for all new members of staff, including temporary employees or volunteers, includes formal child protection training which covers:

- This Safeguarding policy and related policies on Anti-Bullying, E-Safety, Mental Health and Prevent*;
- Part One of KCSIE*;
- The role, identity and contact details of the DSL and Deputy DSLs;
- Policies on Acceptable Use of IT and Online Safety*;
- The Assertive Discipline policy*;
- The School's Children who go Missing from Education policy;
- The Staff Code of Conduct*;
- The School policy on Whistleblowing*;
- The Hampshire Safeguarding Childrens Board procedures and contact details;
- individual roles, vulnerabilities and protecting themselves; and
- MyConcern entry (if applicable).

* Copies of these documents will be provided either in paper form or electronically as part of the induction process and new staff will be required to sign a declaration confirming they have read and understood them. A proportional, risk-based approach will be taken to determine the level of information provided to temporary staff and volunteers.

All staff involved in regulated activity, will undertake appropriate child protection training in line with Hampshire Safeguarding Children's Board guidance. In addition, all staff will receive safeguarding updates delivered through a combination of INSET, the weekly safeguarding quiz, appropriate email updates and the completion of relevant e-courses on a regular basis and at least annually.

Safeguarding training is co-ordinated by the DSL and includes Online Safety and Prevent training, where appropriate.

All staff receive updated copies of the policies referred to above and are required to confirm that they have read and understood them. In addition, Part One and, where appropriate, Annex A of KCSIE are reissued to staff at the start of every academic year and whenever this statutory guidance is updated by the DfE. Staff training provides an opportunity to check and consolidate their understanding of Ballard's policies and current statutory guidance. Staff can also access the policies and additional materials on SharePoint.

The School continually assesses the appropriate focus for staff training so that it can respond to specific safeguarding concerns such as mental health, online safety, radicalisation, child sexual exploitation, child criminal exploitation, sexual violence and harassment, domestic abuse and female genital mutilation.

The DSL and Deputy DSLs undertake training that is in accordance with locally agreed procedures to provide them with the knowledge and skills necessary to carry out their role. This training includes Prevent awareness training and will be updated every two years. Additional specialist training will be provided to those who have specific responsibility for safeguarding or for Looked After Children. They also refresh their knowledge and skills at regular intervals (and at least annually) by following developments in safeguarding to:

- keep abreast of best practice for promoting a culture of listening to children;
- remain up-to-date on the mechanics of inter-agency working as operated by Hampshire Safeguarding Children's Board;
- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have an up-to-date working knowledge of how local authorities conduct a child protection case conferences so they can contribute to these effectively when required to do so;
- be alert to the specific needs of children in need, those with special educational needs and young carers;
- understand and support the School with regard to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation; and
- be able to keep proper written records of concerns and referrals.

8. GOOD PRACTICE GUIDELINES AND STAFF CODE OF CONDUCT

To meet and maintain our responsibilities towards pupils, we identify standards of good practice and set out our expectations of all staff in the school's Staff Code of Conduct, which all members of staff and volunteers are required to read and sign before starting work in the School. It should be read in conjunction with this policy. In summary, expectations of staff include:

- treating all pupils with respect;
- setting a good example by conducting ourselves appropriately;
- involving pupils in decisions that affect them;
- encouraging positive, respectful and safe behaviour among pupils;

- being a good and active listener;
- being alert to changes in pupils' behaviour and to signs of abuse and neglect and exploitation;
- recognising that challenging behaviour and mental health difficulties may be an indicator of abuse;
- reading and understanding the School's Child Protection and Safeguarding Policy, Staff Code of Conduct and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, criminal and sexual exploitation, extremism, online safety and information-sharing;
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid;
- taking particular care where close one-to-one tuition is required (such as LAMDA, music lessons, learning support lessons and sports tuition) and following procedures such as ensuring staff are not blocking the child's route to the door and ensuring visibility through the glass pan or open door;
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language;
- not participating in, tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- challenging behaviours (potentially criminal in nature) which constitute sexual harassment, such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts;
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse;
- applying the use of reasonable force and physical intervention only as a last resort and in compliance with school procedures and Hampshire Safeguarding guidance;
- referring all concerns about a pupil's safety and welfare to the DSL or, if necessary, directly to the Police or Children's Social Care;
- following the School's rules regarding communication and relationships with pupils, including via social media; and
- referring all allegations against members of staff, volunteers or other adults that work with children and any concerns about breaches of the Staff Code of Conduct directly to the Head; and any similar allegations against or concerns about the Head, follows referral to the Chair of the Governing Body.

Staff must pass on any safeguarding concerns they may have regarding a pupil without delay to the DSL, even if the pupil is not in immediate danger. They should not assume that someone else will address this; it is everyone's responsibility to raise their concerns and share information that might be critical in keeping children safe. The member of staff and the DSL should have a discussion and agree a course of action, although any member of staff may make a referral to children's social

care. All appropriate options will be looked at to support the pupil such as referral to the Early Help services or other specialist services that are set by the Hampshire Safeguarding.

9. CHILDREN WHO MAY BE PARTICULARLY VULNERABLE

Some children are more vulnerable to abuse and neglect than others, both online and offline. Several factors may contribute to that increased vulnerability, including prejudice and discrimination; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; as well as an individual child's personality, behaviour, disability, mental and physical health needs and family circumstances.

To ensure that all our pupils receive equal protection, we will give special consideration to children who are:

- disabled, have special educational needs or have mental health needs;
- young carers;
- affected by parental substance misuse, domestic abuse and violence or parental mental health needs;
- asylum seekers;
- looked after by the Local Authority, otherwise living away from home or were previously looked after;
- in receipt of support and services from a social worker;
- vulnerable to being bullied, or engaging in bullying behaviours;
- living away from home or in temporary accommodation;
- living transient lifestyles;
- living in chaotic and unsupportive home situations;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality;
- at risk of child sexual exploitation (CSE) and/or child criminal exploitation;
- at risk from or are involved with serious violent crime;
- do not have English as a first language;
- at risk of female genital mutilation (FGM);
- at risk of forced marriage;
- at risk of being drawn into extremism; and
- LGBTQ+ children.

The School recognises the importance of providing these children with a safe space for them to speak out or share their concerns with members of staff.

This list provides examples of additionally vulnerable groups and is not exhaustive. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can manifest themselves via child-on-child abuse including, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults, up-skirting, downblousing, sexual harassment, initiation/hazing type violence/rituals and sexting (or youth produced sexual imagery).

Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children and parents/carers with communication needs.

10. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) OR HAVE MENTAL HEALTH NEEDS

The non-statutory guidance Mental health and behaviour in schools (2018) and Promoting children and young people's emotional health and wellbeing; a whole school approach (2015, updated 2021) inform the mental health procedures adopted by our School.

Children with special educational needs and disabilities (SEND), or who have mental health needs can face additional safeguarding challenges. We understand that children with SEND needs are more at risk of social isolation. If required, the School will seek further support on children with special educational needs, by using the Special Educational Needs and Disabilities Information and Support Services (SENDIASS).

Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability or mental health issues without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming those barriers.

Staff are trained to manage these additional barriers to ensure this group of children are appropriately safeguarded; and are aware that mental health difficulties can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff are not expected or trained to diagnose mental health conditions or issues, but they will record and report any concerns about a child's mental health to the Designated Safeguarding Lead as with any other safeguarding concern, recognising that mental health concerns may be an outcome and/or indicator of wider safeguarding issues and concerns.

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.

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. By being attentive to a child or young person's mood and behaviour, staff can recognise patterns that suggest they need support.

Common warning signs of mental health issues include:

- sudden mood and behaviour changes;
- self-harming;
- unexplained physical changes, such as weight loss or gain;
- sudden poor academic behaviour or performance;
- sleeping problems; and
- changes in social habits, such as withdrawal or avoidance of friends and family.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the Child Protection and Safeguarding Policy and speaking to the Designated Safeguarding Lead or a DDSL.

Staff should always act on a concern they may have and not assume that a colleague or another professional will take action. Early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Staff should not assume that other professionals will share information that might be critical in keeping children safe.

If a pupil is suspected of having a mental health problem, a graduated response process (assess – plan – do – review) is followed:

- an assessment to establish the pupil's needs;
- a plan to set out how the pupil will be supported;
- action to provide that support; and
- regular reviews to assess the effectiveness of the provision and lead to changes where necessary.

Reasonable steps should be taken immediately to help safeguard the child's mental health, even before any formal diagnosis.

Prevention of mental health issues forms part of PSHE and pastoral programmes throughout the School. Early-stage interventions include monitoring, signposting to online sources of help and individual support from the School Nurse, Pastoral Support Assistant, counsellor and other members of the Pastoral Team. Parents are advised that their child should visit a doctor to seek medical advice. Early Help may be initiated at this stage if appropriate.

The Head of DEL can assist with referrals to a clinical psychologist or psychiatrist.

11. HIERARCHY OF INTERVENTION

Ballard School publishes threshold guidance that all staff and volunteers in the School can use to consider how best to meet the needs of individual children and young people. This guidance provides a summary of thresholds for intervention in relation to a continuum of need, ranging from children who need no additional intervention to those who require intensive help and specialist support. Children's needs are not static and they may experience different needs - at different points on the continuum - throughout their childhood years.

Within the continuum, there are four levels of intervention:

Level 1: Children with no additional needs ('Universal')

These are children all of whose health and developmental needs will be met by universal services such as housing, mainstream education, primary health care, community resources alone. Children and young people at this level are achieving expected outcomes. There are no identified unmet needs or the need is at a low level and can be met by the universal services or with some limited additional advice or guidance. Children, young people, parents and carers can access these services directly.

Level 2: Children requiring early help ('Targeted' and 'Targeted Complex')

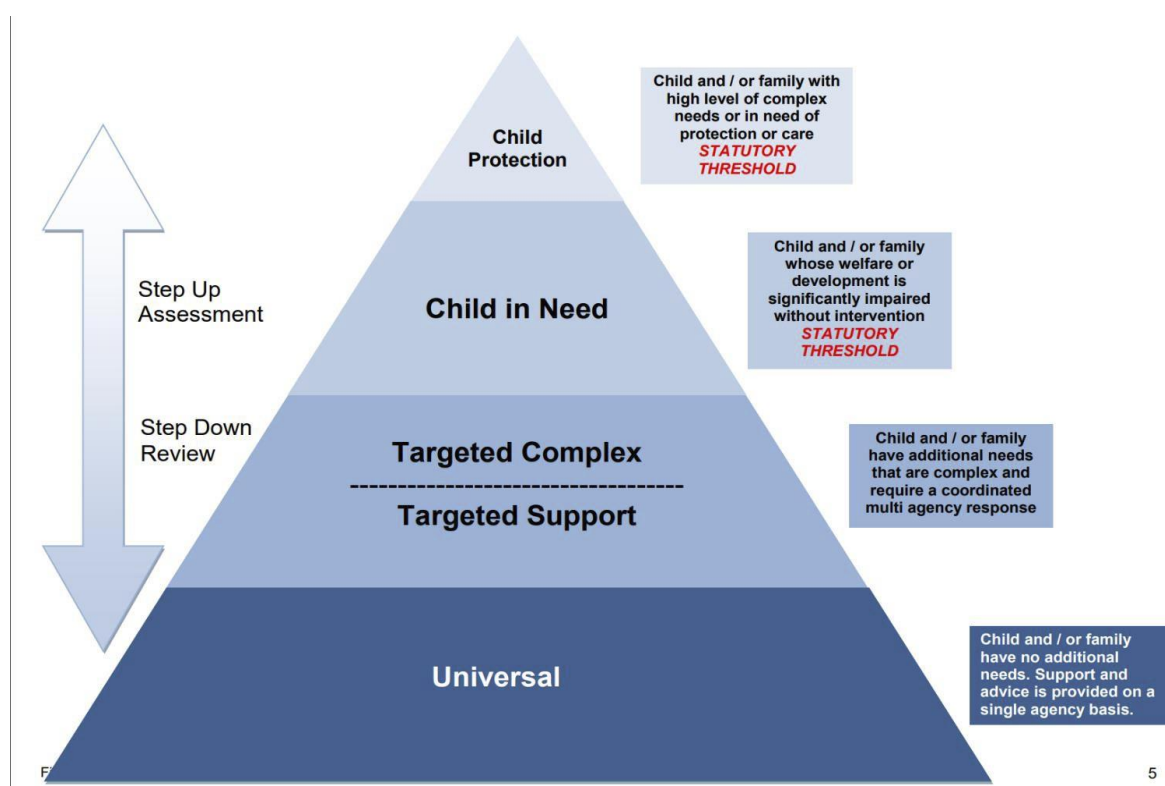
These are children whose needs are not clear, not known or not being met. They may be vulnerable and showing early signs of abuse and/or neglect. Children and young people at this level are in need of co-ordinated early help and support from services. This is the threshold for the provision of co-ordinated early help informed by inter-agency examination of need using the CAF or a Family CAF. Where a CAF or Family CAF has identified additional needs that are more complex and indicate a higher level of risk factors, a more co-ordinated multi-agency response may be required. This is the threshold for a referral to the multi-agency Early Intervention Hub.

Level 3: Children in need

These are children with high-level additional unmet needs. They are unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly, or further, impaired without the provision of services. This is the threshold for an assessment led by children's social care under s.17 Children Act 1989.

Level 4: Children at risk

These are children who are suffering or are likely to suffer significant harm. This is the threshold for child protection. These children are likely to have already experienced adverse effects and to be suffering from poor outcomes. They will require intensive support under s.47 Children Act 1989. This is the threshold for child protection and may lead to court proceedings/voluntary accommodation arrangements in order to implement timely permanency planning processes to promote positive outcomes for the child in this regard. The diagram below shows the continuum of need which reflects these levels.



EARLY HELP

The School recognises the importance of providing early help to pupils to provide support for a problem as soon as it arises, to prevent it from escalating. We recognise that young people may face many challenges that put them in need of support and ensure that staff are aware of them. These include: stress, peer pressure, body image concerns, anxiety and relationship issues.

Pupils are encouraged to raise concerns as soon as they are identified, either to the DSL, their form tutor, or any teacher, so that effective early support can be provided.

If staff believe that a pupil could benefit from early help, they should discuss the matter with the DSL who will consider what action should be taken, taking into account the Hampshire Safeguarding Children Partnership threshold criteria.

If early help is provided, the situation will be monitored carefully and a referral to children's social services made if the pupil's situation does not appear to be improving.

The School has various mechanisms to help identify emerging problems, including a pastoral team who meet on a weekly basis. It provides regular staff training to heighten staff awareness of welfare challenges facing young people and helps them to identify children who might benefit from early help.

The School recognises the increased vulnerability of young people to whom any or all of the following apply:

- they are disabled or have special educational needs;
- they do not have English as a first language;
- they are looked after children;
- they are acting as a young carer;
- they are showing early signs of abuse or neglect; and
- they may be subject to discrimination and maltreatment on the grounds of race, religion, ethnicity, sexual orientation or sexual identity.

Such children may be more likely to need early help. Also, recognising abuse or neglect may be more difficult for these children for a variety of reasons, including:

- assumptions that indicators of possible abuse such as behaviour, mood or injury relate to a pupil's disability without further exploration;
- that pupils with special educational needs or disabilities can be disproportionately impacted by bullying without outwardly showing any signs;
- communication barriers and difficulties overcoming these barriers; and
- a disabled child's understanding of abuse.

12. WHAT TO LOOK OUT FOR AND WHEN TO BE CONCERNED

All staff should be aware of the types and signs of abuse and neglect so that they are able to identify pupils who may be in need of help or protection. If staff are unsure, they should always speak to the DSL.

Child abuse is 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Staff should be aware of the four main categories of child abuse which are commonly identified:

- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children to frequently feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing or shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Serious bullying is a form of abuse and therefore will be treated as a child protection concern if there is reasonable cause to suspect a child is suffering, or likely to suffer, significant harm.

Other forms of abuse which staff should be aware of are:

- Children Missing from Education
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE) County Lines
- Domestic abuse
- Honour-Based Abuse (HBA): Female Genital Mutilation (FGM), Forced marriage and Breast Ironing
- Radicalisation
- Children and the court system
- Children with family members in prison
- Homelessness
- Child on child abuse
- Sexual violence and sexual harassment (including 'up-skirting')

These are defined more fully in Appendix 2 and further information is contained in Part 1 and Annex A of KCSIE September 2023.

13. SIGNS OF ABUSE

Possible signs of abuse include the following (but are not limited to and do not necessarily mean that abuse is occurring):

- the pupil discloses that he or she has been abused, or asks a question which gives rise to that inference;
- a pupil's injury cannot be reasonably or consistently explained, or is unusual in type or location;
- a pattern or frequency of injuries is emerging;
- the pupil engages in extreme or challenging behaviour or there is a sudden change in the pupil's behaviour;
- the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss reasons;
- the pupil appears neglected (e.g. dirty, hungry, inadequately clothed);
- the pupil appears reluctant to return home or has been openly rejected by parents or guardians;
- the pupil's development is delayed in terms of emotional progress;
- the pupil withdraws emotionally - showing a lack of trust in adults;
- the pupil shies away from being touched or flinches at sudden movements; and
- the pupil loses or gains weight.

Further guidance is provided in Appendix 3. Other sources of information on the signs of abuse include: the DfE advice note [What to do if you're worried a child is being abused](#) (2015); and the [NSPCC](#) website.

14. LISTENING TO PUPILS AND RECORD KEEPING

The School provides a range of opportunities for pupils to be listened to. These include: the opportunity to meet our Pastoral Support Assistants; daily interactions with their Form Tutor, House meetings; School Council meetings; the School counsellor and Pastoral Team; and annual pastoral surveys. The School recognises that children may not feel ready or know how to tell someone they are being abused.

Contact details for support agencies, including the NSPCC are available on posters in all building, as are details about the School's Pastoral Team.

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

- immediately stop any other activity to listen;
- listen carefully to the pupil and keep an open mind - do not interrupt the child or be afraid of silences;
- limit the questioning to the minimum necessary for clarification using "what, when, how, where" but avoid using leading questions such as, "has this happened to your siblings?" which may prejudice an investigation;
- not make any attempt to investigate the incident themselves or make a decision as to whether or not the pupil has been abused;
- reassure the pupil, but never promise not to tell anyone. Instead, explain who has to be told to ensure that proper action is taken in accordance with this policy;
- discuss the conversation with the DSL as soon as possible and take no further action unless instructed to do so by the DSL or the Headmaster;
- only share information on a need-to-know basis; and
- make a full written record of the conversation as set out below.

Staff must record in writing all concerns, discussions and decisions made about a child as soon as possible on MyConcern. Details of how to do this can be seen in Appendix 6. The recording must be a clear, precise and factual account of the conversation or observations. Where a child has made a disclosure, the record must include details of:

- its date, time and place;
- what was said and done by whom and in whose presence; and
- any noticeable non-verbal behaviour or words used by the child.

Any other evidence (for example, scribbled notes, mobile telephones containing text messages, clothing, computers) must be kept securely and passed on to the DSL as soon as possible. No copies should be retained by the member of staff or volunteer. Notes may be scanned and uploaded onto MyConcern.

Where a report includes an online element, staff should, where possible, avoid viewing illegal images of a child and under no circumstance should such images be forwarded electronically.

15. PROCEDURE TO BE FOLLOWED BY STAFF IF THEY HAVE CONCERNS ABOUT A PUPIL'S WELFARE

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 designated safeguarding lead (or deputies), should consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding. In practice this simply 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. Children's social care assessments should consider such factors so it is important to provide as much information as possible as part of the referral process.

If a member of staff has concerns about a pupil's welfare, they must inform the DSL as soon as possible, unless the concerns involve an allegation against a member of staff, in which case the procedures set out in the section Allegations against members of staff and volunteers below should be followed.

All concerns, discussions, decisions made and the reasons for those decisions should be recorded in writing on MyConcern. If in doubt about recording requirements, staff should discuss with the DSL.

When a child is not considered at risk of harm, but still has an unmet need that could mean they are in a Child in Need, a referral should be made by the DSL to Children's Social Care. Parental consent for referrals of this type is not required in these circumstances.

However, it is best practice for such concerns to be discussed first with parents and any subsequent referral to be made transparently with their knowledge.

If a pupil is in **immediate danger** or is at **risk of harm**, a referral should be made to children's social services and/or the Police immediately. Anyone can make a referral, although if a referral is made by someone other than the DSL, the DSL should be informed as soon as possible.

If the School receives an allegation relating to an incident where an individual or organisation was using the School premises for running an activity for children, our safeguarding policies and procedures will be used and the local authority designated officer (LADO) will be informed, as per any safeguarding allegation.

If a teacher discovers that an act of female genital mutilation (FGM) appears to have been carried out on a girl under 18, the individual **must** report this to the Police. Unless the individual has a good reason not to, they should also still inform the DSL. This statutory duty does not apply to suspected cases of FGM or those at risk of FGM, which should both be addressed in accordance with the safeguarding procedures described in this policy. (For further details, see Annex A of KCSIE and ['Guidance for Schools'](#) information)

The normal safeguarding procedures outlined in this Policy must be used when there are concerns about children who may be at risk of being drawn into terrorism.

Parents can report to the DSL on the welfare of any pupil in the School, whether their own child or not. If preferred, parents may discuss concerns in private with the pupil's teacher or other member of staff, who will notify the DSL.

Any member of staff may refer a matter to children's social services directly. This could happen in exceptional circumstances such as in an emergency or if there is a genuine concern that appropriate action has not been taken.

16. DUTIES OF THE DSL ON BEING NOTIFIED OF A CONCERN ABOUT A PUPIL'S WELFARE

When the DSL is notified of any concerns about a pupil's welfare, he or she will decide on the appropriate course of action. In particular, the DSL will decide whether a referral should be made to children's social services.

Factors that the DSL should bear in mind when making their decision include:

- the best interests of the child
- the nature and seriousness of the complaint
- the referral threshold set by the Local Safeguarding Board
- the child's wishes or feelings
- the inter-agency procedures of the Local Safeguarding Board
- where relevant, local information sharing protocols relating to Channel referrals

If the DSL decides not to make a referral, but to support the pupil with early help, the DSL will keep the situation under review and consider a later referral to children's social services if the pupil's situation does not appear to be improving.

17. MAKING A REFERRAL TO CHILDREN'S SOCIAL SERVICES

If a pupil is NOT in immediate danger or at risk of suffering harm but is in need of additional support from one or more agencies, the DSL will make a referral to children's social services in the Local Authority in which the child lives.

If the initial referral is made by telephone, the DSL should confirm the referral in writing. Confirmation of the referral and details of the decision on what action will be taken should be received from the Local Authority within one working day. If this is not received, the DSL will contact children's social services again.

If the DSL is not sure whether a referral should be made, he/she will consult with children's social services on a no-names basis. However, if at any stage sufficient concern exists that a pupil may be at risk of harm or in immediate danger, a referral to children's social services and/or the Police will be made immediately.

If the referral is made by a member of staff other than the DSL, the DSL should be informed as soon as possible that a referral has been made.

The School is not required to obtain parental consent prior to a referral being made to statutory agencies.

If, after a referral, the pupil's situation does not appear to be improving, the DSL should contact children's social services again to follow the matter up and ensure that their concerns are addressed and the pupil's situation improves.

Where relevant, the School will co-operate with the Channel panel and the Police in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The School will respond to requests for information from the Police promptly and in any event within five to ten working days.

Where a child and family would benefit from co-ordinated support from one or more agency (for example: education, health, housing, Police) there should be an inter-agency early help assessment and procedures will be put in place by children's services to arrange this. The School will co-ordinate with the local agencies involved.

18. INFORMING PARENTS

Parents will usually be informed of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult with the Local Authority Designated Officer, children's social services, the Police and/or the Headmaster before discussing details with parents.

For Channel referrals, the DSL must seek the consent of the pupil (or their parent/guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case, but may relate to issues such as the health of the individual, law enforcement or protection of the public.

When the School decides to refer a particular complaint of abuse to social services or the Police, the parents/guardian and pupil will be informed in writing of their right to make their own complaint or referral to social services or the Police, where appropriate, and will be provided with contact names, addresses and telephone numbers.

For the avoidance of doubt, referrals do not require parental consent. Staff must act in the best interests of the child, even if this means making a referral against the parents' wishes.

19. ALLEGATIONS ABOUT MEMBERS OF STAFF AND VOLUNTEERS

GUIDANCE TO STAFF

Guidance is given to staff to be circumspect about placing themselves in situations which may

- put themselves or their pupils at risk of harm; or
- give rise to allegations of abuse.

To reduce the risk of allegations, staff should be aware of safer working practices and should be familiar with the detailed guidance on acceptable behaviour and actions contained in the Staff Code of Conduct. Specific information about protecting themselves is given in individual staff inductions and in the safeguarding training. Particular care should be taken where staff have one-to-one meetings with pupils.

The following procedures will be used where it is alleged that a member of staff, supply teacher or volunteer has:

- behaved in a way that has harmed a child, or may have harmed a child; or
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; or
- behaved or may behave in a way that indicates they may not be suitable to work with children (this may include an incident outside of School which did not involve children but could have an impact on their suitability to work with children, for example an incident of domestic abuse).

These procedures aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false, malicious or unfounded allegations. The procedures follow Part 4 of KCSIE September 2023.

REPORTING AN ALLEGATION ABOUT STAFF

If an allegation is made about staff that appears to meet the criteria mentioned above:

Where an allegation is made about a member of staff, supply teacher, the DSL or volunteer, the matter should be reported immediately to the Headmaster, Laila Jamil or Fiona Morgan (nominated Governors for safeguarding) or Peter Goodfellow (Chair of Governors) via the Clerk to the Governors, Rebecca Munro. The adult to whom the allegation relates should not be informed without the explicit consent of the LADO.

- Where an allegation is made about a member of staff, supply teacher, the DSL or volunteer, the matter should be reported immediately to the Headmaster, unless the allegation is regarding the Headmaster or if the Headmaster is unavailable;
- If the Headmaster is unavailable, allegations should be reported to Peter Goodfellow, Chairman of Governors, (via the Clerk to the Governors, Rebecca Munro) or in his absence, one of the nominated safeguarding governors, Laila Jamil or Fiona Morgan;
- Allegations about the Headmaster should be reported to Peter Goodfellow, Chairman of Governors, or in his absence, one of the nominated safeguarding governors, Laila Jamil or Fiona Morgan, without first notifying the Headmaster;
- In the event of concerns/allegations about the Headmaster, where there is a conflict of interest in reporting the matter to the Headmaster or Chair of Governors, this should be reported directly to the local authority designated officer(s) (LADOs). Details of the LADO are available at the beginning of this Policy;
- Allegations about a governor should be reported to the Chairman of Governors or one of the nominated safeguarding governors. If the allegation is against either the Chairman or one of the nominated safeguarding governors, the matter should be reported to the other; and
- The Headmaster, Chairman of Governors, or either of the nominated safeguarding governors who receives any such allegation is referred to in these procedures as the 'case manager'. The 'case manager' should contact the LADO to determine next steps and the adult to whom the allegation relates should not be informed without the explicit consent of the LADO.
- **Action to be taken by the case manager:**
 - If the case manager is unsure whether the allegation meets the criteria mentioned above, the LADO will be consulted for advice;
 - Any allegations not meeting the criteria mentioned above will be dealt with in accordance with the Local Safeguarding Board's procedures. All such allegations must be dealt with as a priority so as to avoid any delay;
 - The case manager will immediately (and in any event within one working day) discuss the matter with the Local Authority Designated Officer (LADO) - the person designated by the local authority to be involved in the management of allegations against people who work with children - before further action is taken. The case manager may also consult with the DSL, but no attempt will be made to investigate the allegation until the LADO is consulted. The purpose of the initial discussion between the case manager and the LADO is to consider the nature, content and context of the allegation and agree a course of action. All discussions with the LADO should be recorded in writing;
 - The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern, in which case this

decision and a justification for it will be recorded by both the case manager and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom; and

- In situations where a person is deemed an immediate risk to children or where there is evidence of a possible criminal offence, the case manager may, in consultation with the LADO, request Police involvement from the outset.
- Allegations against a teacher who is no longer teaching and historical allegations will be referred to the Police.

Disclosure of information

- The case manager will inform the accused person of the allegation as soon as possible after the LADO has been consulted;
- The parents of the pupil involved will be informed of the allegation as soon as possible if they do not already know of it, although where external agencies are involved, the case manager will not inform the accused or the parents until it has been agreed what information can be disclosed. Parents will be kept informed of the progress of the case, including the outcome of any disciplinary process; and
- The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.

Investigation

- Allegations about safeguarding are usually conducted by external agencies such as social services or the Police rather than by the School. In some cases, the LADO may ask for further enquiries to be made before a formal decision is reached about how to proceed. When this occurs, the LADO will provide specific guidance as to how and by whom the investigation should be conducted;
- Where an external agency is conducting the investigation rather than the School, the School will co-operate fully with external investigators. No internal investigation into possible breaches of the School's disciplinary code will commence until any external investigation or criminal proceedings are complete; and
- In accordance with DfE statutory guidance, the following definitions will be used when determining the outcome of allegation investigations:
 - Substantiated: there is sufficient evidence to prove the allegation
 - Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
 - False: there is sufficient evidence to disprove the allegation
 - Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence
 - Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

SUPPORT

The School has a duty of care towards its employees and will ensure that effective support is provided for anyone facing such an allegation. A representative will be appointed to keep him or her informed of the progress of the case and to consider what other support is available.

Support will also be offered to the pupil(s) affected and their parents/guardians. The School will consult with the children's social services, or the Police as appropriate, as to how this can be done in the most appropriate and effective way.

SUSPENSION

Suspension will not be an automatic response to an allegation and will only be considered in a case where there is cause to suspect a pupil is or other pupils at the School are at risk of significant harm or the allegation is so serious that it might be grounds for dismissal. The School will consider whether the result that would be achieved by suspension could be obtained by alternative arrangements, such as redeployment. A member of staff will only be suspended if there is no reasonable alternative. The School will balance the need to ensure the safety and welfare of the pupil with the need for a full and fair investigation. The LADO will be consulted as to the appropriate action to take.

If suspension is deemed appropriate, the reasons and justification will be recorded by the School and the individual notified of the reasons for the suspension. The School will ensure that the suspended person is given the contact details for the representative who has been appointed to keep him or her informed about the progress of the case.

If it is decided that the person who has been suspended should return to work, the School will consider how to facilitate this; for example, whether a phased return would be appropriate. The School may provide a mentor and will also consider how to manage contact with the pupil who made the allegation.

CONFIDENTIALITY

The School will make every effort to guard the privacy of all parties during and after an investigation into an allegation. It is in everyone's best interest to maintain this confidentiality to ensure a fair investigation with minimum impact for all parties.

A breach of confidentiality will be taken seriously and may warrant its own investigation. It is a criminal offence to publish information that could lead to the identification of a member of staff who is the subject of an allegation before they are charged with an offence. Publication includes any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public.

MALICIOUS ALLEGATIONS

If an allegation by a pupil is shown to have been deliberately invented or malicious, the Headmaster will consider whether to take disciplinary action against the pupil in accordance with the School's Discipline Policy.

If a parent has made a deliberately invented or malicious allegation, the Headmaster will consider whether to require that parent to withdraw their child or children from the School, on the basis that they have treated the Headmaster or a member of staff unreasonably.

Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the Police to determine whether any action might be appropriate.

RECORD KEEPING AND REFERENCES

Details of allegations that are found to be malicious will be removed from personnel records. For all other allegations, a comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken will be kept on the employee's file. A copy of this summary will be provided to the individual concerned. Such records will be retained at least until the employee reaches the normal pension age (or for a period of ten years from the date of the allegation, if this is longer).

Allegations that are proven to be false, unsubstantiated or malicious will not be referred to in any reference provided by the School.

DISMISSALS AND RESIGNATIONS

If an allegation is substantiated and the member of staff, contractor or volunteer is dismissed because they are unsuitable to work with children, or would have been had the person not resigned, a settlement agreement (sometimes referred to as a compromise agreement) will not be used and a report to the Disclosure and Barring Service will be made promptly and in any event within one month of the person leaving the School.

Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the governors without delay.

If a member of staff, contractor or volunteer tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School in accordance with this policy and a referral will be made to the Disclosure and Barring Service as soon as possible (within one month) if the criteria for referral are met.

If a teacher has been dismissed, or would have been dismissed had they not resigned, in cases involving unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction for a relevant offence, the School will give separate consideration as to whether a referral should be made to the Teaching Regulatory Authority. The School will follow the advice set out in the TRA documents: [Teacher misconduct: information for teachers](#) and [Teacher misconduct: the prohibition of teachers](#) (as updated from time to time) to decide whether a referral should be made.

20. ARRANGEMENTS FOR DEALING WITH CHILD-ON-CHILD ABUSE AND ALLEGATIONS

Most instances of pupils causing harm to each other will be dealt with under the School's Anti-bullying and Behaviour Policies. However, all staff should be aware that safeguarding concerns can arise as a result of conduct by a pupil towards another (sometimes referred to as child-on-child abuse). Examples of pupils' conduct towards each other that could raise safeguarding concerns are:

- bullying (including cyberbullying);
- physical violence such as hitting, kicking, biting or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment;

- up-skirting, which typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) for sexual gratification, or to cause humiliation or distress. Up-skirting is now a criminal offence. Anyone or any gender can be a victim;
- youth produced sexual imagery (sexting); and
- initiation/hazing types violence and rituals.

Child-on-Child Abuse:

We have a zero-tolerance approach to child-on-child abuse. We have clear systems for children to report abuse (please see Child-on-Child Abuse policy). We understand that even if there are no reported cases of child-on-child abuse, this doesn't mean it is not happening within our School.

All staff are able to reassure victims of abuse that they are being taken seriously and will be supported. Our pupils should never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment. All staff recognise that downplaying certain behaviours as "just banter" or "boys being boys" can lead to a culture of unacceptable behaviour, an unsafe environment for children and young people and a culture that normalises abuse.

Any concerns about child-on-child abuse will be communicated to the DSL.

Evidence shows that boys are more likely to be perpetrators and girls to be victims of child-on-child abuse. Child-on-child abuse often manifests itself differently for boys than it does for girls. For example, girls seem to be at greater risk of sexual assault and/or exploitation whereas boys seem to be at greater risk of physical gang-related violence and serious youth violence.

We recognise that abuse can take place in intimate relationships between children, known as 'teenage relationship abuse.'

SEND:

Pupils with Special Educational Needs or Disabilities are particularly vulnerable to child-on-child abuse.

Sexual Violence:

Sexual violence and sexual harassment can occur between pupils of any age and sex. However, staff should be aware that some groups are at greater risks than others. Girls, pupils with SEND, and LGBTQ+ pupils are more likely to be victims of these types of abuse. Sexual violence includes acts such as sexual assault, assault by penetration, and rape. A key feature of such acts is that the sexual activity takes place without the consent of the victim. Consent can only be given if an individual has the freedom and capacity to choose to participate in a sexual act.

Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the Police. Whilst the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the Police remains.

Sexual Harassment:

Sexual harassment refers to 'unwanted conduct of a sexual nature' and can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated

and/or create a hostile, offensive or sexualised environment. Sexual harassment can take a wide variety of forms:

- Sexual comments; e.g. making lewd comments or sexual remarks about a person's clothes or appearance, using sexualised names, etc.;
- Sexual "jokes" or taunting;
- Physical behaviour; e.g. deliberately brushing against someone, interfering with clothing (flicking bra straps, lifting up skirts, etc.), displaying pictures, drawings or photos of a sexual nature; and
- Online harassment; e.g. non-consensual sharing of images and videos, unwanted sexualised comments and messages, including on social media. This type of harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Ballard School has an important role in developing pupils' understanding of what constitutes child-on-child abuse and instilling behavioural norms that minimise the risk of it taking place. All staff should be familiar with the School 'Child-on-Child Abuse,' and "Sexual Harassment and Sexual Violence" policies. Staff should also be aware of the importance of:

- enforcing the School's rules which are explicit about the high standards of behaviour and courtesy the School expects;
- implementing in a consistent way its Discipline Policy;
- being clear that sexual violence or sexual harassment is abusive behaviour and is unacceptable and will never be dismissed as 'banter', 'just having a laugh' or 'boys being boys';
- implementing the School's anti-bullying strategy and promoting the School values;
- Understanding that being subjected to harassment, violence and or abuse, may breach children's rights, as set out in the Human Rights Act; and
- Understanding aspects of harmful sexual behaviour (HSB), including:
 - HSB can occur online and/or face-to-face and can also occur simultaneously between the two;
 - Both the ages and stages of development of the children are critical factors;
 - The DSL and their deputies should have a good understanding of HSB, which will form part of their safeguarding training; and
 - Children displaying HSB have often experienced their own abuse and trauma, and it's important they're offered appropriate support.

Other strategies in place to prevent the occurrence of child-on-child abuse include:

- providing developmentally appropriate PSHE lessons which develop pupils' understanding of acceptable behaviour. Themes covered in these lessons that are particularly relevant to child-on-child abuse include: consent, gender roles, stereotyping and equality, healthy relationships, and power imbalances in relationships;
- having systems in place to for any pupils to raise concerns with staff, knowing that they will be listened to, believed and valued; and

- delivering targeted work on assertiveness and keeping safe for those pupils identified as being potentially vulnerable.

If an allegation of child-on-child abuse has been made the DSL must be informed as soon as possible. Where the DSL considers that the behaviour meets the local authority threshold criteria, the case will be referred to the local authority using the procedures set out in this policy. The School will take advice from children's social services on when and how to inform the pupil about the allegations and how the investigation of allegations should be conducted. It will also take all appropriate action to ensure the safety and welfare of all pupils involved including those accused of abuse. Further details on how cases of child-on-child abuse will be managed is contained in Part Five of KCSIE and in the School's 'Child-on-Child Abuse' policy.

A pupil against whom an allegation of abuse has been made may be suspended during the subsequent investigation and the School's policies on behaviour and discipline will apply. It is important to explain to children that the law is in place to protect rather than criminalise them. It is also important to understand intra-familial harms, and the need to provide any necessary support for siblings following incidents.

The School recognises that 'Victim' is a widely understood and recognised term, but not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. The School is prepared to use any term the child feels most comfortable with when managing an incident. 'Alleged perpetrator(s)' and 'perpetrator(s)' are widely used and recognised terms, but again, the School will think carefully about what terminology is used (especially in front of children), as in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

If it proves 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 children's social services, parents are informed as soon as possible and that an appropriate adult supports the pupil during the interview.

In most cases the School will engage with both the victim's and alleged perpetrator's parents when there's been a report of sexual violence (this might not be necessary in relation to sexual harassment, but will be decided on a case-by-case basis):

- The exception is if there's reason to believe informing a parent or carer will put the child at additional risk;
- Careful thought will be given about what information is provided about the other child involved, and when. The School will work with relevant agencies to ensure the approach to information sharing is consistent;
- It is good practice to:
 - Meet the victim's parent with the victim to discuss what's being put in place to safeguard and support them, and how the report will progress; and
 - Meet with the alleged perpetrator's parents or carers to discuss what's being put in place that will impact them, e.g. moving them out of classes with the victim. The School will explain the reason behind any decision.
- The DSL will attend these meetings and decide what other agencies should attend on a case-by-case basis.

Both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this Policy will be followed. The DSL as part of these procedures will produce a welfare risk

assessment which will consider the needs of all those involved (victim, perpetrator and other pupils at the School) and the measures that need to be taken to protect and keep them safe. When compiling the risk assessment appropriate weight will be given to:

- the wishes of the victim;
- the nature of the alleged incident;
- the ages of those involved;
- whether the incident was an isolated one or part of a pattern;
- any power imbalance between the victim and perpetrator;
- any ongoing risks to the victim and other pupils; and
- any relevant contextual factors.

Children's social services will independently risk assess the situation and any report produced by them will be used to inform and update the School's own risk assessment which, in any event, will be reviewed on a regular basis.

21. OTHER SAFEGUARDING ARRANGEMENTS

MENTAL HEALTH

All staff should understand that attendance can be impacted by 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 pupils 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 young people 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 by raising the issue with the DSL, who may in turn contact the School's Mental Health Lead and/or an appropriate external agency. Further details are provided in the School's Mental Health Policy.

ELECTIVE HOME EDUCATION (EHE)

It is important to keep children safe and supported if they experience home education. If a parent or carer expresses an intention to educate a child at home, our School will work closely with the family, local authority and any other key professionals to coordinate satisfactory provision. We understand the particular importance of this coordinated effort if a child has an Education, Health and Care Plan, disabilities, is vulnerable or has a social worker.

TEACHING PUPILS TO KEEP THEMSELVES SAFE

The School is committed to educating pupils about safeguarding issues, which are explored in a variety of contexts, including assemblies, well-being lessons, additional pastoral talks and in subject teaching. Issues covered include online safety, extremist ideology and radicalisation, grooming, child sexual exploitation, healthy relationships, mental health, substance misuse and bullying. Pupils are also taught how to identify risks and how to modify their behaviour to mitigate these risks. Staff are aware of the ongoing need to promote fundamental British values as a means of building resilience to the risks of radicalisation. Resources are provided to pupils and their parents when they join the School (Pupil Logbooks, Acceptable Use IT Policy and information, signposting about where to go if pupils need help and advice) and copies of these are all readily available in the School.

Keeping Children Safe in Education 2023 requires governing bodies and proprietors to ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed as part of providing a 'broad and balanced curriculum.'

Children are taught to understand and manage risk through our personal, social, health and economic education (PSHE) programme; sex and relationships lessons; and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter, recognise when they are at risk and with the support of staff work out how to get help when they need it and how risks might be reduced or managed.

Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The School continually promotes an ethos of respect for children and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have.

Discussions about risk will include talking to children about the risks and issues associated with young people sending, receiving and/or disseminating indecent images of themselves and other young people, which is widely referred to as 'sexting'.

It is recognised that a young person may choose to share indecent images with another young person in the context of a romantic relationship and that she or he may do so without any intention to cause harm or distress to anybody. Although technically an offence, 'sexting' of that nature is referred to as 'experimental sexting' and it is usually not necessary or appropriate to criminalise young people in those circumstances.

However, there are clear risks associated with such behaviour. Staff are trained to be vigilant and to notice and record any concerns about young people sending and receiving indecent images, which includes listening to what young people say to each other and to staff, as they do with any other safeguarding concern.

When concerns are identified, staff will inform the DSL and the DSL will inform parents about the concerns unless there is good reason to believe that doing so would place the child at increased risk of significant harm. The DSL will also need to consider the Fraser guidelines in making a judgement about whether or not to respect a young person's request not to inform his/her parents/carers.

N.B. Children under the age of 13 are unable to consent to sexual activity. Any imagery containing sexual activity involving under 13-year olds will therefore be referred to the Police.

Children are also taught at an appropriate age about online safety, issues of consent and healthy relationships, fundamental British values, grooming, how children can keep themselves safe from all forms of bullying including online bullying, child criminal and sexual exploitation including issues of informed consent, sexting, drugs and alcohol, risks associated with gang activity, risks associated with county lines.

The safe use of technology is a focus in all areas of the curriculum and key ICT safety measures are routinely reinforced in lessons and assemblies and at pastoral events. It manages access to the internet via 3G, 4G and 5G through the use of filters and monitoring systems to ensure IT is being used in a safe and appropriate manner. Staff are made aware of the filtering and monitoring capabilities and they understand their expectations, roles and responsibilities around these systems.

The governing body regularly reviews the effectiveness of School filters and monitoring systems.

Children commonly use electronic equipment including tablets and computers on a daily basis to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Tumblr, Snapchat and Instagram.

Those technologies and the internet are a source of fun, entertainment, communication and education. Unfortunately, however, some adults and young people will use those technologies to harm children and the use of technology has become a significant component of many safeguarding issues. Technology often provides the platform that facilitates harm through child criminal and sexual exploitation; county lines activity; radicalisation; sexual predation and cyber bullying.

The breadth of issues within online safety is considerable, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremist ideology;
- **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes;
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. Pupils and staff at risk can be reported to the Anti-Phishing Working Group KCSIE (2021).

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access those sites in School. Many pupils own or have access to handheld devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community. Parents are strongly encouraged and frequently reminded to refer to Internet Matters: parental controls for guidance on putting restrictions in place to keep children safe online when using 4G/5G.

Pupils using personal devices in School (e.g. through the BYOD programme) can access the internet via a dedicated Wi-Fi network. Only authenticated School users can access the network. The networks and web filtering are monitored regularly so that inappropriate content, of a radicalised or sexualised nature for example, and inappropriate websites are blocked from pupils on site. Further technology also prevents pupils from using their mobile telephones as hotspots or using VPNs on the Foundation site to prevent the ability to bypass the web filtering systems. When pupils are using a 3G/4G/5G enabled device content cannot be filtered, so there are pastoral programmes in place (through, for example, PSHE programmes, visiting speakers, assemblies and pastoral time) to help educate pupils in online safety and responsible use. Our School's Acceptable Use of ICT Policy and the Procedures for the Safe and Efficient use of BYOD in the School provide safety guidelines for pupils including the need to report suspicious behaviour, including suspected extremism and terrorism.

The School has procedures in place to limit the times when handheld devices can be used and for the active, vigilant supervision of their use as part of classroom management. All staff receive online safety training and know to report any concerns about risk to children online in the same way that they notice and

report offline concerns. The School will ensure that online learning tools and systems are used in line with privacy and data protection/GDPR requirements.

Online bullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through the School's Antibullying policy. Serious incidents are managed in line with child protection procedures. All staff receive online safety training and it is integrated with the whole School approach to safeguarding.

22. SAFEGUARDING PUPILS IN ONLINE LEARNING AND COMMUNICATION BETWEEN STAFF AND PUPILS

Where staff are delivering lessons online or virtually (e.g. to children unable to attend school due to COVID-19), all such lessons will be delivered in accordance with the School's Safeguarding and Child Protection, Code of Conduct and Acceptable Use of ICT Policies. This will ensure that the School's filtering and monitoring software is enabled.

The School will take account of guidance from DfE in relation to the planning and delivery of online learning when it is issued; as well as nationally recognised guidance including guidance from the UK Safer Internet Centre on safe remote learning and London Grid for Learning on the use of videos and livestreaming.

Staff will always use School owned devices and accounts for the delivery of online/virtual lessons/tutorials.

Parents will always be informed if remote teaching needs to take place and how it will operate safely for each year group. In addition, if staff need to deliver lessons/tutorials on a one-to-one basis or communicate with vulnerable children who are not attending school via video chat, they are required to notify a member of the Senior Management Team.

Online/virtual lessons should be timetabled and the Head, DSL and other designated senior staff are able to take a "virtual learning walk" and drop into lessons without having to be a member of the team. This is the online version of entering a classroom for pupil/student welfare and safeguarding purposes.

Where staff do have meetings on line outside the timetabled schedule for clubs, extra academic support etc. these are held only after consultation with a Deputy Head and/or DSL.

It is important that all staff who interact with children online continue to look out for signs that a child may be at risk, distressed for some reason or vulnerable in some other way and report and record any concerns to the DSL in the normal way. The DSL will respond to any such concern as they would any other safeguarding concern.

Staff delivering online/virtual teaching will be expected to display the same standards of conduct that they would when working face to face in School, modelling appropriate behaviour and presentation to pupils and parents. Below are other issues that staff need to take into account when delivering online/virtual lessons or communicating with children online, particularly where webcams are used:

- Staff and children must be fully dressed and wear suitable clothing, as should anyone else in the household;
- Any computers used should be in appropriate areas and the background should be blurred. If it is not possible to blur the background, staff must consider what children can see in the background and whether it would be appropriate in a classroom. This includes photographs, artwork, identifying features, mirrors etc.;

- Staff will ensure that resources and videos used are age appropriate – the child may not have support immediately to hand at home if they feel distressed or anxious about content;
- Live classes will be kept to a reasonable length of time so that children do not have too much screen time and in order to minimise disruption for the family;
- If a lesson is recorded, then pupils are made aware (usually via a pop-up warning in the meeting itself or a verbal communication from the teacher). Staff are asked to delete recorded lessons after their period of use ends;
- Language must be professional and appropriate, including that used by any family members in the background;
- Staff must only use platforms specified by Senior Managers and approved by the School's ICT manager/co-ordinator for communication with pupils; and
- If the session is not a planned curriculum or co-curricular session, the length, time, date and attendance should be noted.

Staff members delivering lessons or communicating with children online/virtually will raise any issues in respect of inappropriate dress, setting, behaviour etc. with the child and/or parent immediately and will end the online interaction if necessary. Any such incident will be logged on MyConcern and reported to the DSL.

If a staff member believes that a child or parent is recording a lesson or conversation without prior consent, the lesson will be brought to an end or the child will be logged out immediately.

In rare and exceptional circumstances where staff urgently need to contact a pupil or parent by telephone, and do not have access to a school-owned device, they will discuss this with a senior member of staff. If it is agreed there is no alternative to using a personally owned device, staff members will always use 'caller withheld' to ensure the pupil and/or parent is not able to identify the staff member's personal contact details.

Staff also receive advice regarding their personal online activity, use of social networking and electronic communication with pupils, about which there are strict rules. Staff found to be in breach of these rules may be the subject of a referral to the Designated Officer in the Local Authority and/or may be subject to disciplinary action.

EDUCATION OF PARENTS

The School also educates parents on pastoral matters covering a variety of different topics related to welfare and safeguarding.

The School will use communications with parents to reinforce the importance of children being safe online. The School will share information with parents about:

- what systems they have in place to filter and monitor online use;
- what they are asking children to do online, including the sites they will be asked to access; and
- who from the School (if anyone) their child is going to be interacting with online.

MOBILE TELEPHONES AND CAMERAS

The School provides mobile telephones for trips and cameras for taking photographs when necessary. Mobile telephones should not be used when supervising or teaching children except in cases of emergency. Images of children must not be taken or stored on any personal mobile telephone. If a telephone is to be used for School blogs or Twitter whilst on educational visits, permission must be obtained from the DSL and the Education Visits Co-ordinator and reference to their use and subsequent safety of data must be referred to in the trip risk assessment.

Photographs and videos are taken of pupils by staff for a variety of purposes, including displays of work/activities, personal records of achievement and for the School website and newsletter. Written permission is obtained when a child joins the School and this also indicates the level of consent, including where images may be used (personal records only or personal records and on the School website or in School publications).

The Marketing Department will ensure that all staff are aware of the names of children who may not be photographed or where there is limited consent. Images of pupils on the website will not be named. Images may only be captured on School cameras/mobile telephone cameras and the images may only be stored on those cameras/mobile telephones and on the School's network in a suitable folder. Once images have been transferred from a camera/mobile telephone onto a computer the images should be deleted from the camera/mobile telephone immediately. Additional copies may be stored on flash drives but these must be stored securely in a locked cupboard. Images must not under any circumstances be transmitted over the internet. Personal mobile telephones may not be used to photograph pupils.

When taking photographs or recording video footage, staff should have regard to the following guidance:

- all pupils must be appropriately dressed;
- images that only show a single child with no surrounding context should be avoided - photographs of three or four children are more likely to include the learning context;
- use photographs that represent the diversity of children participating;
- do not use images that are likely to cause distress, upset or embarrassment;
- do not use images of a pupil who is considered vulnerable, unless parents/guardians have given specific written permission; and
- photographs must not be taken in the cloakroom/toilet/changing areas.

The Head of Marketing & Admissions will review (at least annually), stored images and delete unwanted and out of date material.

Parents/guardians should be made aware of the need for sensitivity and respect when filming/photographing events featuring their own child or children. Staff should monitor the use of cameras at these events and ask anyone behaving inappropriately to cease filming/taking photos.

RISK ASSESSMENT

The School recognises that the evaluation of risks and putting in place measures to mitigate those risks contributes to promoting the welfare and protection of pupils. Risk assessments may pertain to the whole

School; to specific curricular or co-curricular activities that have hazards associated with them; or to individual pupils or staff.

SAFER RECRUITMENT

All prospective members of staff undergo Enhanced DBS checks and will also be subject to the other checks required under the Education (Independent School Standards) Regulations 2014 and in accordance with the latest version of KCSIE. The School recognises the latest guidance clarifying that a curriculum vitae (CV) should only be accepted alongside a full application form, and is not sufficient on its own to support safer recruitment. The School will inform shortlisted candidates that online searches will be done as part of due diligence checks.

At least one member of any staff recruitment panel will have had Safer Recruitment training. The School's separate Staff Recruitment Policy contains further details about how the process of staff recruitment is conducted.

CHILDREN MISSING/ABSENT FROM EDUCATION PROCEDURES

All staff are aware that children going missing, particularly repeatedly, is a potential indicator of a range of safeguarding issues such as: neglect, sexual abuse or exploitation, child criminal exploitation, mental health problems, substance abuse, travelling to conflict zones, female genital mutilation or forced marriage. The School has clear procedures in place for following up on unexplained absences and, where necessary, reporting to the local authority pupils who are absent from School for more than 10 school days (continuous). The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing.

The School has a legal duty to inform the Local Authority if a pupil is to be removed from the roll at a non-standard transition point; i.e., where a compulsory school-aged child leaves the School before completing the School's final year. This notification will be made at the point the pupil's name is taken off the roll. When this notification is made the School is required to provide the following information: full name of the pupil; name, address and telephone number of the parent the pupil lives with; details of any new address for the child and parent; the name of the pupil's destination school and expected start date; and the reason why the pupil is leaving the School.

The School is also legally required to notify the Local Authority within five days of adding a pupil's name to the admissions register at a non-standard transition point. The notification includes all the details contained in the admissions register for the new pupil; specifically, their full name; sex; name and address known to be a parent of the pupil (and an indication of which parent the pupil usually lives with and which parents hold parental responsibility); address of new or additional places of residence; at least one contact telephone number at which the parent can be contacted in an emergency*; date of birth; name and address of last school attended (if any).

*Note: In line with KCSIE September 2023, it is the School's policy to hold a minimum of two emergency contact numbers for each pupil.

23. CHILDREN WHO RUN AWAY OR GO MISSING FROM HOME OR CARE

The School recognises that children who run away or go missing (particularly repeatedly) and are thus absent from their normal residence are potentially vulnerable to abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It could also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Keeping Children Safe in Education 2023 highlights that 'Statutory Guidance on Children who Run Away or go Missing from Home or Care' (DfE 2014) requires that every child or young person who runs away or goes missing must be offered a Return Home Interview (RHI). RHI's are intended to ascertain the factors that triggered the pupil's absence. Those factors may include difficulties at home, in School and in the community. The short timescale is 72 hours which is imposed in order to ensure that the RHI remains relevant to the young person and enables any required action to be initiated at the earliest opportunity. When necessary and in conjunction with the Local Authority, the School will facilitate Return Home Interviews, both in terms of releasing the pupil from their normal timetable to participate in an interview and in providing an appropriate and safe space on the School site for the interview to take place.

RHI's are undertaken by practitioners who are independent in order to facilitate a discussion with the young person that is as open as possible. As soon as the Local Authority receives notification that a young person has gone missing from home or care, a letter will be sent to parents/carers seeking their consent. If the Local Authority has been unable to secure consent from parents/carers, the School will contact the parent/carer and seek to secure their consent for the RHI.

Direct contact will then be made to make arrangements for the interview.

Young people aged 16 years old are generally considered to be able to consent and withhold consent to their own information being shared and therefore they can choose to participate or not in an RHI. With reference to the Fraser Guidelines, younger children may also be deemed able to give consent. However, if the child/young person is assessed as not being capable of giving their own consent (Fraser Guidelines) or they are withholding informed consent, the School should seek consent from parents and carers for the RHI to go ahead. Schools are advised to seek expert advice if they are unsure as to whether a child or young person has the necessary capacity to make such decisions for themselves.

Parents/carers may also choose to accompany their child in interviews and the School will facilitate that as appropriate

24. IF A PUPIL DISCLOSES TO A MEMBER OF STAFF OR VOLUNTEER

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual. Their abuser may have threatened what will happen if they tell. They may have lost all trust in adults. Or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive. Staff must recognise that children and young people might not find it easy to talk about their abuse verbally. Staff should be aware of signs and behaviours that might indicate abuse. Staff might also overhear conversations that suggest a child has been harmed or might receive a report from a friend of the child.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on – staff are not allowed to keep unsafe secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen but if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

Pupils are taught about confidentiality and will generally understand the concept of safe and unsafe secrets. They should have a good knowledge and understanding of why staff cannot keep some information confidential but also know that information is passed on to specific people on a 'need to know' basis only.

DSLs and Senior Leadership teams should appraise themselves of Part Five of KCSIE 2023 alongside the further departmental advice titled Sexual Violence and Sexual Harassment Between Children in Schools and Colleges.

During their conversations with pupils, staff will:

- actively listen and reassure the pupil is being taken seriously;
- allow the child to speak freely;
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener;
- give reassuring nods or words of comfort – ‘I’m glad you told me’/‘Thank you for telling me’; ‘You’re doing very well’; ‘I believe you’; ‘What happened to you is not your fault’/‘This isn’t your fault’; ‘I’m going to do what I can to help you’;
- not be afraid of silences – staff must remember how hard this must be for the pupil;
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about it; (however, it is reasonable to ask questions to clarify understanding and to support a meaningful referral if that is required, e.g. ‘when did this happen’, ‘where did this happen?’);
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on;
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be the staff member’s way of being supportive but may be interpreted by the child to mean that they have done something wrong;
- tell the pupil what will happen next;
- let the pupil know that someone (either the member of staff or another named person, e.g. the DSL) will come to see them before the end of the day;
- report verbally to the DSL (or Head if the child has made an allegation against a member of staff);
- write up their conversation as soon as possible on MyConcern and send it to the DSL (or Head if the child has made an allegation against a member of staff); and
- seek support if they feel distressed or need to debrief.

The School must carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the School’s initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is

reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the School's duty and responsibilities to protect other children;

- the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature);
- that sexual violence and sexual harassment can take place within intimate personal relationships between peers;
- are there ongoing risks to the victim, other children or School staff?; and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

25. RESPONDING TO CONCERNS REPORTED BY PARENTS OR THE COMMUNITY

Occasionally parents or other people in the local community tell School staff about an incident or an accumulation of concerns they have about the family life of a child who is also a pupil at the School. If the incident or concern relates to child protection, the information cannot be ignored, even if there are suspicions about the motives for making the report. Members of staff will therefore pass the information to the DSL in the usual way. It is preferable if the parent/community member who witnessed or knows about the concerns or incident makes a call to Social Care themselves as they will be better able to answer any questions. They can ask for their name not to be divulged if a visit is made to the family. The DSL will advise accordingly and later confirm that this referral has been made. If the parent/community member refuses to make the referral, the DSL will clarify that s/he has a responsibility to do so and will also need to pass on to social workers how s/he is aware of the information.

This process also applies to parents/community members who are also School staff. As professionals who work with children they cannot be anonymous when making the referral but can ask for the situation to be managed sensitively and, if necessary, for their identity to be withheld from the family if it will cause difficulties in their private life.

Remember - anyone can make a referral to Social Care, not just the DSLs. Any suspicion or concern that a child or young person may be suffering or at risk of suffering significant harm, **MUST** be acted on. Doing nothing is not an option. Any suspicion or concerns will be reported without delay to the DSL or Deputy who will then communicate readily and immediately with Children Services.

It is important that we are all aware that the person who first encounters a case of alleged or suspected abuse is not responsible for making a judgement about whether or not abuse has occurred and should not conduct an 'investigation' to establish whether the child is telling the truth. That is a task for social workers and the Police following a referral. The role of School staff is to act promptly as detailed above.

This applies regardless of the alleged 'perpetrator': whether the child talks about a family member or someone outside School, a member of staff or another child/pupil.

26. SUPPORT FOR PUPILS, FAMILIES AND STAFF INVOLVED IN A CHILD PROTECTION ISSUE

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously;
- nominating a link person (usually the DSL) who will keep all parties informed and be the central point of contact;
- where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest;
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety;
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- storing records securely;
- offering details of helplines, counselling or other avenues of external support;
- following the procedures laid down in our child protection, whistleblowing, complaints and disciplinary procedures; and
- co-operating fully with relevant statutory agencies.

THE PREVENT DUTY

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have "due regard" to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty. There are four specific elements to Ballard School's approach to meeting the statutory requirements imposed by the Prevent duty. In summary these are:

- Risk assessment - working with the Local Authority, who provide contextual information about the area, the School assesses the risk of pupils being drawn into terrorism, including extremist ideologies;
- Working in partnership - liaising closely with the Hampshire Safeguarding Board to ensure pupils requiring support are referred at a suitably early stage;
- Staff training - enabling staff to identify pupils at risk of being drawn into terrorism and to challenge extremist ideas; and

- IT policies - to provide guidance to pupils as to how to stay safe online and set out the filtering and monitoring mechanisms in place.

Furthermore, the Leadership Team regularly monitors risks in the local community and nationally and is trained to respond accordingly and appropriately. In addition:

- The School has a robust Crisis Management and Response (CMAR) Plan
- Prevent is included in School recruitment arrangements

VISITING SPEAKERS

Any pupil or member of staff who wishes to invite a speaker to address pupils must provide details of the individual to the DSL and Liz Price in the Bursar's Office. A visitor form needs to be fully completed signed by the event organiser and passed to the Headmaster for his approval before confirming the event.

The event organiser will undertake a search via the internet to research the background of the individual and consider taking up references from other schools at which they have spoken at in the past. If the event organiser is a pupil, the member of staff in charge of that activity will undertake the search. The event organiser should also consider carefully whether the views being expressed, or likely to be expressed, constitute extremist views that risk drawing people into terrorism or are shared by terrorist groups. In these circumstances the event will not be allowed to proceed.

It is not necessary to undertake a DBS check on every speaker. In cases where specific vetting checks are not prescribed by KCSIE, the visiting speaker will be accompanied at all times by a member of staff to ensure there is no unsupervised access to pupils. However, if a DBS check is deemed necessary, the appropriate details will be recorded on the School's SCR. An evaluation form will be completed by the event organiser and submitted to the DSL following the visit.

CONFIDENTIALITY AND INFORMATION SHARING

The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children. The School will co-operate with Police and children's social services to ensure that all relevant information is shared for the purposes of child protection investigations.

Where a pupil who is subject to a child protection plan is moving to another school, the DSL will ensure their child protection file is securely transferred to the new school as soon as possible. This file will be transferred separately from the main pupil file to the DSL at the new school and confirmation of safe receipt will be obtained. The DSL should also consider if it would be appropriate to share any information with a 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 support in place for when the child arrives.

Where allegations have been made against staff, the School will consult with the LADO and, where appropriate, with the Police and social services to agree the information that should be disclosed and to whom.

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. Information that is relevant to safeguarding is regarded as 'special category personal data' and as such can be shared securely on a need-

to-know basis. Further non-statutory guidance [Information Sharing](#) was published by the Government in July 2018. See Appendix 5

LOW LEVEL CONCERNS - ADULTS

Ballard School takes low level concerns seriously. A low-level concern for this purpose is any concern, no matter how small and even if no more than a 'niggling doubt', that an adult may have acted in a manner inconsistent with the School's Code of Conduct or simply:

- even if not linked to a particular act or omission;
- a sense of unease as to the adult's behaviour particularly towards or around children.

A low level concern is any concern that an adult has acted in a way that:

- is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work;
- does not meet the allegations threshold or is not considered serious enough to refer to the LADO.

Examples of low level concerns could include:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child one to one in a secluded area or behind a closed door; and
- using inappropriate sexualised, intimidating or offensive language.

The overarching aim of the School's Low-Level Concerns policy is to facilitate a culture in which the School values and expected behaviours which are set out in the Staff Code of Conduct are lived, constantly monitored, and reinforced by all staff. The intention of the policy is therefore to:

- maintain a culture of openness, trust and transparency in which staff are confident and clear about expected behaviours of themselves and their colleagues, the delineation of boundaries and reporting lines;
- ensure staff feel empowered to raise any low-level concern, whether about their own or a colleague's behaviour, where that behaviour might be construed as falling short of the standards set out in the Code of Conduct;
- provide for responsive, sensitive and proportionate handling of such concerns when they are raised – maintaining, on the one hand, confidence that concerns, when raised, will be handled promptly and effectively whilst on the other hand protecting staff from false allegations or misunderstandings; and
- contain a clear procedure for confidentially sharing concerns.

The School's Pastoral Team act as a listening ear to colleagues and can signpost individuals to relevant sources of support. Their role is to facilitate the culture of 'sharing' within the staff community and to raise awareness about boundary violations and the link to safeguarding as a whole. Staff are encouraged to feel confident to self-refer if they have found themselves in a situation which might be misinterpreted or they have behaved in a way that falls below professional standards.

In accordance with KCSIE 2023, all low level concerns about a member of staff (including supply staff, volunteers, and contractors) posing a risk of harm to children must be reported to the Headmaster. The

Headmaster will liaise with the LADO on such matters. Records will be kept of all low level concerns. Records should include the details of the concern, how the concern arose and the actions taken.

In the event of concerns about the Headmaster, these should be referred to the Chair of Governors, Mr Peter Goodfellow.

Low level concerns will not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. It follows that a low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) should not be referred to in a reference. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it should be referred to in a reference.

WHISTLEBLOWING

All staff are required to report to the Headmaster any concerns about:

- poor or unsafe safeguarding practices at the School;
- potential failures by the School or its staff to properly safeguard the welfare of pupils; or
- other wrongdoing in the workplace that does not involve the safeguarding and welfare of pupils

If the member of staff feels unable to raise their concern with the Headmaster (or a relevant member of LT) or if they believe any concern has not been dealt with, they should contact the Chair of Governors, via the Clerk to the Governors, Rebecca Munro.

In the event of concerns/allegations about the Headmaster, where there is a conflict of interest in reporting the matter to the Headmaster or Chair of Governors, this should be reported directly to the local authority designated officer(s) (LADOs). Details of the LADO are available at the beginning of this policy.

The NSPCC whistleblowing advice line is available for staff who do not feel able to raise safeguarding concerns internally (see Appendix 1 for contact details). Any member of staff can whistleblow without fear of detriment (retribution or disciplinary action) provided the report was made in good faith. Malicious allegations may be considered as a disciplinary offence.

SCHOOL PREMISES, SECURITY AND VISITORS

The School will take all practicable steps to ensure that premises are as secure as circumstances permit. This includes:

- Regular patrols around the campus by members of the Senior Management Team;
- Visitor access control procedures;
- CCTV at various points around the School site; and
- Security lighting.

Further details regarding Ballard security can be obtained from the Bursar, Rebecca Munro.

All staff are identified by photo ID cards worn at all times during School-related activities and duties. A Visitors' Log is kept at Main Reception. All visitors must sign in on arrival and sign out on departure. All visitors will be issued with a red lanyard with the title 'Visitor', which must be clearly displayed and worn at all times whilst on the premises. All visitors must read a 'guidance to visitors' handout.

USE OF SCHOOL PREMISES FOR NON-SCHOOL ACTIVITIES

The governing body will ensure that children are kept safe if the School premises are being used for other activities:

- For services or activities provided by the School, under direct supervision or management from staff, our arrangements for child protection will apply;
- Where another organisation is providing services or activities on the School site, the governing body will ensure that appropriate safeguarding and child protection policies and procedures are in place; and
- The governing body will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and failure to comply would lead to termination of the agreement.

CHILDREN STAYING WITH HOST FAMILIES

The School sometimes makes arrangements for pupils to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family; this might happen as part of a foreign exchange or sports trip, for example. For guidance about safeguarding in such circumstances, members of staff and parents should speak to the School's Educational Visits Co-ordinator who will be guided by Annex E of Keeping Children Safe in Education. In these circumstances, the School would be the regulated activity provider. The School will assess the suitability of the host family and will ask the family to go through an Enhanced DBS and barred list check.

MONITORING THIS POLICY

Any child protection incidents at the School will be followed by a review of the safeguarding procedures in the School and a report to the governors. Where an incident involves a member of staff, the LADO will be asked to assist in this review to determine whether any improvements can be made to the School's procedures.

The DSL will monitor the operation of this policy and procedures on a day-to-day basis and will provide regular updates at Leadership Team meetings. In addition, the DSL will present a termly report to the governors. The governors will undertake an annual review of the policy and implementation of its procedures, including good co-operation with local agencies, and of the efficiency with which the related duties have been discharged. The governors will draw on the expertise of staff, including the DSL, when considering amendments to policies and/or arrangements related to safeguarding.

Any deficiencies or weaknesses in child protection and safeguarding arrangements identified at any time will be remedied without delay.

The School will continually monitor and evaluate safeguarding and child protection. This will be achieved by:

- Listening to feedback from parents, pupils and staff;
- Recording and analysing reports on MyConcern to track trends and patterns;
- Recording the level of need for pupils on MyConcern and keeping termly and annual reports;
- Monitoring the number of referrals to Children Services; and
- Analysing feedback from training courses and half termly "lessons learnt" meetings with DSL and DDSs.

OTHER RELEVANT POLICIES

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

- Anti-Bullying Policy (cyber-bullying is contained within this Policy)
- Health and Safety Policy
- Risk Assessment Policy
- Educational Visits Policy
- Recruitment and Selection Policy
- Code of Conduct for Staff
- Rewards and Sanctions Policy
- Mental Health Policy
- ICT acceptable Use Policy
- Whistleblowing Policy
- Child-on-Child Abuse Policy
- Sexual Harassment and Sexual Violence policy

Andy Marshall
Deputy Head Pastoral
September 2023

Policy Log:
September 2021 updated
September 2022 updated

APPENDIX 1: DSL JOB DESCRIPTION – DEPUTY HEAD PASTORAL

Accountability: To the Headmaster

The position of Deputy Head Pastoral (and Wellbeing) is one of significant importance and responsibility. The Deputy Head Pastoral will be a member of the Leadership Team and will therefore play a vital role in the strategic development of the school, in particular the pastoral provision, alongside the day-to-day running of the School. The Deputy Head Pastoral will sit on the SMT and may, when required, be asked to chair the SMT.

The Deputy Head Pastoral is the Designated Safeguarding Lead (DSL) within the School and has responsibility for the safeguarding training, including Prevent, of all staff, keeping up-to-date with policy changes at national, regional and local level.

The Deputy Head Pastoral is responsible to the Headmaster for managing the pastoral teams (Heads of Section, Tutors, Head of DEL, Pastoral Support Assistants, School Nurse) and to provide a positive, secure and happy environment for the Ballard community where every pupil can flourish.

The Deputy Head Pastoral will be a committed team player with a collegiate and collaborative approach, together with an ability and willingness to create a working environment in which staff are empowered to take decisions.

Areas of specific responsibility:

Assume overall responsibility to the Headmaster for all aspects of pupil pastoral care, policy and procedure.

Review, reshape and implement the appraisal system for Heads of Department, pastoral leads and teaching staff.

Assume responsibility for ensuring that pupils maintain the highest standards of behaviour and be willing to impose sanctions, when necessary.

Arrange a challenging and progressive programme of INSET and CPD with the Headmaster, Bursar and the Deputy Head Academic.

To act as a mentor and role model for colleagues.

In conjunction with the Deputy Head Academic, organise and co-ordinate Speech Day and the Carol Service.

Pastoral provision and behaviour

Lead the strategic development of pastoral care at Ballard School including the development of the pastoral section of the SDP/SIP. Take a lead in drafting and evaluating pastoral and behavioural policies. Present such policies at Leadership Team and SMT meetings when appropriate and necessary. Chair meetings of the Pastoral Committee.

Ensure that pastoral care at Ballard School develops in accordance with relevant research and best practice as appropriate.

Continuously research and disseminate the latest developments in pupil well-being and promote relevant training for staff on such matters.

Oversee the Counselling service, monitoring its use and effectiveness.

Be responsible for the dissemination of pastoral information about new and existing pupils and the correct recording of such information.

Have an overview of the PSHE programme. Line manage the Head of PSHE and be involved in the delivery of the Senior School PSHE programme.

Oversee, with the Head of Senior School and Head of Upper Prep, the Prefects' selection process and any prefect training. Oversee, with the Deputy Head Academic, the School Council.

Assume the role of the Attendance Officer, monitoring the attendance of pupils, liaising with parents and external agencies when appropriate. Liaise with Heads of Section on such matters.

Assume the role of Designated Safeguarding Lead. Manage the statutory child protection training programme for all staff and all associated elements of child protection legislation. Keep records of staff safeguarding training, including Governor training.

Liaise with the Local Authority Designated Officer (LADO) and other relevant external agencies on matters relating to the physical and emotional protection of pupils.

Ensure that the highest standards of conduct for pupils are set and adhered to. Deal with disciplinary incidents and support staff in implementing School policy. Deal with parental concerns/complaints and investigate where appropriate.

Management of Staff

Lead, monitor, support and appraise the Heads of Section (SS, UP, LP, PP) to provide a safe, nurturing and stimulating environment for all pupils.

Along with the Deputy Head Academic, co-ordinate and lead new staff induction.

Lead with the Headmaster on the safe recruitment of staff; participation on interview panels for staff when required.

In conjunction with the Deputy Head Academic and as part of a working party, review, reshape and implement the appraisal system.

Oversee the support, professional development, performance and appraisal of pastoral staff, including the Heads of Sections and Pastoral Support Assistants.

Work with the Heads of Section on all pastoral, welfare and discipline matters. Meet with them regularly to discuss progress of pupils, identifying causes for concern and agreeing actions. In conjunction with the Deputy Head Academic and Heads of Section, ensure effective use of tutor periods and tutoring. In particular, ensure there is good communication.

Inspection

Take a lead in and responsibility for the pastoral sections of the ISI school self-evaluation form (SEF) to ensure that the School is fully prepared for ISI inspection in his/her areas of responsibility.

Keep abreast of developments in inspection criteria and implement plans to achieve excellence against the standards required.

General

Assist, as required, with the production of publicity material for the School and with communications to parents. Attend and assist with the organisation and staffing of key events.

Promote good relations within the School, and with visitors, parents, prospective parents, feeder schools, professional organisations and the local community.

Build strong relationships with parents and attend School functions. When required by the Headmaster, promote the School at Prospective Parents' meetings, Prep Heads' meetings and in other ways to help prospective parents understand the strength of the pastoral provision.

As a member of the Leadership Team, contribute to the wider leadership of the School.

Conduct capability and disciplinary procedures and investigations as required.

P&C

The salary of the Deputy Head Pastoral will be determined by experience and via a discussion with the Headmaster.

As a member of an academic department the post holder is expected to teach no more than six periods per week and to report to the relevant Head of Department on such matters.

The above is only an outline of the tasks and responsibilities of the role. The post holder will carry out any other duties as may be reasonably required by the Headmaster.

The job description and person specification may be reviewed on an on-going basis in accordance with the changing needs of the School.

The post holder is expected to deputise for the Headmaster in his absence if the Deputy Head Academic is also absent.

Person Specification

- Be extremely well-organised and hard-working.
- Display discretion and integrity.
- Have experience of managing pastoral staff, issues and situations.
- Have undertaken DSL training (or be willing to do so, if required).
- Possess a degree (or equivalent) or higher, and a teaching qualification.
- Possess a good track record of leading and managing staff at a senior level, be motivational, sympathetic, constructive and, where necessary, challenging with staff. Be able to have "difficult conversations" whilst remaining positive and constructive.
- Be mindful that the pupils' best interests are always at the forefront of any decision and action.
- Be an experienced and inspirational teacher.
- Have an eye for detail.
- Be highly articulate and precise in writing.
- Display an absolute commitment to the highest standards of professional behaviour and expect the same in others. Be active in promoting those expectations.
- Display an absolute commitment to promoting the welfare and safeguarding of children.

This job description and accompanying documentation do not form part of the employment contract.

Terms and Conditions of Service

The post holder will be required to comply with all policies and procedures issued by and on behalf of the School. The post holder will be required to participate in the School appraisal procedures as an appraisee and, if applicable, as an appraiser. The post holder will be required to attend statutory and mandatory training.

Equal Opportunities

The postholder must comply with and promote Equal Opportunities and avoid any behaviour which discriminates against others on the grounds of sex, disability, marital status, sexual orientation, age, race, colour, nationality, ethnic or national origin, religion, political opinion, trade union membership.

Information Security, Confidentiality and Data Protection

During the course of employment, the postholder may have access to, see or hear information of a confidential nature and he/she will be required not to disclose such information. All person identification information must be held in the strictest confidence. All employees are required to make themselves familiar with the School's Privacy Notice for Staff policy.

APPENDIX 2: OTHER TYPES OF ABUSE

Children missing or absent from education:

All children of compulsory school age, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special needs they may have. A child going missing from education is a potential indicator of abuse or neglect, including possible sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary “children absent from education” for prolonged periods and/or on repeat to identify the existence of any underlying safeguarding risk and to prevent the risks of a child going missing in future. The School will report to the Local Authority instances of prolonged unauthorised absence or a pupil being removed from the School roll under the circumstances outlined in KCSIE. In cases where a pupil has a prolonged period of authorised absence for a reason such as long-term illness, the School will be proactive in terms of providing support to both the parents and the pupil.

Child Sexual Exploitation (CSE):

CSE 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 (for example, food, drugs, alcohol money or affection) 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. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person’s immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). CSE is a form of sexual abuse and can be a one-off occurrence or might happen over time.

*An imbalance of power is commonly associated with age difference, it can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic and other resources

Child Criminal Exploitation (CCE):

This is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten young people. We recognise the vulnerability of children involved in criminal exploitation.

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 telephone 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), where 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 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.

Domestic Abuse:

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time:

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- physical or sexual abuse;
- violent or threatening behaviour;
- controlling or coercive behaviour;
- economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person. The definition can be found here, <https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>

Children who witness domestic abuse are also victims. Witnessing domestic abuse can have a lasting impact on children. Children can be victims, and perpetrators, in their own relationships too; the abuse can be physical, sexual, financial, psychological or emotional.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Forced Marriage:

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

Since February 2023, it is now a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

So-called “Honour-Based” Abuse (HBA):

So-called ‘honour-based’ abuse encompasses crimes which have been committed supposedly to protect or defend the honour of the family and/or community, including FGM, forced marriage and practices such as breast ironing. Abuse committed in the context of preserving ‘honour’ often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBV are abuse (regardless of the motivation) and illegal in the UK and should be handled and escalated as such.

Gender-based Violence:

Gender-based violence is a significant problem in the UK. Domestic and sexual abuse is often hidden and victims suffer in silence. Ballard is committed to using education to prevent violence against women and girls, men and boys.

Female Genital Mutilation (FGM):

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

All staff must be aware of the law requiring teachers to report cases to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl aged under 18. The duty to report resides with the teacher who becomes aware of the case not the DSL, although the DSL should be informed unless the teacher has a good reason for not doing so. The report should be made orally by calling 101 within 24 hours of the issue coming to light. Failure to report a case of FGM can result in disciplinary sanctions.

Gangs and Youth Violence:

We are aware of the sorts of issues that young people might experience as they grow up. Our robust antibullying policy and early intervention in PSHE and tutorials provides pupils with a resilience to such issues.

Serious Violence:

Ballard staff are aware of the indicators, which may signal that children are at risk from, or are involved with violent crime. These may include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Risk factors that might increase the likelihood of involvement in serious violence include:

- Being male;
- Having been frequently absent or permanently excluded from School;
- Having experienced child maltreatment; and
- Having been involved in offending, such as theft or robbery.

Staff are advised that they can Telephone NSPCC helpline on 0808 800 5000 if they are worried about a child or young person at risk from gangs and speak to helpline practitioners who have been trained as part of the Home Office Ending Gang and Youth Violence programme. Further Home Office advice is provided in

Preventing youth violence and gang involvement and Criminal exploitation of children and vulnerable adults: county lines.

Forms of abuse linked to culture, faith or belief:

All Ballard staff will promote mutual respect and tolerance of those with different faiths and beliefs. Some forms of abuse are linked to these and staff should strive to suspend professional disbelief (i.e. that they 'could not happen here') and to report promptly any concerns to the DSL who will seek further advice from statutory agencies.

Radicalisation and extremism:

'Radicalisation' refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. 'Extremism' is defined in the Prevent strategy 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. This also includes calling for the death of members of the armed forces.

There are various reasons why a young person might become susceptible to extremism:

- a search for answers to questions about identity, faith and belonging;
- a desire for 'adventure' and excitement;
- a desire to enhance self-esteem of the individual and promote 'street cred';
- the discovery of and identification with a charismatic individual and, through them, attraction to a group which can offer identity, social network and support; and
- a sense of grievance that can be triggered by personal experiences of racism or discrimination

The School has a legal duty to have due regard to the need to prevent people from being drawn into terrorism and this is an aspect of safeguarding. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

Staff should use their professional judgement in identifying young people who might be at risk of radicalisation and discuss their concerns with the DSL. On the basis of this information the DSL may conclude that a referral to the Channel Programme is appropriate. The Channel Programme is run in every local authority and addresses all kinds of extremism including the extreme-right and Islamist-related. The support provided could include assistance with education or employment, and ideological mentoring to provide vulnerable individuals with skills to protect themselves from being drawn into extremism. An individual's engagement with the programme is entirely voluntary at all stages and consent must be given for such support.

Youth produced sexual imagery:

While sharing photos and videos online and via smart phones is part of daily life for many people, enabling them to share their experiences, connect with friends and record their lives, there are risks associated with the production and distribution of sexual and explicit images. both in terms of the law (Protection of Children Act 1978, as amended by the Sexual Offences Act 2003) and in relation to the possible impact on a child's well-being if images are shared more widely than they originally intended.

Creating and sharing sexual photos and videos of under-18s is illegal. The DSL should be notified as soon as possible if an incident comes to light in which a pupil under the age of 18:

- has created and shared sexual imagery of themselves with a peer under the age of 18;
- has shared sexual imagery created by another person under the age of 18 with another person; or
- is in possession of sexual imagery created by another person under the age of 18.

Staff **must not** ask to see the imagery but should confiscate the device on which it is held and pass it on to the DSL. You should not view youth-produced sexual imagery unless there is good and clear reason to do so. Along with our own Safeguarding and Child Protection procedures, the School will follow the advice given in *Sexting in schools and colleges: Responding to incidents and safeguarding young people*, 2016.

A decision to respond to the incident without involving the Police or children's social care would be made in cases when the DSL is confident that they have enough information to assess the risks to pupils involved and the risks can be managed within the School's pastoral support and disciplinary framework and, if appropriate, local network of support.

APPENDIX 3: FURTHER INFORMATION ON SIGNS OF ABUSE

Physical abuse

Physical signs		Behavioural signs
<ul style="list-style-type: none">• Unexplained bruises and welts on the face, throat, arms buttocks thighs or lower back in unusual patterns or shapes which suggests the use of an instrument• Unexplained burns, especially burns found on palms, soles of feet, abdomen or buttocks• Scald marks - immersion burns produce 'stocking' or 'glove' marks on feet and hands or upward splash marks which may suggest hot water has been thrown over a child• Human bite marks• Broken bones		<ul style="list-style-type: none">• Behavioural extremes (withdrawal, aggression or depression)• Unbelievable or inconsistent explanations of injuries• Fear of parents being contacted• Flinching when approached or touched• Truancy or running away from home

Emotional Abuse

Physical signs		Behavioural signs
<ul style="list-style-type: none">• Eating disorders, including obesity or anorexia• Speech disorders (stammering)• Nervous disorders (rashes, hives, facial tics, stomach aches)		<ul style="list-style-type: none">• Fear of parent being approached• Fear of making mistakes• Developmental delay in terms of emotional progress• Cruel behaviour towards children, adults or animals• Self harm• Behavioural extremes, such as overly compliant-demanding, withdrawn-aggressive, listless-excitabile

Sexual Abuse

Physical signs		Behavioural signs
<ul style="list-style-type: none">• Torn, stained or bloody underclothes• Pain or itching in genital area• Bruises or bleeding near genital area or anus• Sexually transmitted infections• Pregnancy• Discomfort when walking or sitting down		<ul style="list-style-type: none">• Self harm• Sexual knowledge or behaviour (promiscuity) that is beyond their age/developmental level• Sudden or unexplained changes in behaviour• Avoidance of undressing or wearing extra layers of clothing• Truancy• Regressive behaviours (bed wetting or fear of dark)

Neglect

Physical signs		Behavioural signs
<ul style="list-style-type: none">• Height and weight significantly below age level• Poor hygiene (lice, body, odour, etc.)• Inappropriate clothing for weather conditions• Indicators of prolonged exposure to the elements (sunburn, chapped extremities, insect bites)• Constant hunger, sometimes stealing food from others		<ul style="list-style-type: none">• Erratic attendance at school• Chronic hunger or tiredness• Having few friends• Assuming adult responsibilities

Child Sexual Exploitation

Physical signs		Behavioural signs
<ul style="list-style-type: none">• Tiredness or mood swings• Bruising• Sexually transmitted diseases• Pregnancy		<ul style="list-style-type: none">• Sudden decline in school performance, punctuality, attendance• In possession of expensive goods• Going to places they cannot afford• Age inappropriate sexualised behaviour• Secretive• Mixing with older people• Misuse of drugs and alcohol

Child Criminal Exploitation and County Lines

Physical signs		Behavioural signs
<ul style="list-style-type: none">• See sections on physical and sexual abuse• Carrying weapons		<ul style="list-style-type: none">• Self Harming• Persistently going missing from school or home and being found/or being found out of area• Unexplained acquisition of money, clothes or mobile telephones• Excessive receipt of texts/telephone calls and/or having multiple handsets• Relationships with controlling older individuals or groups• Significant decline in school performance• Gang association or isolation from peers or social networks

Female Genital Mutilation

Physical signs		Behavioural signs
<ul style="list-style-type: none">• Difficulty walking, sitting or standing• Bladder or menstrual problems• Severe pain and bleeding• Infections such as tetanus, HIV and hepatitis B and C		<ul style="list-style-type: none">• Abroad for a prolonged period• Unusual behaviour after a period of absence• May talk of a 'special procedure' or 'special occasion to become a woman'• Spending longer periods in the bathroom• Reluctance to undergo normal medical examinations

Forced Marriage

Physical signs		Behavioural signs
<ul style="list-style-type: none">• Cut or shaved hair as a form of punishment for being disobedient		<ul style="list-style-type: none">• Absence from school• Failure to return from visit to country of origin• Self harm or attempted suicide• Running away from home• Early marriage of siblings• Sudden announcement of engagement to a stranger• May talk of a 'special procedure' or 'special occasion to become a woman'• Spending longer periods in the bathroom• Reluctance to undergo a normal medical

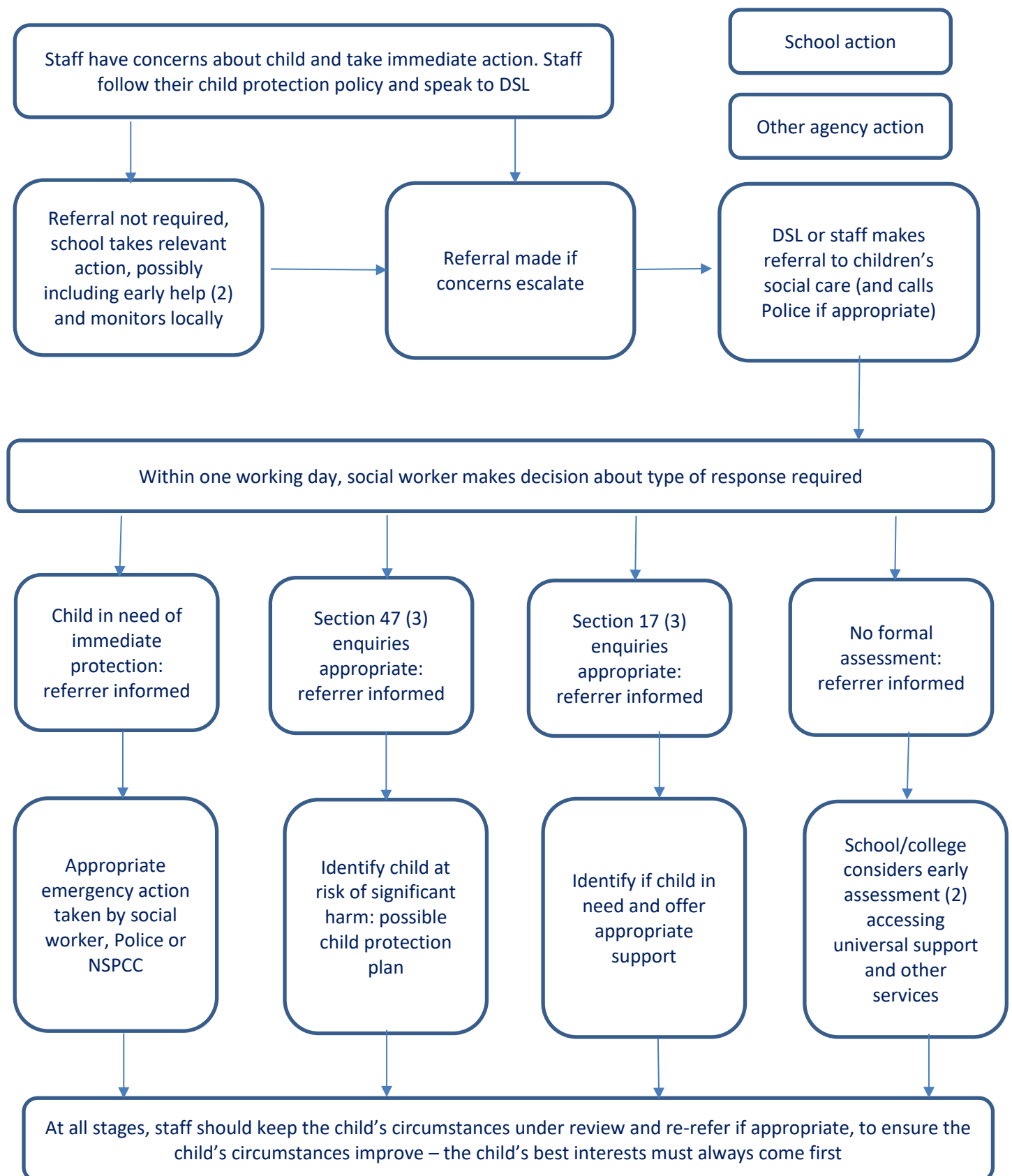
Radicalisation

Physical signs		Behavioural signs
<ul style="list-style-type: none">• Out of character changes in dress, behaviour and peer relationships		<ul style="list-style-type: none">• Showing sympathy for extremist causes• Glorifying violence• Evidence of possessing illegal or extremist literature• A sudden disrespectful attitude towards others• Increased secretiveness, especially in relation to internet use• Unwillingness or inability to discuss their views• Advocating messages similar to illegal organisations such as 'Muslims Against Crusades' or other non proscribed extremist groups such as the English Defence League

Grooming

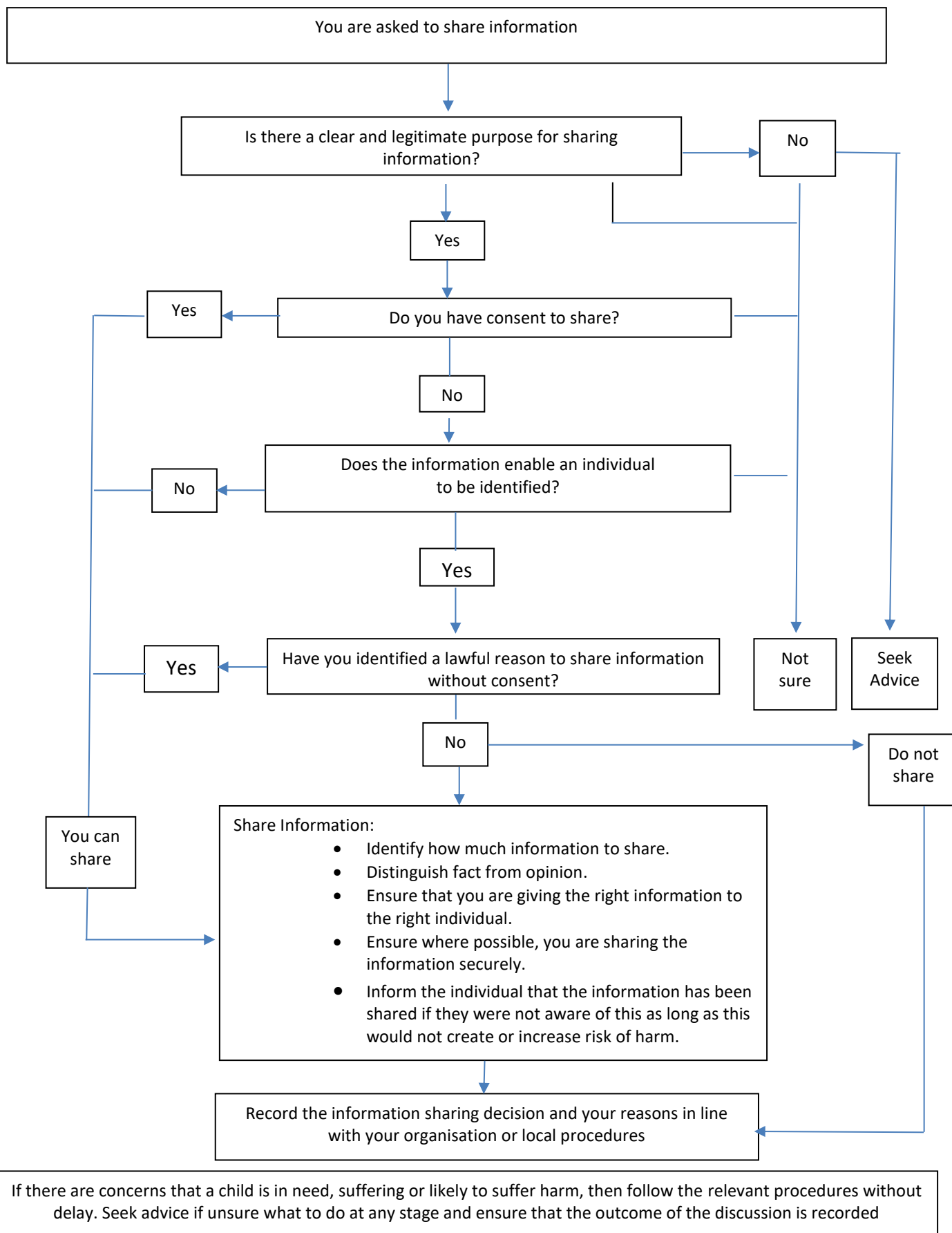
Physical signs		Behavioural signs
<ul style="list-style-type: none">• Bruising suggestive of either physical or sexual assault• Change in appearance• Often tired• Clothing inappropriate for age		<ul style="list-style-type: none">• Secretiveness about who they are talking to online and what sites they visit• Possession of electronic devices such as mobile telephones or webcams that parents have not provided• Engaging less with their usual friends• Using sexual language that you would not expect them to know• Going to unusual places to meet people• Using drugs and/or alcohol• Going missing from home or school

APPENDIX 4: ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD (KCSIE, SEPTEMBER 2023)



1. Cases where there is a concern or allegation made against a staff member refer to the Headmaster or LADO.
2. Early help involved providing support as soon as problem emerges. Where coordinated early help is required, an early help inter-agency assessment will be arranged.
3. Referrals will follow the processes set out in HSCB's threshold guidance.

APPENDIX 5: FLOWCHART OF WHEN AND HOW TO SHARE INFORMATION



Information Sharing: advice for practitioners providing safeguarding services to children (July 2018)

APPENDIX 6 MYCONCERN ENTRY GUIDANCE AND LEVELS OF NEED

What should NOT go on MyConcern?

- Any low level concerns about a member of staff - speak to Headmaster.
- Any safeguarding concerns about a member of staff - speak/communicate with DSL or Headmaster.

What should you report on MyConcern?

Any issue which concerns you about a pupil or an incident you have witnessed. This might include:

- Concerns about a pupil being anxious, depressed, showing different behaviour - a subtle change over time or a rapid change;
- A significant pastoral concern such as a friendship difficulty, inability to form good relationships with peers;
- Any safeguarding concern - mental health issues, self-harm, suicidal ideation, eating disorder, abuse, drugs, inappropriate behaviour, bullying and child-on-child abuse of any sort, alcohol use, inappropriate use of online technology including accessing pornography, gambling, criminal activity of any sort, etc.;
- Home issues - parental divorce, significant illness, parental mental health concerns, lack of supervision, family member in prison;
- Witnessing or overhearing nasty comments about a pupil/seeing another pupil being unkind to another; and
- A safeguarding "event" - finding pupils in a compromising situation, a member of the public trespassing or accessing area of the School that they are not allowed, a significant accident. An event does not have to have a pupil assigned to it (especially if you are uncertain who the pupil might have been - it is more important to report what you saw).

How to report a concern

- Click on the MyConcern icon;
- Click on "Report a Concern";
- Fill in the details on the "Report a Concern" page, remembering these important points;
- The concern summary should be brief - a couple of words only; e.g. "Injury to right leg"; "Bullying"; "Possible drugs use";
- The concern should ALWAYS be sent to Andy Marshall (DSL) or Jacqui Besley (DDSL). They are the gatekeepers of all cases and will assign the case to others, where necessary;
- The details of the concern box should contain ALL details, specifically names, times, places - as much detail as you have about the pupil/event/situation;
- Action taken - what you did or are doing; this might just be as simple as "reporting the incident on MyConcern"; it might also include more detail - a care plan, referrals to outside agencies (e.g. a counsellor) - whatever action that has been taken which is relevant;

- Attachment - you can attach documents to the entry. It might be a copy of some hand written notes, a piece of work that a pupil has written that you are concerned about, something which you have found (e.g. a note/piece of paper which is concerning);
- When you are happy, press “submit concern”.

How to update a concern

- Click on the MyConcern icon;
- Click on “Update a Concern”;
- Click on the concern that you wish to update;
- Click Chronology tab;
- Click on “Add Concern Update” and fill in the details;
- Attach any files which might need to be added (on the files tab).

Being a team member and being assigned tasks:

You may be asked to be a “team member” for a case. This will mean that you can contribute to case management or may be assigned tasks. This is most likely to be:

- Headmaster (almost always);
- Form Tutors (sometimes, depending on the case); and/or
- School Nurse (sometimes).

You may be assigned a task. For example, “call up parents and ask them to come in for meeting” or “Headmaster to update case on the 31/01/24”. If a task has been assigned, you will get an email advising you what you need to do. When the task meets the deadline, you will be sent a reminder email to complete the task.

REPORTING A CONCERN FLOWCHART



CLICK

Report a Concern

FILL IN THE PAGE

Report a Concern

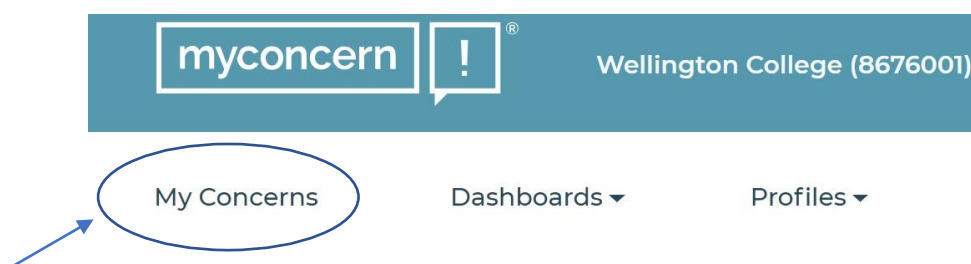
Name(s) of Pupil(s)	<input type="text" value="Please name the Pupil(s) subject of this concern and any other Pupil(s) you want linked to it"/>
Concern Summary	<input type="text" value="e.g. Injury – Megan arrived at School this morning with a badly bruised right eye."/>
Send Concern to	<input type="text" value="Please Select a Notification Group"/>
Concern Date/Time	<input type="text"/>
Details of Concern	<input type="text" value="There is no need to repeat the Concern Summary."/>
Location of Incident	<input type="text" value="Not Applicable"/>
Action taken	<input type="text"/>
Attachment	<div><input type="text"/></div> <div>Browse...</div>

Please attach any media that is relevant to this concern.

Submit Concern

PRESS SUBMIT CONCERN

UPDATING A CONCERN FLOWCHART CLICK ON 'MY CONCERNS'



Go to the relevant concern you want to update

Powered by One Team Logic

myconcern! Demonstration School (8234321) MP Baker Options

Report a Concern **My Concerns** Resources

My Concerns My Team Concerns My Team Profiles My Tasks

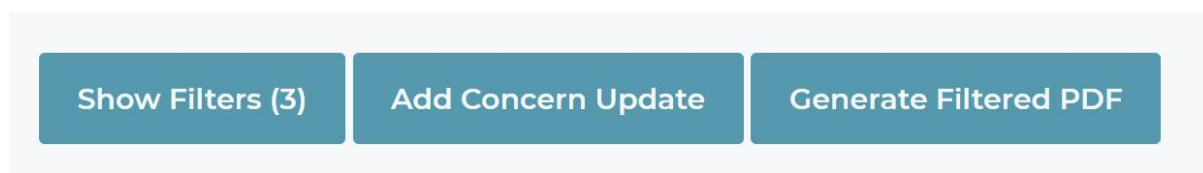
My Concerns 10 records per page Filter Results

Concern ID	Concern Summary	Class	Categories	Reported At	Associated People	Owning Group	Status
2017: 8513	Megan came into college with a nasty bruise on her face		Injury Home Issues	16/1/17 11:10	Megan Davies Sophie Davies Benjamin Davies	DSLs	Open
2017: 8558	Alex came into school this morning with a bruised left eye	None		1/2/17 10:42	Alex Grazer	DSLs	Recorded
2016: 8202	Alex and Claire were fighting in the corridor before school today		Violence Home Issues	29/7/16 10:45	Alexander Burton Claire Abbot	Openshaw Campus	Closed

Click "Chronology"



Click "Add Concern Update", fill in the relevant information and click on "add update" when you have finished

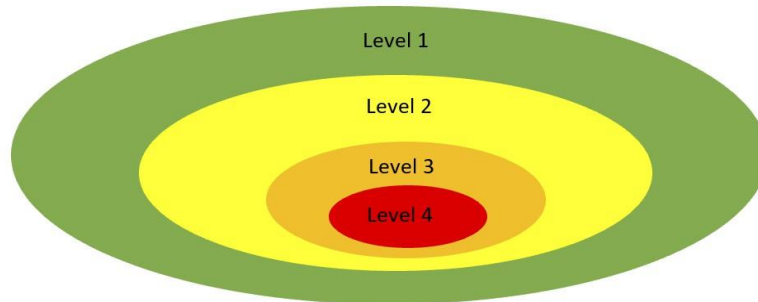


MYCONCERN LEVELS OF NEED

Levels of Need

After an entry has been made onto MyConcern, a level of need will be assigned to the pupil associated with the case. Levels of need may move, depending on the pupil's circumstances. When a level of need is altered, the rationale behind that decision will be recorded on MyConcern.

The initial level of need will be decided by the DSL, based on the criteria listed below:



Level	Needs of the pupil	Examples of support	Other comments
1 Low level Pastoral concern	<p>This pupil may just need keeping an eye on to ensure that a low level concern does not develop into a larger issue.</p> <p>The team around the child (usually Form Tutor, DSL and Pastoral Team) will speak about the pupil at their weekly meetings to ensure that there have been no further developments.</p> <p>Examples may be initial concerns regarding:</p> <ul style="list-style-type: none"> Disordered eating or weight loss Low level mental health or behaviour changes Family circumstances 	<p>The support offered will be by internal School staff and professionals.</p> <p>The pupil should be offered support by relevant individuals.</p> <p>This might be:</p> <ul style="list-style-type: none"> Headmaster Form Tutor Counsellor Deputy Head (Pastoral) <p>The pupil will be discussed as part of the weekly pastoral meeting and will be flagged to teaching staff as a pupil to be aware of.</p>	<p>Form Tutors should build up a full chronology of the pupil on MyConcern, adding any relevant updates as soon as they occur.</p> <p>This will enable the team around the child to have relevant information to ensure that the pupil receives the right help, at the right time, from the right people.</p>

Level	Needs of the pupil	Examples of support	Other comments
	<ul style="list-style-type: none"> • SEN or academic issues • Friendship / relationship issues • Poor sleep 		

Level	Needs of the pupil	Examples of support	Other comments
<p>2</p> <p>Higher level Pastoral concern</p>	<p>This pupil will need a close eye kept on them and is likely to need access to an additional service, usually provided by the School, but not exclusively so.</p> <p>They may be vulnerable individuals who are showing early signs of a failure to thrive and flourish, either in School or at home. Additional help is needed in order to enable them to fulfil their potential.</p> <p>This pupil will need close monitoring and there may be higher level concerns about:</p> <ul style="list-style-type: none"> • Disordered eating or weight loss • Mental health or behaviour changes • Family circumstances (e.g. divorce) • Significant bereavement • Significant ill health within the family • SEN or academic issues 	<p>The support offered will usually be by internal School staff and professionals.</p> <p>The pupil should be offered support by relevant individuals. This might be:</p> <ul style="list-style-type: none"> • Form Tutor • Counsellor • Deputy Head (Pastoral) • PSA • Head of Section <p>The pupil will be discussed as part of the weekly pastoral meeting and will be flagged to teaching staff as a pupil to be aware of.</p>	<p>The pupil will be discussed in detail at weekly Pastoral Team meetings. Staff will ensure that an appropriate team around the child is in place and that appropriate services are engaged. A full analysis if any risk factors and vulnerabilities will be considered.</p> <p>It is likely that parents will be aware that there are pastoral concerns.</p> <p>Form Tutors should build up a full chronology of the pupil on MyConcern, adding any relevant updates as soon as they occur.</p> <p>This will enable that the team around the child has relevant information to ensure that the pupil receives the right help, at the right time, from the right people.</p> <p>If appropriate relevant pastoral information will be shared with LT.</p>

Level	Needs of the pupil	Examples of support	Other comments
<p>3</p> <p>Intensive support and monitoring</p>	<p>This pupil will require significant support due to complex and high level pastoral concerns. Often several areas of professional support will be required.</p> <p>The pupil is likely to be dealing with multiple long-term issues and they need support from individuals to ensure that the impact of these significant issues are minimised as much as possible.</p> <p>Issues likely to be within this category of concern are:</p> <ul style="list-style-type: none"> • Eating disorder, significant weight loss • Mental health - severe anxiety, depression, suicidal ideation • Diagnosed mental health illness, such as OCD, Bipolar or Schizophrenia • Repeated online safety concerns, sexting • Repeated alcohol offences • Concerns over illegal substances • Significant bullying which is longer term • Dangerous behaviour • Serious physical illness/disability • Gambling or gaming addiction 	<p>The support offered will include both internal and external professionals and agencies. This may include:</p> <ul style="list-style-type: none"> • Counselling • External therapists • Deputy Head (Pastoral) / DSL involvement • Education welfare service • Hampshire County Council MASH <p>The pupil will be discussed as part of the weekly pastoral meeting and will be flagged to teaching staff as a pupil to be aware of.</p> <p>The Deputy Head (Pastoral) will discuss the pupil at their fortnightly meeting with the Headmaster.</p> <p>This pupil will be put onto a School welfare plan which will be overseen by the DSL and specialist tutoring support will also be offered and discussed.</p>	<p>The pupil will be discussed in detail at weekly pastoral meetings. Staff will ensure that an appropriate team around the child is in place and that appropriate services are engaged.</p> <p>A full analysis if any risk factors and vulnerabilities will be considered.</p> <p>The welfare plan will be reviewed fortnightly.</p> <p>It is likely that parents will be aware that there are pastoral concerns.</p> <p>DSL should build up a full chronology of the pupil on MyConcern, adding any relevant updates as soon as they occur. The DSL should provide a summary of the pupil on MyConcern so that their progress can be recorded.</p> <p>This will enable the team around the child has relevant information to ensure that the pupil receives the right help, at the right time, from the right people.</p> <p>The Leadership Team will be aware of the pupil's needs.</p>

Level	Needs of the pupil	Examples of support	Other comments
	<ul style="list-style-type: none"> • Serious sexual harassment • Child-on-child abuse • Gender transition / reassignment • Risky sexual behaviour • Death of a parent / sibling 		The Safeguarding Governor will be informed.
<p>4</p> <p>Significant, serious and urgent Level of Need</p>			