Safeguarding Children & Child Protection Policy

Policy Information	
Date of last review	Autumn 2026
Date of next review	Autumn 2027
Review Cycle	Annually
Policy Manager	Pastoral Deputy & DSL

KEY CONTACTS

The Welfare Team

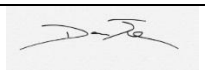
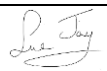
Daniel Joseph	Pastoral deputy head	**DSL**	d.joseph@greatballard.co.uk	**01243 814236**
Alice Hardwick	Senior Deputy and DDSL	**Deputy DSL**	a.hardwick@greatballard.co.uk	
Matt King	Headteacher	**Deputy DSL**	m.king@greatballard.co.uk	
Tom Anderson	Head of prep school	**Deputy DSL**	t.anderson@greatballard.co.uk	
Sally Brooks	SENCO (Designated Teacher for Looked After Children)	**Deputy DSL**	s.brooks@greatballard.co.uk	
Madeliene Willis	Mental Health Lead	**Deputy DSL**	m.willis@greatballard.co.uk	
Katie Morgan **Yvonne Barr**	Head of pre-prep	**Deputy DSL** **EYFS DSL**	k.morgan@greatballard.co.uk y.barr@greatballard.co.uk	

Governance for safeguarding

Mrs Susan Jay	Proprietor	*S.jay@greatballard.co.uk*	***01243 814236***
Mr Vernon Hales	For and on behalf of the board	*v.hales@greatballard.co.uk*	***01243 814236***

Monitoring and Review

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

Name	**Role**	**Review date**	**Date of next review**	**Signed**
Dan Joseph	DSL	Autumn 2026	Autumn 2027	
Matt King	Headteacher	Autumn 2026	Autumn 2027	
Susan Jay	Proprietor	Autumn 2026	Autumn 2027	
Vernon Hales	Non-Executive Director Board Member for Safeguarding	Autumn 2026	Autumn 2027	

KEY EXTERNAL CONTACTS

Local Authority Designated Officer	Donna Tomlinson - LADO Miriam Williams - LADO Tel: 0330 222 6450 (9am - 5.00pm) lado@westsussex.gov.uk
Local Authority Children's Social Services	Tel: 01403 229 900 (Out of Hours - 0330 222 6664) www.westsussexscp.org.uk

West Sussex Children's Services Integrated Front Door	Tel: 01403 229 900 Email WSChildrenservices@westsussex.gov.uk Tel: 07711 769657, for the duty Social Worker, in an emergency if none of the above numbers work. You can also use the Online Referral Form to make a Child Protection Referral to the Front Door for Families.
Support and Advice about Extremism	Chichester Police TEL: 01273 470101 EMERGENCY: 999 NON EMERGENCY NUMBER: 101 https://www.sussex.police.uk/contact/af/contact-us/ WSCC Prevent Tel: 03302 224223 or 07894589071 EMAIL: Beverley.Knight@westsussex.gov.uk PREVENT LEAD: Beverley Knight https://www.sussex.police.uk/advice/advice-and-information/t/prevent/prevent/ UK Anti-Terrorism Hotline: 0800 789 321 www.gov.uk/report-terrorism **Department for Education** NON EMERGENCY NUMBER: 020 7340 7264 EMAIL: counter.extremism@education.gsi.gov.uk **https://www.gov.uk/government/publications/prevent-duty-guidance**
NSPCC Whistleblowing Advice Line	ADDRESS: Weston House, 42 Curtain Road, London, EC2A 3NH TEL: 0800 028 0285 EMAIL: help@nspcc.org.uk
Disclosure and Barring Service	ADDRESS: DBS customer services, PO Box 3961, Royal Wootton Bassett, SN4 4HF TEL: 03000 200 190 EMAIL: customerservices@dbs.gov.uk
Teaching Regulation Agency	ADDRESS: Teacher Misconduct, Ground Floor South, Cheylesmore House, 5 Quinton Road, Coventry, CV1 2WT TEL: 0207 593 5393 EMAIL: misconduct.teacher@education.gov.uk
OFSTED Safeguarding Children	TEL: 0300 123 4666 (Monday to Friday from 8am to 6pm) EMAIL: Whistleblowing@ofsted.gov.uk
Independent Schools Inspectorate	ADDRESS: CAP House, 9-12 Long Lane, London, EC1A 9HA EMAIL: concerns@isi.net TEL: 0207 6000100

Great Ballard School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

1. Introduction and Aims

From this point, Great Ballard School and Seasons Nursery, shall be referred to as the "School".

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

The School Safeguarding Policy is written in accordance with:

- West Sussex Safeguarding Partnership's procedures and practice as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Executive: the health partnership, police and local authorities.
- Keeping Children Safe in Education (September 2026) - KCSIE definition: Protecting children from maltreatment, whether that is within or outside the home, including online.
    - What to do if you're worried a child is being abused: advice for practitioners (March 2015)
- Working Together to Safeguard Children (March 2026)
    - Information sharing: advice for practitioners providing safeguarding services (May 2024)
- Prevent Duty Guidance for England and Wales (March 2023)
- Early Years Foundation stage statutory framework (July 2026)

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

The School works closely with safeguarding partners, including the Local Authority, Sussex Police and the relevant Integrated Care Board (ICB), to ensure that the welfare and safety of pupils is given appropriate priority.

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

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

Children may suffer neglect, emotional, physical or sexual abuse or a combination of such types of abuse. All children have a right to be protected from abuse. The school recognises that children may also experience prejudice-based harm, including racism, faith-based prejudice and other forms of discrimination. Such experiences may affect a child's welfare, wellbeing, mental health and willingness to seek help and will be considered within safeguarding practice where appropriate.
Whilst the school will work openly with parents as far as possible, the school reserves the right to contact Children's Social Care or the Police, without notifying parents if this is in the child's best interests. Our children have the right to respect and protection from abuse, regardless of age, gender identity, religion, race, nationality, sexuality, culture or disability.

1.1 School Website Safeguarding Statement

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

Safeguarding and promoting the welfare of children is now defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online (this last part has been added)
- Preventing the impairment of children's mental and physical health or development
- Making sure that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

2. Roles and Responsibilities of school staff

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children has an important role to play. The school staff are particularly important as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. It is important all staff (including those who do not work directly with children) recognise the important role they play in protecting children.

The DSL has overall responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).
The DSL who leads the Welfare Team, including DDSLs who are trained to the same standard as the DSL. The DSL has a job description for their safeguarding role and key activities in appendix 1. In the absence of a DSL, the DDSLs will carry out the DSL functions necessary to ensure the on-going safety and protection of pupils.

All staff, but especially the DSL, will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

2.1 The role of the Designated Safeguarding Lead

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

The DSL has overall responsibility for safeguarding and child protection, including online safety, filtering and monitoring. *(Please Refer to Appendix 1- Designated Safeguarding Lead – Full Job Specification)*

2.2 The role of Safeguarding and other Directors

The Proprietor holds overall legal responsibility for safeguarding and delegates strategic oversight to the Board of Directors. A designated Director responsible for safeguarding is appointed and their name and contact details are published at the front of this Policy. This Director is responsible for reviewing the school's safeguarding arrangements ensuring the existence of a written safeguarding policy and procedures that meet statutory requirements.

As part of their annual review, the Board of Directors will monitor the procedures for, and the efficiency with which, the safeguarding duties have been discharged, ensuring that any deficiencies or weaknesses in

safeguarding arrangements are remedied without delay and will approve amendments to safeguarding arrangements in the light of changing regulations or recommended best practice.

The Director responsible for safeguarding will visit the school on a termly basis and will enquire of staff how they understand the policy and how and to who they would pass on their safeguarding concerns. They also monitor that children are taught about safeguarding, including online safety, as part of a broad and balanced curriculum. The Board receives regular assurance regarding filtering and monitoring arrangements and their effectiveness.

2.3 The role of the Proprietor

It is incumbent on the Proprietor to comply with their duties under legislation and ensures the policies, procedures and training in the school are effective and comply with the law at all times. The Proprietor ensures that senior members of staff receive appropriate time, training and resourcing to act as DSL and DDSLs for the whole school (including EYFS (Early Years Foundation Stage)).

The Proprietor and the board of directors formally adopts this policy and reviews its contents annually or sooner if any legislative or regulatory changes are notified to the School.

They will request, as part of the statutory review, an Annual Report on Safeguarding Children, specifically drawn up to monitor compliance with the requirements of Safeguarding Children and Safer Recruitment. The review covers all aspects of child protection and safeguarding referrals (including numbers, but not specifics) made by the school during the past year, patterns of incidents, training undertaken by staff and any changes made to procedures during the year. The School ensures that any deficiencies or weaknesses in child protection arrangements are remedied immediately, once identified. The Proprietor is accountable for ensuring The School has effective child protection policies and procedures in place that are in accordance with guidance issued by the Secretary of State and the West Sussex LEA.

2.4 The role of all staff

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

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

We require that:

- All staff, volunteers and Board of Directors should know the name of the DSL designated senior Lead and Deputy DSL and the person responsible for child protection and understand their responsibilities to safeguard and protect children.
- Staff must be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

- Staff and volunteers explicitly and immediately report (using guidance in this policy) any concern or allegation about school practices or the behaviour of staff and volunteers which are likely to put pupils at risk of abuse or other serious harm.
- At all levels, including newly appointed and ancillary, staff have been given briefing or training on responding to suspicions or allegations of abuse, including child on child, and know what action they should take in response to such suspicions or allegations.
- All staff are aware of the systems at the School which support safeguarding, including proactive approaches, monitoring and recording (MyConcern), thresholds, the welfare team, amongst others. This information is shared at training throughout the year and included for all staff as part of new staff induction.
- All staff are familiar with this policy and have been given a copy of Part 1 of Keeping Children Safe in Education and are asked to confirm that they have read both ensuring understanding. Staff are made aware of any significant changes made to this policy or KCSIE at the start of and during the year.
- All staff are aware of the indicators of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online.

2.5 Contextual safeguarding

- Safeguarding incidents and / or behaviours can be associated with factors outside the School and / or can occur between children outside the School.
- All staff, should consider the context within which such incidents and /or behaviours occur, for example where wider environmental factors are present in a child's life (including the risk of intra-familial harm, as well as those outside the home) that may be a threat to their safety and / or welfare.
- The school will work with local partners, including Social Care and Police, to ensure that there is a continuing alertness to any emerging contextual risks, and to ensure that assessment of risk for any pupils includes appropriate reference to their local community and environment.

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

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

We will:

- Always take the child seriously
- Listen carefully and record their concerns
- Tell the child they have done the right thing by telling us
- Clarify if necessary
- Make an accurate record on MyConcern as soon as possible using the words spoken by the child.
- Inform the DSL without delay.
- Utilise training such as MHFA ALGEE framework
- Exercise professional curiosity, always with a mindset of **'it could happen here'**

We will not:

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

3.2 Reporting Concerns

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

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

The Welfare Committee	Role	Contact
Dan Joseph	DSL	d.joseph@greatballard.co.uk 07702538277
Alice Hardwick	DDSL and Senior deputy	a.hardwick@greatballard.co.uk 01243814236
Sally Brooks	SENCO	s.brooks@greatballard.co.uk 01243814236
Tom Anderson	Head of Prep school (Y3-6)	t.anderson@greatballard.co.uk 01243814236
Madeliene Willis	Mental Health Lead	M.willis@grreatballard.co.uk 01243814236
Matt King	Headteacher	m.king@greatballard.co.uk 01243814236
Katie Morgan Yvonne Barr	Head of Pre-Prep (N-Y2), DSL for EYFS	y.barr@greatballard.co.uk k.morgan@greatballard.co.uk 01243814236

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

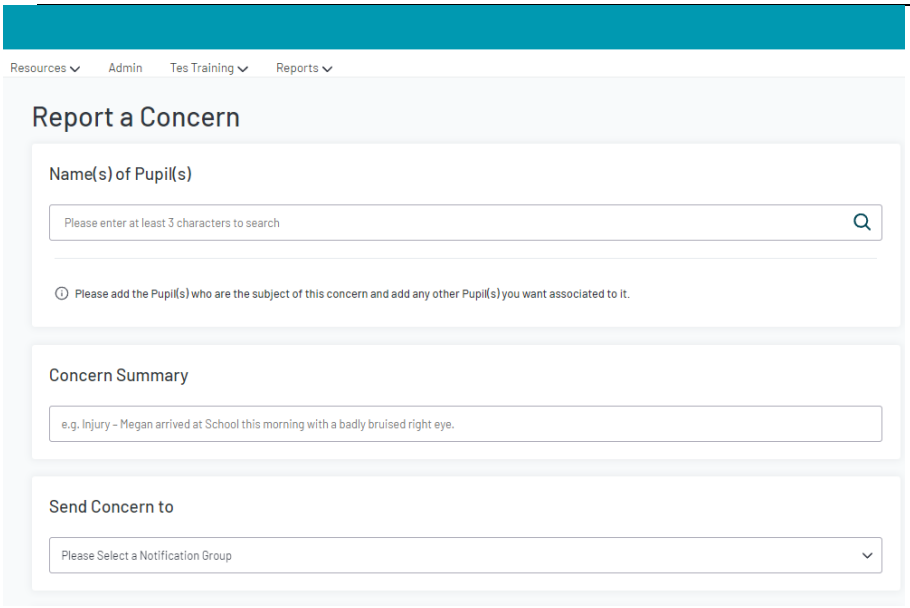
If you have an immediate concern, you can also contact:

- Social Care Support directly: Via Integrated Front Door (IFD): **Phone**: 01403 229900 or Online
- In an emergency, telephone 999
- Child Exploitation and Online Protection Agency: www.ceop.police.uk

3.3 Reporting and Recording Concerns Procedure - MyConcern

- All concerns, discussions, and decisions (together with reasons) made under these procedures should be recorded in writing (on **MyConcern** as key record). This will help if/when responding to any complaint about the way a case has been handled.
- The record should include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and a note of any action taken, the decision reached and the outcome.
- The information should be kept confidential and stored securely, ensuring that the file is only accessible to those who need to see it, and is shared in accordance with the guidance set out in Parts one and two of KCSIE.
- Key language is encouraged to use on these records to ensure that external agencies are able to utilise the information recorded to the best of their ability.

All staff have access to and use MyConcern to record concerns. Screenshot of the concerns wizard.



Working together to Safeguard children

Safeguarding is the responsibility of all staff within the school community. In line with *Working Together to Safeguard Children 2026*, we recognise that safeguarding applies to all children, including those who are looked after, in kinship care, adopted, or where concerns arise during pregnancy. We are committed to creating an inclusive, anti-discriminatory safeguarding culture, where all staff actively challenge racism, bias and inequality and understand how these can impact children's experiences and outcomes. Staff are aware of the potential impact of discrimination, bias and stereotyping, including adultification bias, and recognise the importance of safeguarding all children fairly and equitably.

The School adopts the principles of Working Together to Safeguard Children 2026. We recognise that safeguarding is everyone's responsibility and requires effective early intervention, multi-agency working, information sharing and a child-centred approach.
In practice we:

- Promote early identification of need through Family Help and Early Help processes.
- Work collaboratively with safeguarding partners and external agencies.
- Ensure safeguarding decisions are inclusive, equitable and child-centred.
- Listen to children and take their wishes and feelings into account.
- Learn from safeguarding incidents and reviews to strengthen practice.
- Maintain a culture of professional curiosity and continuous improvement.

The school recognises that safeguarding is dynamic and evolving, and will ensure that policies, training and practice remain aligned with national guidance and local safeguarding priorities.

Early Help
The sooner a family receives the right support, the sooner they are able to improve their situation and prevent the need for prolonged support. Staff exercise professional curiosity, and maintain an attitude of "it could happen here".
Students and families meeting a higher threshold are referred to the IFD and will receive the next level of Early help / Family help support. A 'whole family' approach ensures that children's needs and welfare are being met and maintained as well as those of the family. This is done by working with the family, local communities and others already supporting them. Further information can be found in the link below:
https://www.westsussex.gov.uk/social-care-and-health/social-care-and-health-information-for-professionals/children/early-help/early-help-services/

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

Where concerns are raised about a "Child in Need" (CIN)

- A "Child in Need" refers to a pupil whose circumstances may require them to have extra support in order to live a life which does not compromise their ability to fulfil their potential. The School will refer to external agencies such as CAMHS (Child and Adolescent Mental Health Service) or West Sussex Children's partnership.

The School recognises that there may also be children who, whilst not suffering harm or at immediate risk, require additional support from external agencies. Where appropriate, the DSL may consult with the child concerned and the parents regarding a referral to external agencies (such as the IFD). This may lead to a plan to support a child in need being drawn up or an early help assessment.

Where concerns are raised about a "Child at risk"

- A "Child at Risk" is a pupil who is in immediate risk of significant harm and such cases will be referred to the Multi Agency Safeguarding Hub (MASH) as a matter of urgency. We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. We recognise that the School may provide the only stability in the lives of children who have been abused or who are at risk of harm.

Where staff have concerns that a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Staff must share information with children's social care and/or the police where there are any concerns that a child may be at risk of harm or neglect

Important Contact details are as follows:

West Sussex Continuum of Need / Threshold Guidance

The West Sussex Continuum of Need has been produced as a tool to assist practitioners working with children and young people. The Sussex Safeguarding Children Partnership (WSSCP) recommends that all agencies, schools and settings working with children and their families use this tool to inform their decision-making regarding levels of need and to support their conversations with other professionals.

- West Sussex Continuum of Need – Threshold Guidance (Updated Feb 2024)
- West Sussex Continuum of Need – Level of Need Descriptors (Updated Feb 2024)

Making a Child Protection referral to The Integrated Front Door

If for any reason a DSL is unavailable, and you have serious concerns about a child, you should inform West Sussex Children's Services' Integrated Front Door during office hours using the given number or email or by using the secure forms linked below.

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

Email: WSChildrenservices@westsussex.gov.uk

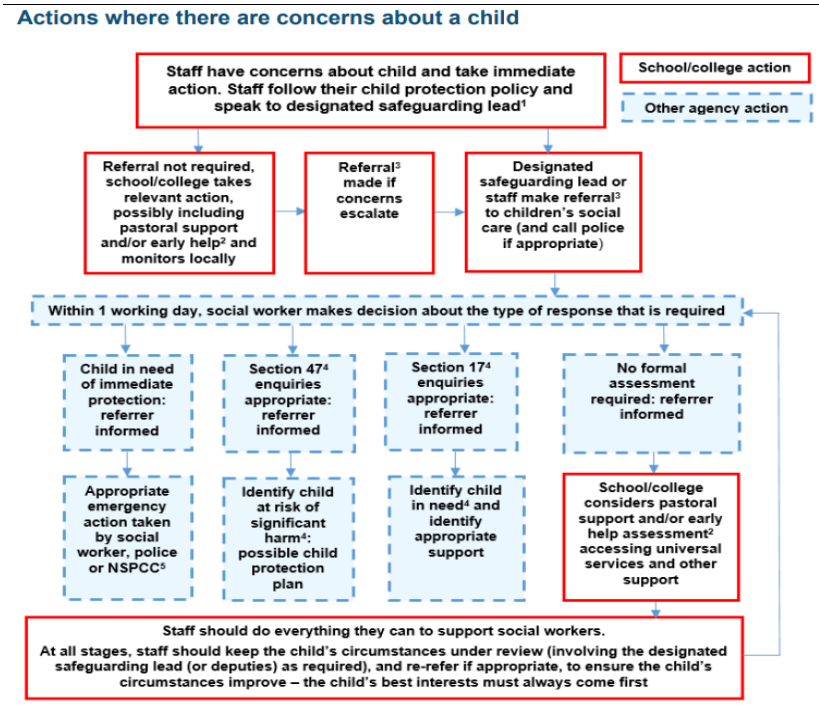
– Request Support from IFD for a child

– Request for support from IFD for an adult

For emergencies only

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

If the Emergency Duty Team line is unavailable and you need to report an emergency safeguarding concern, please call 07711 769657.



4. Supporting Pupils and teaching them how to keep safe

The School's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the school. All staff are expected to lead by example and play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health (physical and mental), safety and wellbeing.

Time is allocated in PSHE (Personal, Social, Health, Education) and tutor periods to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Relationships and Sex Education (RSE) as outlined in the DfE's document https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf is a statutory part of PHSE. The School ensures that RSE is part of the School's PSHE programme enabling greater awareness and that pupils are well equipped to deal with issues.

PSHE aims to be preventative rather than reactive. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict.

Our school programme will tackle, at an age-appropriate stage, issues such as:

- supporting children to develop the skills that form the building blocks of all positive relationships,
- healthy and respectful relationships,
- boundaries, consent and kindness in relationships,
- stereotyping, prejudice and equality,
- body confidence and self-esteem,
- how to recognise and report concerns about an abusive relationship, including coercive and controlling behaviour,
- the concepts of, and laws relating to all forms of sexual harassment, and abuse, and how to access support,
- what constitutes sexual harassment and sexual violence and why these are always unacceptable, emphasising that it is never the fault of the person experiencing it, and

- understanding online harms such as sharing images, the prevalence of deepfakes, pornography and misogynistic influencers and when and where to seek help.

This education is underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSE (Relationships, Sex Education) delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Assemblies and lessons are used to promote tolerance and mutual respect and understanding. In delivering these subjects, we as a school must refer to the statutory guidance, which can be found here.

The School supports pupils through:

- A strong pastoral and welfare system.
- A comprehensive PSHE and RSHE curriculum.
- Safeguarding education, including online safety.
- Access to trusted adults and external support services.
- Early identification and intervention where concerns arise.
- Effective partnership with parents and external agencies.

Looked after children

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

5. Staff Training

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

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

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

- Familiarisation with this Safeguarding and Child Protection policy
- Staff Code of Conduct
- Pupil Behaviour Policy
- Safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods.
- Whistleblowing Policy
- Low Level Concerns Policy
- The identity and role of the DSL and DDSLs
- ICT (Information and Communication Technology) Acceptable Use Policy for Staff
- All staff must read and understand Part 1 of Keeping Children Safe in Education. School leaders and board of directors should read the entire document.

All staff will receive:

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

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

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

Please consult **Appendix 5** for a copy of the current whole school safeguarding training model

6. What is child abuse?

Working Together to Safeguard Children (2026) defines abuse as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

The following definitions are taken from W*orking Together to Safeguard Children* HM Government (2026)

- *Abuse (Physical, emotional and sexual)*
- *Neglect*
- *Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)*
- *SEND*
- County Lines
- *Serious violence*
- *Child-on-child abuse (including harassment and violence)*
- *Making or sharing nudes or semi-nudes, including those generated using AI*
- *Radicalisation*
- *Honour Based Abuse (HBA – Forced Marriage and FGM)*
- *Children absent from Education*
- *Modern slavery*
- *Domestic violence and abuse*
- *Online abuse (including cyber bullying and cybercrime)*

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

Indicators of abuse and neglect may include changes in behaviour, mood, appearance, attendance, presentation, relationships or emotional wellbeing. Staff should remain professionally curious and report any concerns to the DSL or a Deputy DSL. Further information is provided through safeguarding training and KCSIE.

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

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

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

6.1 Physical abuse

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Children may also suffer domestic abuse in an intimate personal relationship. Support is signposted in Annex B of KCSIE.

Babies and disabled children also have a higher risk of suffering physical abuse. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

6.2 Emotional abuse

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

6.3 Sexual Abuse

Sexual abuse involves forcing, causing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. Children can be sexually abused within the family, an institution or community setting and are more likely to know their abuser than not.

The activities may involve physical contact, including assault by penetration (for example rape or penetration with an object) 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. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

The School has a zero-tolerance approach to sexual harassment and sexual violence; that it is never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, misogyny, an unsafe environment and, in worst case scenarios, a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

Staff should recognise, acknowledge, and understand the scale of HSB, sexual harassment and sexual violence and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported. We work hard to recognise the escalatory nature of misogyny and the benefits of early identification to support their approach to minimising the risk of HSB, sexual harassment and sexual violence.

6.4 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 and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
However, while one may be concerned about a child, neglect is not always straightforward to identify. Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

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

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

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production

of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media.

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines11, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

6.6 SEN and Disability

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

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

6.7 County lines

County lines is a form of criminal exploitation in which children are used to transport, store or sell drugs and money. Children may be coerced through violence, threats, manipulation or debt. Concerns should be reported immediately to the DSL.

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.

6.8 Serious Violence

All staff are trained to be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. Staff should report concerns about a child carrying, using or threatening to use a weapon immediately to the DSL. The DSL will assess risk, consider support measures and make referrals where necessary.

6.9 Child on child abuse (including harassment and violence)

Recognising and minimising the risk of child-on-child abuse

The School takes a zero-tolerance approach to child-on-child abuse. It recognises that all children are capable of abusing their peers and all staff should be aware that safeguarding issues can manifest themselves in this way at any time. Staff know that child-on-child abuse is preventable, as well as knowing how to recognise behaviours and indicators of risk early.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)

- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- serious physical assault and harm, or the threat of harm with a weapon
- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual making or sharing of nudes and semi-nudes
- upskirting (which is a criminal offence) which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents

The school's culture of respect and empathy ensures children recognise the impact they can have on others and they are encouraged to "lift" those around them through kindness, leadership and service. Similar values are instilled through the school's pastoral care programme, its holistic curriculum and its PSHE and assembly programmes. The School promotes an inclusive, anti-discriminatory culture where racism, faith-based prejudice and other forms of discriminatory behaviour are recognised, challenged and addressed as part of our safeguarding responsibilities.

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

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

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

6.10 Consensual and non-consensual making or sharing of nudes and semi-nudes, including those generated using AI

This is defined as the making, sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. The law says that creating or sharing sexual images or videos of a child under 18 is illegal, even if the person doing it, is a child. This includes:

- sending sexual messages to a child
- a child taking an explicit photo or video of themselves or a friend, with a camera or by the use of AI
- sharing an explicit image or video of a child, even if it's shared between children of the same age
- having, downloading or storing an explicit image or video of a child, even if the child gave their permission for it to be taken.

- sharing an explicit image or video of a child is illegal, even if it's shared between children of the same age.
- Sharenting or adults sharing a photo of a child to raise awareness is also illegal.

The School school will take a safeguarding approach in response to all incidents involving the sharing of nude or semi-nude images, regardless of whether they are consensual or non-consensual. All such incidents require a safeguarding response, with a proportionate approach that considers the age, development, and circumstances of the children involved, as well as any elements of coercion, exploitation or vulnerability.

Procedures - If an incident comes to the attention of a member of staff they must;

- **Report it to the Designated Safeguarding Lead (DSL) immediately.**
- **Never view or save explicit images, videos or messages**.
- Not delete the imagery or ask the young person to delete it.
- Not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. **This is the responsibility of the DSL (or equivalent)**
- Not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and / or carers.
- Not say or do anything to blame or shame any young people involved.
- Explain to the young person(s) that you need to report it and reassure them that they will receive support and help from the DSL.

Any direct disclosure by a child or young person must be taken seriously. A child or young person who discloses they are the subject of an incident of sharing nudes and semi-nudes is likely to be embarrassed and worried about the consequences. It is likely that disclosure at school is a last resort, and they may have already tried to resolve the issue themselves.

The School will always seek to follow official government advice when handling an incident found here

6.11 Preventing Radicalisation and Extremism

The School recognises its duty under Section 26 of the Counter-Terrorism and Security Act 2015 (the Prevent Duty) to have due regard to the need to prevent people from being drawn into terrorism. Protecting children from radicalisation and extremist influences forms part of the School's wider safeguarding responsibilities.

- **Radicalisation** is the process by which a person comes to support terrorism or extremist ideologies associated with terrorist groups.
- **Extremism** is the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to:
  - Negate or destroy the fundamental rights and freedoms of others; or
  - Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
  - Intentionally create a permissive environment for others to achieve either of the above.

Radicalisation may occur both online and offline and can affect any child, regardless of their background or circumstances. Vulnerability may be linked to a range of factors including social isolation, exposure to extremist content, personal grievance, family circumstances, experiences of discrimination, mental health needs or other safeguarding vulnerabilities. There is no single indicator that a child is at risk and staff are expected to exercise professional curiosity and remain alert to changes in behaviour, presentation, relationships or online activity that may indicate a concern.

All staff receive Prevent awareness training and understand that safeguarding against radicalisation is no different from safeguarding against any other form of abuse, neglect or exploitation. Any concerns must be reported immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL. The DSL will assess concerns and determine whether support, advice, referral to Children's Services, Prevent or Channel is appropriate.

Channel is a voluntary, confidential, multi-agency safeguarding programme designed to provide early support to individuals who may be vulnerable to being drawn into terrorism. The DSL and Deputy DSLs are familiar with local Prevent and Channel referral pathways and will work closely with partner agencies where necessary.

The School promotes resilience to extremist narratives through:

- Teaching fundamental British values.
- A broad, balanced and inclusive curriculum.
- Relationships, Sex and Health Education (RSHE) and PSHE.
- Encouraging critical thinking and respectful debate.
- Promoting tolerance, respect and inclusion.
- Strong online safety education and digital literacy.

Further guidance:

- Keeping Children Safe in Education 2026.
- Prevent Duty Guidance for England and Wales. https://www.gov.uk/government/publications/prevent-duty-guidance
- **Channel and Prevent Multi-Agency Panel (PMAP) guidance - GOV.UK**
- **The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK**
- Channel and Prevent Multi-Agency Panel Guidance. here
- **National Prevent referral form**

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

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

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

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

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

6.13 Children absent from Education

Children absent from education may be at increased risk of abuse, neglect, exploitation, radicalisation or other safeguarding concerns, and becoming NEET (Not in Education, Employment or Training) later in life. The School

will monitor attendance carefully, investigate unexplained absence promptly and work with external agencies where necessary.

Monitoring attendance
The school will monitor all pupil absences from school and promptly address concerns about irregular attendance with the parent/carer. Following the now statutory guidance 'working together to safeguard attendance', The School's Attendance policy is our main protocol. Knowing where children are during school hours is an extremely important aspect of safeguarding. Absence from school can be an indicator of abuse and neglect and may raise concerns about child sexual exploitation.

- Follow-up unexplained and or persistent absences of any child with a telephone call from the School on the morning of the first day of absence.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child safeguarding register
- Contact the Local Authority if any child's unauthorised absences extend for more than 20 consecutive days or where a child's whereabouts and safety cannot be assured.

Children moving schools
It is essential that schools support the local authority in assuring that they can identify, and track children absent from education until they are back in school or receiving suitable education elsewhere.

- Notify the Local Authority when a child joins or leaves the School at any point before Year 11.
- This should be done before the child is removed from the admissions register
- The West Sussex Policy and guidance on Child Missing Education can be found **here**.

6.14 Modern Slavery and the National Referral Mechanism

Modern slavery encompasses exploitation, including sexual exploitation, criminal financial exploitation, human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including forced labour, slavery, servitude, forced criminality and the removal of organs. Further information and training for professionals on exploitation and modern slavery is available here - Modern slavery training: resource page - GOV.UK

The National Referral Mechanism is the system used within the UK to support potential victims of exploitation and modern slavery. Further information on the signs that someone may be a victim of exploitation and modern slavery, the support available to victims and how to refer them to the NRM is available in statutory guidance Modern slavery: how to identify and support victims - GOV.UK.

6.15 Domestic abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

6.16 Cybercrime

This is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).
Cyberdependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying, or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets, and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the DSL (or a deputy), should consider referring into the Cyber Choices programme.

7. Further safeguarding issues

7.1 Visiting Speakers

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

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

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

7.2 Vulnerable Children & Ongoing Pupil Concerns

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

7.3 Children Who Are Questioning Their Gender

The School recognises that some children and young people may question their gender, including how they feel about being a boy or a girl, their biological sex, or how they express themselves. Children's experiences and feelings can vary considerably and may change over time. The School also recognises that interests, behaviours, activities, clothing choices or friendships that do not conform to gender stereotypes should not, in themselves, be seen as evidence that a child is questioning their gender.

In all cases, the welfare, safety and wellbeing of the child remain paramount. The School will respond to any concerns or requests on an individual basis, taking account of safeguarding responsibilities, parental involvement, the child's views, and the needs of others within the school community.

Principles

The School will:

- Maintain a respectful, inclusive environment where all pupils are treated with dignity and where bullying, harassment and discrimination are not tolerated.
- Take time to understand the child's individual circumstances, feelings and needs, demonstrating appropriate professional curiosity and considering any wider safeguarding, wellbeing, mental health, SEND or neurodiversity factors.
- Ensure that the Designated Safeguarding Lead (DSL) is involved in any significant discussions or decisions relating to a child who is questioning their gender.
- Work in partnership with parents/carers wherever possible, recognising that parents and carers have a central role in decisions affecting their child.
- Consider the best interests of the child and the wider school community when responding to requests for support.
- Keep clear and accurate records of discussions, decisions and actions taken.

Requests for Social Transition

The School will not initiate discussions or actions relating to social transition. Where a child or parent/carer requests support relating to social transition, the School will consider the request carefully on a case-by-case basis, taking account of safeguarding duties, applicable legislation, professional advice and the individual circumstances of the child.

Any decision will be informed by:

- The child's welfare and best interests.
- The views of parents/carers, unless doing so would place the child at risk of significant harm.
- Relevant safeguarding, medical, educational or other professional advice where appropriate.
- The impact on other pupils and members of the school community.
- The School's obligations under safeguarding, equality and human rights legislation.

Decisions will be reviewed periodically as circumstances and the needs of the child may change over time.

Safeguarding and Information Sharing

The School recognises that children who are questioning their gender may be vulnerable to bullying, social isolation, mental health difficulties or other safeguarding concerns. Such concerns will be addressed through the School's safeguarding procedures. Accurate pupil records are essential for safeguarding purposes. Relevant staff will have access to information necessary to fulfil their safeguarding responsibilities.

School Premises, Residential Visits and Sport

The School will comply with its safeguarding, regulatory and equality obligations in relation to school premises, residential accommodation and sport. In accordance with statutory requirements, the School provides separate toilet, changing and residential facilities for boys and girls and will not permit pupils to access facilities designated for the opposite biological sex. Where a pupil expresses discomfort using facilities designated for their biological sex, the School will consider whether an appropriate alternative arrangement can be provided, provided this does not compromise the safety, privacy, dignity or wellbeing of any pupil. Any such arrangements will be considered on an individual basis, with the involvement of the DSL where appropriate, and recorded accordingly. Participation in sport will be managed in line with safeguarding requirements, statutory guidance and any relevant safety considerations.

Further Guidance

This section should be read alongside:

- Keeping Children Safe in Education (KCSIE) 2026
- The Department for Education's **Guidance for Schools and Colleges: Gender Questioning Children** (2026)
- The School's Anti-Bullying Policy
- The School's Equality, Diversity and Inclusion Policy

8. Mental Health

The School recognises that positive mental health and emotional wellbeing are essential to children's development, safety and learning. We promote a whole-school approach to mental health and provide support through pastoral systems, the Welfare Team, the Mental Health Lead and external agencies where appropriate.

Staff understand that mental health concerns can be indicators of abuse, neglect or exploitation and will respond in line with safeguarding procedures. Staff receive this training in mental health (Mental Health First Aid and through INSET) and the school has a **Mental Health Lead** with time to educate, support and review the school's mental health procedures.

All staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead, a deputy or the school Mental Health Lead. The department for Education has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for Schools).

Where staff believe a child is at immediate risk of harm due to a mental health crisis, suicidal ideation or self-harm, emergency services will be contacted immediately (999) or the child will be taken to A&E. Where urgent support is required but there is no immediate danger, staff may use NHS 111 and follow safeguarding procedures.

The following resources also provide useful support and guidance:

- Promoting and supporting mental health and wellbeing in schools and colleges (Gov.uk)
- Rise Above
- Young Minds
- Mind
- Anna Freud

Please also consult the school's **Positive Mental Health Policy**

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

The School's procedures for dealing with allegations against staff (and volunteers who work with children) aims to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from vexatious allegations. The School's procedures for managing allegations against staff (including the Head and DSL) and volunteers follows Departmental guidance and West Sussex Children's Safeguarding Partnership arrangements. Allegations as defined by KCSiE should be reported to the LADO. Complaints or concerns can be managed independently by the school or college under internal procedures.

Complaints could include:
- Breaches of the code of Conduct
- Any breach of data protection or confidentiality
- Poor behaviour management
- Inappropriate use of social media
- Misadministration of medication

Concerns could include:
- Inappropriate use of language, shouting or swearing
- Discussing personal or sexual relationships with, or in the presence, of pupils
- Making (or encouraging others to make) unprofessional comments which scapegoat, demean or humiliate children, or might be interpreted as such.

Low-Level Concerns LLC's , which do not reach the allegations harm threshold (or complaints criteria) should be dealt with under a school LLC procedure.

Procedure for Allegations that meet the harm threshold.

This procedure should be used in all cases when it is alleged a member of staff, supply staff, volunteer, Governor, or another adult who works with children has either:
- 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 have behaved in a way that indicates they may not be suitable to work with children.

When considering allegations of suitability, (the fourth criteria above) the LADOs would consider the following situations:
- Parents of children who are placed on a CIN plan or are receiving Early Help;
- Arrests for offences against adults;
- Presentation to other professionals around mental health, domestic abuse and/or substance misuse;
- Extreme political or religious viewpoints which could be considered Hate Crime;
- Concerns about behaviour in their private lives which may impact on children

In any of these situations the LADO criteria for intervention will be assessed against the likelihood and impact of transferable risk to children.

In line with our referral process:

- Staff will report any concerns about the conduct of any member of staff, supply staff or volunteer to the headteacher as soon as possible.
- If an allegation is made against the headteacher, the concerns need to be raised with the Chair of Governors as soon as possible. If the Chair of Governors is not available, then the LADO should be contacted directly.

- There may be situations when the headteacher or Chair of Governors will want to involve the police immediately, if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
- Once an allegation has been received by the headteacher or Chair of Governors, they will contact the LADO via the portal Online Portal or as soon as possible and before carrying out any investigation into the allegation.
- Inform the parents of the allegation unless there is a good reason not to

In liaison with the LADO, the school will determine how to proceed and if necessary, the LADO will refer the matter to Children's Social Care and/or the police.

When receiving information from outside agencies about school staff, the LADO will assess the potential for transferable risk and make a disclosure to the school where there is the likelihood of transferable risk to children and there is a pressing need.

If the matter is investigated internally, the LADO will advise the school to seek guidance from their personnel/HR provider in following procedures set out in Part 4 of 'Keeping Children Safe in Education' and the WSSCP procedures.

Low Level Concerns
It is recognised that not all concerns raised about staff will reach the threshold for referral but all concerns should be taken seriously and be properly documented. Staff themselves may have concerns about behaviours that do not immediately (or in isolation) lead to an allegation being made. The purpose of the policy is to encourage an open and transparent culture, which enables the school or College to identify concerning, problematic or inappropriate behaviour at an early stage. The purpose of the policy is to help create and embed a culture of openness, trust and transparency in which the clear values and expected behaviour set out in our Child Protection and Safeguarding policy are lived, monitored, and reinforced.

All low-level concerns will be recorded, reviewed and analysed to identify patterns of behaviour which may indicate emerging safeguarding risk. Examples of LLCs include, but is not limited to:

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

The LOW-LEVEL CONCERNS POLICY sets out a framework whereby staff are expected to report concerns in detail, in writing, no matter how small, about their own behaviour or that of another member of staff, volunteer, supply teacher, contractor or other person working in school.

All concerns logged are reviewed in context by the Head/DSL and, where appropriate the SLT or welfare team. Records of all low-level concerns, the decision making process, response and lessons learned, are kept and monitored. This ensures patterns of concerning; inappropriate or problematic behaviour are spotted, and issues are. Low-level concerns are reviewed collectively to identify patterns of behaviour which may indicate emerging safeguarding risk.

10. Private Fostering

A private fostering arrangement occurs when a child under 16 (or under 18 if disabled) lives for 28 days or more with someone who is not their parent, person with parental responsibility, step-parent, grandparent, sibling, aunt or uncle.

Privately fostered children can be vulnerable and may be at increased risk of abuse, neglect, exploitation, trafficking or modern slavery. Parents and private foster carers have a legal duty to notify the local authority of a private fostering arrangement.

School staff should inform the DSL immediately if they become aware of, or suspect, that a pupil is living in a private fostering arrangement. The DSL will ensure that the local authority is informed, where appropriate, in accordance with statutory requirements.

As part of the admissions process, the school seeks to establish the relationship between the child and the adults with whom they live.

11. Safer Employment Practices

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

The School Board of Directors ensures that robust recruitment procedures exist that prevent people who pose a risk of harm from working with pupils. They ensure that the school adheres to statutory responsibilities to check all staff who work with children, takes proportionate decisions on whether to ask for any checks beyond the minimum required, and ensures volunteers are appropriately supervised. Organisations providing contractors or consultants working on site are asked for assurances that where relevant and required, their personnel have been suitably vetted in line with legal requirements.

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

From September 2026, the School recognises that volunteers carrying out teaching, training, instruction, care or supervision of children may be engaging in regulated activity even when supervised. The School will ensure that volunteers undertaking regulated activity are subject to an Enhanced DBS Certificate with Children's Barred List information and that all checks are recorded appropriately within the Single Central Register. Volunteers must not begin work within the EYFS setting until an Enhanced DBS certificate, including barred list information, has been obtained in accordance with the EYFS Statutory Framework and KCSIE 2026.

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

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

The School is aware of its obligation to preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry (further information

can be found on the IICSA website). All other records should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

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

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

Confirmation is obtained that appropriate child protection checks and procedures apply to any personnel employed by another organisation and working with the School's pupils at either school or on another site.

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

12. Early Years provision safeguarding arrangements

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

DSL for the EYFS
The practitioner designated to take lead responsibility for safeguarding children in the early years settings is Katie Morgan and Yvonne Barr, Head of Pre Prep.

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

13. Use of mobile Phones and use of photographs

The Mobile Phones and Devices Policy outlines all use expectations and rules – for students, staff and parents when on site. Below are key extracts.

At the School, we are committed to creating a calm, safe and focused learning environment for every student. Consistent with the Department for Education's guidance on mobile phones in schools here, we operate a mobile phone-free school day for all pupils. This means that throughout the school day – including lessons, between lessons, breaktimes and lunchtime – pupils must not use or access mobile phones or similar personal smart technology.

Student use

- The school day is mobile phone-free by default for all pupils. Students will not have unsupervised access to their mobile phone throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime.
- Where phones are brought to school, they are stored securely and not accessed until the end of the day. Students in the prep and senior school should turn their phones off on arrival to school, and hand

them into their form tutors to be safely stored for the day. Students will collect these at the end of academic lessons 16:30.
- Good digital etiquette should be followed at all times, according to the school's ICT Acceptable Use policy.
- In exceptional circumstances, Mobile phones can be used in the classroom only with the teacher's permission (for specific academic purposes, e.g. for photos in art/ graphics/ photography lessons)

Sanctions and procedures
- Misuse of a mobile phone will result in sanctions, from behaviour points and confiscation, to detentions and letters home. Please refer to the Behaviour Policy here.
- If a mobile phone is being used inappropriately a member of staff will confiscate it and hand it either to the form tutor or SLT (senior leadership) member. Confiscated devices should be handled lawfully and proportionately.
- In exceptional cases (e.g., medical needs, disability adjustments), reasonable adaptations may be agreed in advance.

Staff use
West Sussex Safeguarding Children's Partnership allows staff to bring in mobile phones for their own personal use. If they need to make an emergency call, they must do so either in the staff room, the Headmaster's office, an empty classroom or outside of the school grounds. Staff should provide the school number to family and next of kin so in an emergency the member of staff can be contacted on the school phone.
There is significant potential for camera mobile phones to be misused in schools. These can all too easily become an instrument of bullying or harassment directed against pupils and/or staff members.
- No member of staff should ever use their own mobile phone to photograph a student or students, or allow themselves to be photographed by students.
- The school will provide adequate mobile phones, tablets, iPads, to be used for this purpose by staff to photograph students.

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

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

The school follows a policy of seeking parents' permission before using images that show children on the website, social media or in the local press. The list showing pupils who are barred from appearing in the press, or on the website, is kept in the School Office and is available whenever photographers are present.

No other private information about children is ever published on the website such as surnames or contact details. By observing these points the School ensures that visitors to the website cannot link images of children to the family names of children. When choosing photographs for the website, we are mindful of the way children may appear in them, and try not to include images that are in any way inappropriate.

14. Online Safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable and ever evolving, 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, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

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.

Conduct: 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 self-generated intimate images and/or videos including those generated using AI e.g. deepfakes, sharing other explicit images and online bullying.

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/)

Artificial Intelligence (AI)

The school recognises that artificial intelligence may be used to facilitate abuse, including the creation of nudes, semis nudes, deepfakes, AI-generated intimate images, impersonation, exposure to harmful content, grooming, sexual abuse, extortion, bullying and exploitation. Staff will respond to these incidents as safeguarding concerns. Any concerns relating to the use of AI will be treated as safeguarding concerns and managed through the School's safeguarding procedures.

DfE guidance below outlines generative artificial intelligence (AI) and explains how filtering and monitoring requirements apply to the use of generative AI in education and supports schools to use generative AI safely.

Generative AI: product safety expectations - GOV.UK

Using AI in education settings: support materials - GOV.UK

https://www.gov.uk/government/publications/generative-ai-product-safety-expectations/generative-ai-product-safety-expectations

The School will ensure that:

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

The School's ICT and Internet Usage Policy also sets out the School's approach to online safety. The School recognises that cyber security, access management and protection of personal information form part of its safeguarding responsibilities. The School will take reasonable steps to implement the DfE Cyber Security Standards for Schools and Colleges, including appropriate access controls, multi-factor authentication, data protection measures, backup arrangements and staff awareness training.

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

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

15. Filtering and monitoring

The school are doing all that we reasonably can to limit children's exposure to the above risks from the school's or college's IT system. We ensure the school has appropriate filtering and monitoring systems in place and regularly review their effectiveness. Filtering and monitoring responsibilities are understood by all staff, whilst the DSL, IT manager and senior leadership team manage them effectively and know how to escalate concerns when identified.

The DSL has explicit responsibility for monitoring standards, and safeguarding Directors oversee filtering and monitoring through safeguarding reporting.

The School makes use of the Department for Education publishing filtering and monitoring standards (Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk))

This sets out that schools and colleges should:

- Identify and assign roles and responsibilities to manage filtering and monitoring systems.
- Review filtering and monitoring provision at least annually.
- Block harmful and inappropriate content without unreasonably impacting teaching and learning.
- Have effective monitoring strategies in place that meet their safeguarding needs

For more information on the schools filtering and Monitoring procedures, please consult the **ICT – E-Safety Policy and Procedures** document.
Additional guidance on filtering and monitoring can be found at: UK Safer Internet Centre: "appropriate" filtering and monitoring.
https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/appropriate-filtering-and-monitoring
South West Grid for Learning (www.swgfl.org.uk) have created a tool to check whether a school or college's filtering provider is signed up to relevant lists (CSA content, Sexual Content, Terrorist content, Your Internet Connection Blocks Child Abuse & Terrorist Content).

16. Whistle-blowing

If staff have concerns about poor or unsafe practices or potential failures in the School's safeguarding practices, these should be raised in accordance with the School's confidential reporting (Whistleblowing Policy) set out in the Staff Handbook. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff feel unable to raise an issue with the School or that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing helpline (Tel: 0800 0280285 or email: help@nspcc.org.uk).

Alternatively staff can raise concerns with Children's Social Care by calling 01403 229900 Local Authority Designated Officer via Online Portal

17. Staff External Referrals

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

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

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

18. Restraint and use of reasonable force

What is Reasonable Force?

"Reasonable force" refers to a wide range of strategies that involve some level of physical contact with pupils and may be used by school staff where necessary. As outlined in the updated Spring 2026 guidance and reflected in the *Great Ballard Restraint and Use of Reasonable Force Policy (2026)*, any use of force must always be lawful, proportionate, necessary, and in the best interests of the child's safety and welfare.

Force is typically used in two ways:

- **Control**: This can include passive contact, such as positioning oneself between pupils or blocking a pupil's path, or active contact, such as guiding a pupil by the arm to a safer space.
- **Restraint**: This involves more direct physical intervention to prevent harm, such as holding a pupil back or separating pupils in a fight.

In all cases, "reasonable" means that no more force than necessary is used, taking into account the pupil's age, needs, and the context of the situation. Staff must make dynamic, professional judgements and should always aim to minimise risk of harm or injury, although the guidance recognises that in exceptional circumstances this may not always be possible.

In line with both national guidance and school policy, the primary emphasis is on prevention and de-escalation. Physical intervention should:

- Only be used as a last resort where other strategies have failed or are not appropriate
- Never be used as a punishment, or out of anger or frustration
- Be proportionate to the level of risk presented
- Be stopped as soon as it is safe to do so

When Might Reasonable Force Be Used?

Staff may use reasonable force in situations where it is necessary to prevent:

- Injury to a pupil, member of staff, or others
- Serious damage to property
- A criminal offence
- Serious disruption to the safe and orderly running of the school

This includes situations such as:

- Acting in self-defence
- Breaking up fights
- Preventing a pupil from harming themselves or others
- Responding to behaviour that places others at immediate risk

As highlighted in the school's policy, the decision to intervene physically remains a matter of professional judgement, based on the specific circumstances at the time.

In urgent situations, staff may need to act immediately. In non-urgent situations, staff are expected to prioritise de-escalation strategies and only use force when absolutely necessary.

19. Monitoring and Evaluation of the Safeguarding Policy

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

- Weekly welfare team meetings
- Weekly SLT meetings
- Termly tutor meetings
- Termly governors reports to the safeguarding director
- Twice yearly Director Responsible for Safeguarding/Proprietor Group Meetings
- Pupil surveys and questionnaires (including GL Assessment PASS survey, *Pupil Attitudes to School and Study*)
- Regular review of training offered to staff, including online safety training
- Safeguarding Logs and files
- Frequent scrutiny of attendance data
- Regular analysis of a range of risk assessments
- Logs of bullying and/or racist behaviour incidents are reviewed by the senior leadership team and the Board of Directors
- Regular review of parental concerns, complaints and questionnaire feedback
- Regular review of the supervision of pupils in school

20. Other related policies and where to find them

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

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

- Complaints Procedures
- Remote Learning Policy
- Low Level Concerns Policy

Appendices

Appendix 1: Roles of the Designated and Deputy Safeguarding Leads

The school's DSL has lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).
The Designated Safeguarding Lead has the status and authority within our school management structure to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. The Deputy DSLs are familiar with this role and can step up accordingly. The School maintains robust safeguarding cover arrangements to ensure that safeguarding concerns can be received, monitored and acted upon without delay whenever the DSL is unavailable.

The role of the DSL comprises of the following key parts:

- Managing referrals
- Working with others
- Information sharing and managing the child protection file
- Raising awareness
- Training, Knowledge and skills
- Providing support to staff
- Understanding the views of children
- Holding and sharing information

Managing referrals
The DSL is responsible for:

- Referring a child to a statutory agency if there are concerns about possible abuse, via the West Sussex Children's Services Integrated Front Door and acting as a focal point for staff to discuss concerns. Referrals should be made without delay and in accordance with local safeguarding procedures. **Note that referrals to statutory agencies do not require parent consent.**
- Managing the referral outcome in accordance with the advice given by the Safeguarding Partners and their own local protocols for assessment. (Note that once a referral has been made, the West Sussex Safeguarding Children Partnership are required to follow their own timeframes for response. For example, they will make a decision regarding next steps within one working day and see the child within their own timeframes if the referral requires further assessment).
- Engaging and cooperating with our Safeguarding Partners if requested by them (i.e., Great Ballard School may be named as a relevant agency)
- Liaising proactively with Safeguarding Partners and other agencies as may be required. For example:
    i. The police (cases where a crime may have been committed or in the case of serious harm). "NPCC - When to call the police" should help the DSL understand when they should consider calling the police and what to expect when they do
    ii. The local authority – West Sussex Safeguarding Children Partnership.
    iii. The Integrated Care Board (ICB) and other relevant health professionals
    iv. Disclosure and Barring Service (in cases where a person is dismissed or has left due to risk/harm to a child)
- Keeping the Head and Board of Directors informed of issues and investigations. This should include being aware of the requirement for children to have an Appropriate Adult in support at these times.
- Acting as a source of support, advice and expertise to all staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

- Ensuring that either they or a suitably trained representative attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments and the final report, which is shared with the parents.
- Liaising with the local authority when necessary and working with other agencies in line with Working Together to Safeguard Children and attending strategy meetings.

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

Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019 https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible .
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member.
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEND and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. 156 This includes:
    - ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
    - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved

- a note of any action taken, decisions reached and the outcome. This information will be held securely in our MyConcern/ welfare team files for each individual case.

We ensure the file is only accessed by those who need to see it and where the file or content within is shared, this happens in line with information sharing advice set out in Parts one and two of KCSIE.
Where children leave the School (including in year transfers) the DSL should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. Child protection files will be transferred separately, securely and receipt will be obtained. The DSL will also consider whether any safeguarding information should be shared in advance of transfer where this would support the child's safety, welfare or educational outcomes.

Raising Awareness
The DSL should:

- Ensure the School's Safeguarding and Child Protection policies are known and used appropriately.
- Oversee online safety with the support of the pastoral team, Head of ICT and the Head of PSHE.
- Ensure the School's safeguarding policy is reviewed (at least) annually and the procedures and implementation are updated and reviewed regularly, including by the Board of Directors.
- Ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the West Sussex Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Provide, with the Head and the Director Responsible for Safeguarding, an annual safeguarding report for the Board of Directors, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and Directors; number and type of incidents/cases, and the number of children with child protection plans (anonymised).
- Provide twice-termly safeguarding updates to staff, on specific safeguarding issues or changes of policy.
- Provide (with the support of the pastoral and welfare teams) regular updates to parents on safeguarding matters in the school newsletter

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

- Understand the role of Family Help, community-based early help, children in need processes and statutory child protection intervention, including the thresholds for referral and local assessment arrangements.
- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- Understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners.
- Ensure each member of staff has access to and understands the School's Safeguarding policy and safeguarding procedures, especially new and part time staff. The DSL is responsible for ensuring all staff receive safeguarding induction, regular safeguarding updates and training in accordance with statutory requirements and local safeguarding arrangements.

- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children.
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.
- Be able to make use of digital software to keep detailed, accurate, secure records of concerns and referrals.
    v. Keeping records of concerns about a child even if there is no need to make an immediate referral.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them.

Providing support to staff

The School is committed to ensuring that the DSL and Deputy DSLs continuously develop the knowledge, skills and expertise required to support staff confidently in all safeguarding and child protection matters.

This includes specifically to:

- ensure that staff are supported during the referrals processes, and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

Understanding the views of children

It is important that all children feel heard and understood. Therefore, the DSL (and DDSLs) are supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them, and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

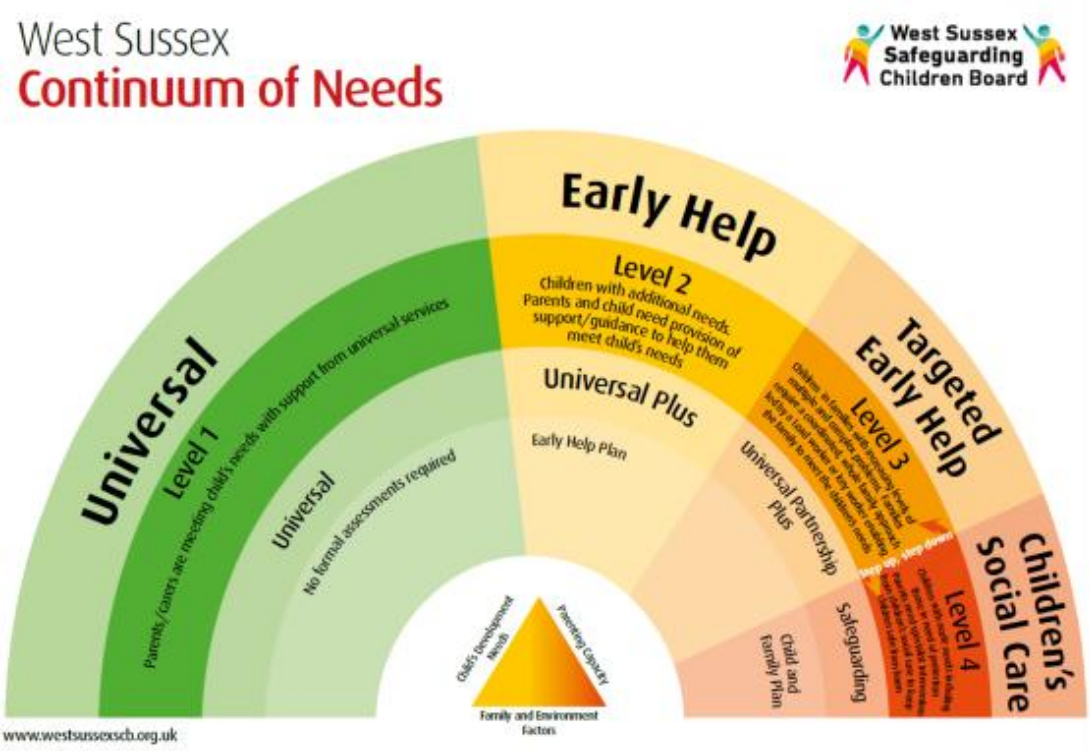
It is critical to ensure the recording, holding, using and sharing information is effective, therefore the DSL will be equipped to:

- understand the importance of information sharing, both within the school, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
- be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent programme etc.
- Understand that data protection legislation does not prevent the sharing of information where it is necessary to safeguard and promote the welfare of children and that fears about sharing information must not stand in the way of protecting children.

Appendix 2: Safeguarding posters and publications

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

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



SOMETHING ON YOUR MIND?

You can speak to ANY adult at school about ANYTHING that is worrying you. If you want to speak to an adult on the WELFARE TEAM. They are:



Deputy Designated Safeguarding Lead
Mrs. Hardwick



Mental Health Lead
Mrs. Willis



Early years Designated Safeguarding Lead
Mrs Barr



Head of prep school
Mr. Anderson



Designated Safeguarding Lead
Mr. Joseph



SENCo
Mrs. Brooks



Headteacher
Mr. King



Want to talk to someone outside school?
You can call CHILDLINE at any time on 0800 1111
If you would like advice on friendships and bullying visit:
www.kidscape.org.uk

OUR SAFEGUARDING PROCEDURE



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

We remember "it could happen here" where safeguarding is concerned

All staff must **read:**

- Keeping Children Safe in Education (September 2025) Part 1 and Annex A
- GB Safeguarding Children - Child Protection Policy
- GB Staff Code of Conduct

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

DISCLOSURE MADE

ALLEGATION MADE

SUSPICION OF INJURY

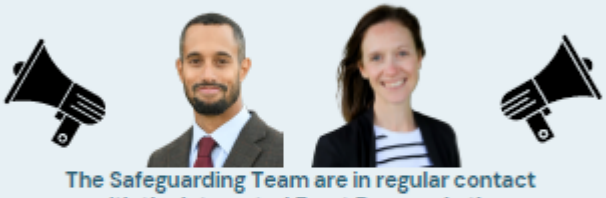
CONCERN OR SUSPICION OF INAPPROPRIATE BEHAVIOUR

LISTEN DON'T LEAD

Always take the child seriously and act in their best interest. Never promise confidentiality.

All concerns, discussions, decisions and the reasons for them are recorded in as much detail as possible with dates.

SPEAK TO A DSL OR DDSL WITHOUT DELAY ABOUT ANY URGENT CONCERNS



The Safeguarding Team are in regular contact with the Integrated Front Door and other external agencies.

WHISTLEBLOWING

If you're concerned about poor or unsafe safeguarding practises, talk to the DSL, Head or Safeguarding board member.

If you feel unable to talk to anyone in school you can call the NSPCC hotline on:
0800 028 0285
or email help@nspcc.org.uk

RAISING A CONCERN

If unable to reach one of our DSLs, you can contact the Integrated Front Door directly at any time:
01403 229900

Emergency Duty Team (out of office hours):
033 022 26664

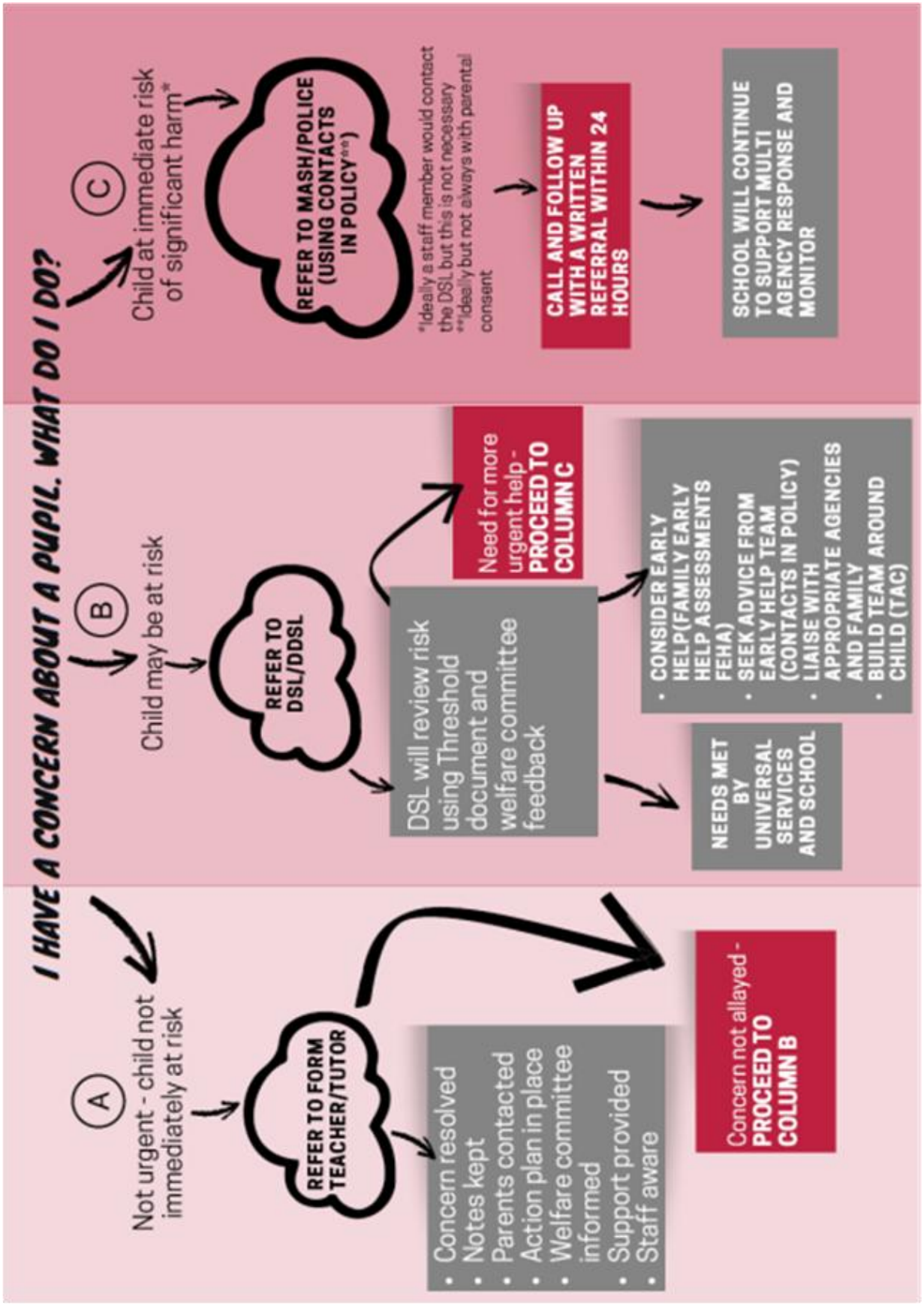
Or make an online referral here:
https://socialcareportal.westsussex.gov.uk/s4s/FormDetails/FillForm?formId=295

OUR WELFARE TEAM:

DSL – Dan Joseph
DDSL – Alice Hardwick
Head of Prep school – Tom Anderson
SENCO – Sally Brooks
Mental Health Lead – Madeleine Willis
EYFS DSL – Yvonne Barr

Safeguarding Board Member –
Vernon Hales

Appendix 3: Quick Referral and Child Protection Flowchart



Appendix 4: Additional Safeguarding Contacts

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

NSPCC Child Protection Helpline		0808 800 5000		www.nspcc.org.uk
Childline		0800 1111		www.childline.org.uk
Female Genital Mutilation		0800 028 3550	fgmhelp@nspcc.org.uk	https://www.westsussexscp.org.uk/professionals/neglect-and-abuse/female-genital-mutilation
The National Referral Mechanism *(for possible victims of slavery)*			Online form here	https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms/guidance-on-the-national-referral-mechanism-for-potential-adult-victims-of-modern-slavery-england-and-wales
CEOP *(Child Exploitation and Online Protection command)*			www.ceop.police.uk/ceop-reporting CEOP Education	www.ceop.police.uk/safety-centre
Community Mental Health Liaison Service				https://www.sussexpartnership.nhs.uk/west-sussex-cmhl-service
CATS (Consultation Assessment and Treatment Service relating to Harmful Sexual Behaviour)		01403 223268		https://sussexpartnership.nhs.uk/CATS#:~:text=The%20Consultation%20Assessment%20and%20Treatment,engaged%20in%2C%20harmful%20sexual%20behaviour
Lucy Faithful Foundation	shore@lucyfaithfull.org.uk	Stop It Now helpline at 0808 1000 900	https://shorespace.org.uk/	A confidential chat service for young people concerned about their own, or someone else's sexual thoughts and behaviours.

Appendix 5: GB Whole School Safeguarding Training Schedule

Staff category	Training content	Frequency
A: Infrequent contact with children**	• CP in Education **or** CPE Refresher **or** face to face training • KCSIE Pt1	Annually Annually
B: Regular or intensive contact	• CP in Education **or** CPE Refresher **or** face to face training • KCSIE Pt1 • Additional safeguarding materials as directed by the DSL	Annually Annually Annually
C: Main role involves children*	• CP in Education **or** CPE Refresher **or** face to face training • KCSIE Pt1 • Additional safeguarding materials as directed by the DSL	Annually Annually Termly
D: DDSL	• CP in Education **or** CPE Refresher **or** face to face training • KCSIE • Online training units *(e.g., Neglect, Prevent, FGM, CSE, CCE etc.)* • DSL training/Refresher Training	Annually Annually Termly Every 2 years
E: DSL	• CP in Education **or** CPE Refresher **or** face to face training • KCSIE • Online training units *(e.g., Neglect, Prevent, FGM, CSE, CCE)* • DSL training/Refresher Training • Working Together Training • WSSCP Network meetings	Annually Annually Termly Every 2 years Every 2 years Annually
***Proprietor for safeguarding**	• CP in Education **or** CPE Refresher **or** face to face training • KCSIE • Online training units *(e.g., P on P, Prevent, FGM, CSE, CCE etc.)*	Annually Annually Termly
****Board of directors/advisers**	• CP in Education **or** CPE Refresher **or** face to face training • KCSIE *Part1* • Relevant governance safeguarding updates	Annually Annually
All staff	**Training content**	**Frequency**
Bulletin updates	• Safeguarding/pastoral/wellbeing update for parents	Weekly
Staff briefing updates	• Safeguarding/pastoral/wellbeing updates for staff	Weekly
Staff Meeting/INSET updates	• Fixed slot for pastoral/safeguarding/wellbeing training (e.g., My Concern, changes to KCSIE)	Half termly
Whole school face to face training	• INSET workshop in person for all staff and GB Board	Every 3 years
GB Safeguarding Policies	• Safeguarding Children/Child Protection *(but might also include Behaviour, Code of Conduct, Anti-bullying, Whistleblowing, H&S, Restraint, Missing Child, Online safety, Safer Recruitment, Low Level Concerns)*	On entry and after significant change