

Brighthouse High School



Policy Name:	Safeguarding & Child Protection Policy
Policy Date:	January 2021
Reviewer:	FJW

Safeguarding Policy

The Headteacher is – Mr Horsfield

The policy was reviewed & updated September 2020 and approved by Governors.

The policy was ratified 25th January 2021

The Designated Safeguarding lead (DSL) who takes the lead for Child Protection is Ms F Wardle

**The Deputy Designated Safeguarding leads are -
Miss A Haslem
Mrs C Lee (6th Form site)
Claire Horsfield
Steve Bishop
Leanne Silverwood**

The Local Authority Designated Officer, Cheryl Baxter,(LADO) can be contacted on:- 01422 394088

The name of the Designated Person for Children in Care is – Miss A Haslem

The named Member of the Governing Body for safeguarding is – Mrs M Brearley

Contents

Introduction

Section 1 School Commitment

Section 2 Providing a Safe and Supportive Environment

- 2.1 Safer Recruitment and Selection
- 2.2 Safe Working Practice
- 2.3 Risk Assessment
- 2.4 Safeguarding Information for Pupils
- 2.5 Partnership with Parents
- 2.6 Partnership with Others
- 2.7 School Training and Staff Induction
- 2.8 Support, Advice and Supervision for Staff
- 2.9 Alternative Provision including Work Placements

Section 3 Ensuring that Children are Safe at School and at Home

- 3.1 Child Abuse and Neglect
- 3.2 Supporting the child and partnership with parents
- 3.3 Preventing violent extremism
- 3.4 Child Sexual Exploitation
- 3.5 Female Genital Mutilation
- 3.6 Domestic Abuse
- 3.7 Forced Marriage
- 3.8 Peer on peer abuse
- 3.9 Youth Produced Sexual Imagery
- 3.10 Attendance and Children Missing Education
- 3.11 Child Criminal Exploitation: County lines
- 3.12 Contextual Safeguarding
- 3.13 Children with Family Members in Prison
- 3.14 Sexual Violence and Sexual Harassment between children
- 3.15 Homelessness
- 3.16 Private Fostering
- 3.17 Child Mental Health

Section 4 Allegations regarding Person(s) Working in or on behalf of School (including Volunteers)

- 4.1 Managing Allegations Procedures

Contents

Child Protection Procedures

Section 5 Pupil information

- 5.1 Pupil Information
- 5.2 Transfer of files

Section 6 Role and Responsibilities

- 6.1 Governing Body
- 6.2 Head teacher
- 6.3 Designated Safeguarding lead
- 6.4 Staff and Volunteers

Section 7 Responding to concerns and follow up actions

- 7.1 Concerns that staff must immediately report
- 7.2 Responding to disclosure
- 7.3 Action by the Designated Safeguarding lead
- 7.4 Action following a child protection referral
- 7.5 Recording and monitoring

Appendices

- Appendix 1 Example Cause for Concern Form
- Appendix 2 Body Map Guidance
- Appendix 3 Referral flowchart (KCSIE 2020)
- Appendix 4 Useful Contacts within the Local Authority

Introduction

The policy reflects Calderdale local safeguarding partnership arrangements and in line with:

- Calderdale Safeguarding Children Partnership Policies and Procedures which are available on www.calderdale-safeguarding.co.uk
- West Yorkshire Consortium Inter Agency Safeguarding and Child Protection Procedures which are available on [\(Hyperlink to document\)](#)
- Working Together to Safeguard Children (2018) [\(hyperlink to document\)](#)
- Keeping Children Safe in Education (2020) [\(hyperlink to document\)](#)
- Information Sharing (2018) [\(hyperlink to document\)](#)
- What to do if a child is being abused (2015) [\(hyperlink to document\)](#)
- Children Act 1989 and Children Act 2004 [\(Hyperlink to 1989 Act\)](#) [\(Hyperlink to 2004 Act\)](#)
- Education Act 2002 [\(Hyperlink to Ed. Act 2002\)](#)
- Teaching Standards (June 2013) [\(Hyperlink to document\)](#)
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (SWP Consortium May 2019) [\(hyperlink to document\)](#)
- Sexting in Schools and Colleges, Responding to incidents and Safeguarding young people (UK Council for Child Internet Safety – UKCCIS 2017) [\(hyperlink to document\)](#)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (May 2018) [\(hyperlink to document\)](#)
- Children Missing Education Statutory Guidance, September 2016 [\(hyperlink to document\)](#)

Safeguarding is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes

(Working Together to Safeguard Children, 2018)

The term "Child" or "Children" refers to as anyone under the age of 18 years

We believe that:

- Schools play a key role in the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs, including those who may have experienced abuse.

Section 1 School Commitment

This policy applies to all adults, including volunteers, working in or on behalf of the school.

The purpose of this policy is:

- To inform staff, parents, volunteers and governors about the school's responsibility for safeguarding children and to develop awareness and identification of abuse
- To establish and maintain an environment where children are and feel safe, can learn, and are encouraged to talk and are listened to.

Everyone working in or for our school service shares an objective to help keep children and young people safe by:

- reading and understanding Part 1 of Keeping Children Safe in Education (2020) including Annex A
- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm at the earliest opportunity, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting.

Brighthouse High School is committed to safeguarding and promoting the well being of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse, especially those with identified special educational needs and/or a disability (SEND). We recognise that children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils. The diagram below indicates what we consider under the umbrella of safeguarding and indicates some of the other policies that relate to safeguarding. The school ensures that all policies are cross-referenced and reviewed annually. All policies are available to staff, and a register is kept and signed by staff as evidence that they have read, understood and thus agreed to adhere to any policies.



Section 2 Providing a Safe and Supportive Environment

2.1 Safer Recruitment and Selection

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' (KCSIE) 2020.

We ensure that all appropriate measures are applied in relation to everyone who works in the school, who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice as laid out in KCSIE (2020 Part 3) is adhered to in terms of scrutinising applicants and DBS Checks, appropriate to the level required. For this we use the Department for Education's (DfE) separate statutory guidance on supervision and regulated activity.

This school is committed to keeping an up to date Single Central Record (SCR) or Register which covers the following people:

- all staff (including supply staff) who work at the school;
- all members of the school Governing body
- all others who work in regular contact with children in the school, including volunteers
- (for independent schools/academies/free schools) all members of the proprietor body

The Single Central Record (SCR) records the safer recruitment checks and states whether the checks have been carried out or certificates obtained, the date on which the checks were completed and by whom.

If we have staff from an agency or third-party organisation, we will obtain written notification from that agency or organisation that they have carried out the checks, and we will ensure that we check the identification of the person presenting themselves for work and that this is the same person on whom the checks have been made.

R Horsfield (Head teacher)
M Brearley (School Governor) and
Members of SMT (other)

The above people have undertaken Safer Recruitment Training within the last 3 years, and at least one of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

Home-stays (Exchange Visits)

Where children from overseas are staying with UK parents as part of an exchange organised by the school, those parents will be deemed to be in 'Regulated Activity' for the duration of the stay and as such will require to submit to an enhanced DBS check including barring check. As a volunteer, all checks will be processed free of charge by the DBS. Where additional people in the host family are aged over 16 (i.e. elder siblings) the school will consider on a case by case risk assessment basis whether such checks are necessary.

2.2 Safe Working Practice

The Teaching Standards (March 2013) state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. All staff who work within our school are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

In accordance with the Safer Working Practice Consortium's 'Guidance for Safer Working Practice for those with Children and Young People in Education Settings' (May 2019) and linked to our Staff Behaviour Policy (Code of Conduct) and Whistleblowing Policy; safe working practices in our school ensure that pupils are safe and that all staff:

- work in an open and transparent way;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender, sexuality or disability
- comply and are aware of the confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them, and they could be referred to the Local Authority Designated Officer (LADO)

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion.

No disciplinary action will be taken against any member of staff who acts in good faith in reporting concerns about a colleague. If the staff member or volunteer feels unable to raise a concern within school, or feels that their genuine concerns are not being addressed or taken seriously they can contact the NSPCC Whistleblowing Helpline (0800 028 0285: 8.00am – 8.00pm Mon to Fri; email address: help@nspcc.org.uk).

2.3 Risk Assessments

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the school's work, such as premises and equipment, on-site activities, off-site activities, venues used, transport. Where relevant, risk assessments are carried out for individual pupils, and supported by action plans identifying how potential risks would be managed. Evolve is used to provide a record of school trips and risk assessments.

Individual risk assessments are also used when deciding a response to a child demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a child who may be particularly vulnerable such as a child at risk of Child Sexual Exploitation.

2.4 Safeguarding Information for pupils

All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a Designated Safeguarding Lead (DSL), who is a senior member of staff with responsibility for child protection and pupils know who this is. Likewise all pupils know that there is a Deputy DSL who they would talk to if the DSL was not in school, We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

Pupils in our school are treated with dignity and respect and their views are listened to. School's arrangements for consulting with and listening to pupils are through form, year and school councils. We make pupils aware of these arrangements by pupil bulletin, assemblies and form, year and school council.

Safeguarding is a priority which is reflected in the curriculum, which is used to promote safeguarding and is tailored to local concerns.

2.5 Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission to do so, or it is necessary to do so, in order to protect a child.

Brighouse High School will share with parents or those persons with parental responsibility, any concerns we may have about their child unless to do so may place a child at increased risk of harm.

The school DSL may consult with Calderdale Children's Social Care, Multi-Agency Screening Team (MAST) where safeguarding concerns arise that require the advice or guidance from other safeguarding professionals.

We encourage parents to discuss any concerns they may have with Brighouse High School and we encourage parental feedback to the school on safeguarding concerns. We make parents aware of our policy via the website, school brochure, prospectus, newsletters and CPD for Parents/Carers on Emotional Well-being and parents know that this policy and others are accessible at all times via the school website. Posters and displays also ensure that Safeguarding has a high profile within the whole school community.

We keep parents up to date with our Safeguarding curriculum by newsletters, parent calendar, Emotional Well-being CPD programme for Parents/Carers.

2.6 Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies. The school works closely with the LA, MAST, the police, CAMHS and other safeguarding agencies. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children which is coordinated by the Calderdale Safeguarding Children Partnership <https://safeguarding.calderdale.gov.uk/>

As a school we will cooperate with Social Care where they are conducting child protection enquiries. Furthermore, school will endeavour to attend appropriate multi-agency meetings such as Early Intervention Panels, Early Help Pathways, Team Around the Child meetings, Child In Need reviews, Initial and Review Child Protection Case Conferences, and Children Looked After (CLA) reviews. We will provide written reports as required for these meetings and, wherever possible, these reports will be shared with parents prior to the meetings. We appreciate that attendance and contribution to these meetings may require key members of staff to be contactable and available during school holidays.

2.7 School Training and Staff Induction

The school's Designated Safeguarding Lead and any person undertaking the role of Deputy Designated Safeguarding Lead undertakes refresher training at 2 yearly intervals, provided by Calderdale Council's Schools Safeguarding Service. The DSL's also attend other opportunities such as the DSL Network events and Multi-Agency Training to ensure that they are up to date with current practices and procedures and in order to further their continuous professional development.

The Head teacher and all other school staff, including non teaching staff and volunteers, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training in Basic/Foundation Safeguarding Awareness on an annual basis. Brighouse High School ensure that this takes place by the DSL providing annual updates through face-to-face delivery or by coordinating online training, and/or the school accesses external whole school face-to-face training. The school has safeguarding as a regular item on our staff meeting and governors agendas.

All staff (including temporary staff and volunteers) are provided with a copy of the school's safeguarding policy and child protection procedures and are informed of school's child protection arrangements on induction. All staff sign a register to say that they have received, read and understood the policy.

In line with KCSIE 2020, all staff upon induction will also receive:

- Copy of the school's behaviour policy
- Copy of the school's procedures for managing children who are missing education
- Copy of the staff code of conduct/staff handbook
- Copy of KCSIE Part One (including Annex A)

2.8 Support, Guidance and Supervision for Staff

Staff will be supported by the DSL & SL at the school, the Local Authority and professional associations. The Designated Safeguarding Lead and any Deputy Designated Safeguarding Lead will be supported by M Brearley nominated Governor and the Headteacher.

Advice is available from the Schools Safeguarding Advisor from the Local Authority.

Safeguarding is also an agenda item for staff meetings and governors meetings and therefore there is an opportunity for discussion and to raise concerns on a weekly and half termly basis.

It is recognised that staff should receive regular supervision and support if they are working directly and regularly with children whose safety and welfare are at risk, and therefore the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead receive LA training and attend meetings every half term. The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead meet weekly/two weekly, to discuss and share safeguarding information.

2.9 Alternative Provision

This school is committed to safeguarding our children even if they are placed in alternative provision for a period of time within the school day/week. We therefore seek written reassurance that any Alternative Provision provider has acceptable safeguarding practices in place including; their response to concerns about a child; safer recruitment processes; attendance and child missing education procedures; and appropriate information sharing procedures. The school will also obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.

When organising work placements the school will ensure that the placement provider has policies and procedures in place to safeguard pupils.

Section 3 Ensuring that Children are Safe at School and at Home

3.1 Child Abuse and Neglect

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions:

(‘Working Together’ 2018 and ‘Keeping Children Safe in Education’ 2020)

A child: any person under the age of 18 years.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

Development means physical, intellectual, emotional, social or behavioural development;

Health includes physical and mental health; maltreatment includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm

may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (Fabricated Induced Illness).

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: 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.

All staff follow the schools Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 2018' and the Calderdale Safeguarding Children Partnership guidance.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated safeguarding lead with responsibility for child protection (or the deputy DSL in the absence of the designated person) prior to any discussion with parents.

Where a member of staff is recognising signs or indicators that a child may have unmet needs or welfare concerns these will always be passed on to the Designated Safeguarding Lead to ensure that any appropriate interventions and/or referrals can be actioned. The DSL will use the Calderdale Continuum of Need to determine the threshold of concern and then will determine whether this can be dealt with within school or whether this may require an Early Intervention

Single Assessment, Referral into the Early Intervention Panels or a referral into the Multi Agency Screening Team (MAST) if the child may be at the threshold of Child In Need or there is concern that the child is at risk of significant harm and this Child Protection Enquires may be needed. These signs of indicators may be of one of the main four types of abuse or neglect or may be of other specific safeguarding issues, the most relevant to our setting are detailed below.

3.2 Supporting the child and partnership with parents

- School recognises that the child's welfare is paramount, however good child protection practice and outcomes rely on a positive, open and honest working partnership with parents

- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff “need to know” personal information and what they “need to know” for the purpose of supporting and protecting the child.

3.3 The Prevent Duty

Children are vulnerable to extremist ideology and radicalisation. Just like any other form of abuse, protecting them is a vital part of the school’s approach to safeguarding.

Extremism is the vocal or active opposition to our fundamental values including democracy, rule of law, liberty and the mutual respect and tolerance of different faiths and beliefs

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Under section 26 of the Counter-Terrorism and Security Act 2015, the school is aware that we must have due regard to the need to prevent people from being drawn into terrorism, and that this is known as the Prevent Duty.

In order to fulfil the Prevent Duty, staff have received training to help them to identify children who may be vulnerable to radicalisation, and the school is committed to accessing further training to ensure that all staff are up to date and aware of this duty. If staff do identify children for whom this may be a concern, they will apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL) with immediate effect.

The Designated Safeguarding Lead will contact the Prevent Coordinator should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to the Channel Panel.

The Prevent Education Officer is Assia Hussain: assia.hussain@calderdale.gov.uk

The Prevent Team can be contacted as follows: prevent@calderdale.gov.uk

Brighouse High School will also incorporate the promotion of fundamental British Values into the Safeguarding Curriculum and/or PSHE in order to help build pupils’ resilience and enable them to challenge extremist views. School will provide a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments through L4L, super learning days, assemblies and CPD for staff. Radicalisation will also be considered within current Online Safety policies, procedures and curriculum in terms of having suitable filtering in place and also raising awareness with staff, parents and children about the increased risk of online radicalisation, through the use of the internet, Social Media and Gaming.

3.4 Child Sexual Exploitation

The school is aware that; Child Sexual Exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Child sexual exploitation: Definition and a guide for

practitioners, local leaders and decision makers working to protect children from child sexual exploitation (2017)

Staff have been made aware of some of the key indicators of CSE by training provided by the Designated Safeguarding Lead. In addition, Brighouse High School appreciates that it has a role to play in the prevention of CSE within its Safeguarding curriculum e.g. Safe Hands, Healthy Relationships.

If staff do identify children for whom CSE may be a concern they will follow normal safeguarding process and Child Protection procedures. Staff must pass this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then assess the level of concern and consider referring cases where relevant to MAST and the Child Exploitation (CE) Hub.

The school also appreciates that they have a role to play in sharing intelligence relevant to perpetrators of CSE, and therefore if such information should come to light within school, the DSL will share this appropriately with the police.

Brighouse High School is aware that; Child Sexual Exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can occur through the use of technology.

If staff do identify children for whom CSE may be a concern they will follow normal safeguarding process and Child Protection procedures. Staff must pass this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then assess the level of concern and consider referring cases where relevant to MAST and the Child Exploitation (CE) Hub.

3.5 Female Genital Mutilation

Brighouse High School understands that Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia, and know that FGM is illegal in the UK, is a form of child abuse and has long-lasting harmful consequences. Brighouse High School is aware that Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years of age. This mandatory duty commenced in October 2015.

Staff are aware of the indicators of FGM and if they were to directly observe (if involved in intimate care) or indirectly become aware of other potential indicators they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL will then assess this information and make appropriate referrals to MAST and/or the Police as per their mandatory duty.

3.6 Domestic Abuse (DA)

The school understands that the cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass, but is not limited to: psychological, physical, sexual, financial, emotional harm.

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

If staff do identify children for whom domestic abuse (DA) may be a concern, they must follow the normal safeguarding process and Child Protection procedures, passing this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then refer cases where relevant to Early Intervention Panels or MAST and share information where necessary with the Domestic Abuse Hub within the context of the daily MARAC meetings. Where DA Notifications are received from the Domestic Abuse Hub, this information will be added to a child's chronology and child protection record to ensure that appropriate support can be provided where necessary.

Operation Encompass.

Operation Encompass is an initiative that directly connects the police with schools to ensure better outcomes for children who are subject or witness to police-attended incidents of domestic abuse.

One of the principles of Operation Encompass is that all incidents of domestic abuse are shared with schools, not just those where an offence can be identified.

It is a system that provides rapid support within the school environment meaning children are better safeguarded against the short, medium and long term effects of domestic abuse.

Operation Encompass provides an efficient, confidential channel of communication between the police, via the Domestic Abuse Hub to the Designated Safeguarding Leads. This enables the immediate and discrete recognition of the child's situation by key school staff, ensuring a secure and sympathetic environment is provided and the broader effects of abuse are addressed.

This information is shared by the Police with schools regardless of whether parental permission to share the information has been provided at the time of Police attendance at the domestic incident. All records are managed at Child Protection level and are recorded securely and directly onto the individual child safeguarding record in school in full accordance with General Data Protection Regulations (GDPR 2018) and the Data Protection Act 2018.

3.7 Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

Staff at Brighthouse High School understand that likewise this is a potential Safeguarding issue and they must follow the normal safeguarding process and Child Protection procedures passing this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then assess this information and where necessary make appropriate referrals to MAST

3.8 Peer on Peer Abuse

Children can and sometimes do abuse other children. Sometimes safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults, sexting and initiation type violence. Staff are clear that whilst these may be responded to through behaviour management processes, there is also a need for this information to be shared with the DSL in order to address the underlying safeguarding concerns.

'Upskirting' is also recognised as a form of peer on peer abuse.

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.'

It is a criminal offence and may also constitute sexual harassment.

School staff are particularly vigilant of students with identified Special Educational Needs and/or Disabilities who may be particularly vulnerable to peer on peer abuse.

Such behaviour should never be considered as 'banter' or part of growing up. Peer on peer abuse often meets the threshold for the recording and investigation of criminal offences by the Police.

Staff becoming aware of any incident of peer on peer abuse must follow the normal safeguarding process and Child Protection procedures, passing this information to the Designated Safeguarding Lead (DSL) immediately. The DSL will then assess this information and where necessary make appropriate referrals to MAST and potentially the Police should criminal offences be identified.

Peer on peer allegations that do not meet the threshold for police investigation will be subject of internal school investigation by the Designated Safeguarding Lead and/or senior leaders at the school. This will involve speaking to the victim and any witnesses to secure accounts of the allegation. All findings including any additional information secured, will be considered when making decisions around resolution of the allegation. Outcomes may involve application of the school behaviour policy.

School recognise that victims of peer on peer abuse need to be supported and with parental consent, may secure external agency support where this is deemed appropriate.

School recognise that perpetrators of peer on peer abuse may have identified un-met needs of their own and with parental consultation, may secure external agency support where this is deemed appropriate. The school ensures that the L4L curriculum raises awareness of Peer on Peer Abuse.

3.9 Youth Produced Sexual Imagery

Where there is a disclosure or the school becomes aware that a child may have been involved in sending 'youth produced sexual imagery' which is sometimes referred to as 'sexting' it will refer to the guidance in the document 'Sexting in Schools and Colleges, Responding to incidents and Safeguarding young people' published by the UK Council for Child Internet Safety (2017). https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759007/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Staff understand that when an incident involving youth produced sexual imagery comes to their attention:

- The incident must be referred to the DSL immediately
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

3.10 Attendance and Children Missing from Education

Brighthouse High School promotes good attendance and understands that poor attendance can be an indicator of concern for children with welfare and safeguarding concerns, and thus ensures that information is shared between school, parents and outside agencies. Likewise school understands that a parent failing to inform the school that a child has an authorised absence could be a cause for concern and thus will follow the school's 'First Day Calling' procedure in these circumstances in order to try and locate the child and ensure that they are safe.

The school has a duty to investigate unauthorised absences to establish if safeguarding concerns are evident

The school appreciates that the Local Authority has a statutory duty to ensure that all children and young people of compulsory school age receive suitable and appropriate education.

The school will therefore support the Authority in ensuring that this duty is carried out effectively. There are specific duties in respect of Children Missing Education (CME) and there are strict

guidelines in respect of both the definition of CME and the legalities of deleting a pupil from a school roll.

The Local Authority will be informed when a pupil has been added or removed from the admissions register at non-standard transition times, within five days of them joining.

(DfE Guidance on Children Missing Education - September 2016)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

(School Attendance guidance - August 2020).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907535/School_attendance_guidance_for_2020_to_2021_academic_year.pdf

Where a pupil leaves the School, the Local Authority will be notified as soon as grounds for the deletion are met but no later than when the name is deleted from the register. The grounds for deletion are where a pupil:

- has been taken out of school by their parents and is being educated outside the school system e.g. is in home education
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- is in custody for a period of more than four months due to a final court order and the School does not reasonably believe they will be returning at the end of that period
- has been permanently excluded

The school understands that it is essential that contact is made with the Education Welfare Service (Duncan Thorpe 01422 266125) as soon as a child or young person is believed to have left the school without suitable education provision being provided. In addition, Brighthouse High School will contact the Local Authority to inform them where any pupil has been absent for 10 consecutive days without a reason being provided for the absence.

3.11 Child Criminal Exploitation: County Lines

School recognise that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Key indicators to identifying potential involvement in child criminal exploitation involve:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

When identifying missing episodes, the victim may have been trafficked for the purpose of transporting drugs. The school will therefore consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to safeguard that child and/or other children. ([hyperlink to NRM guidance doc.](#))

3.12 Contextual Safeguarding

School recognises that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. This extra-familial harm can take a variety of different forms which can include sexual exploitation, criminal exploitation and serious youth violence. All staff, but especially the designated safeguarding lead will consider the context within which such incidents and/or behaviours occur. This is known as contextual

safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. The school will provide as much information as possible to children's social care as part of any referral undertaken.

3.13 Children with Family Members in Prison

School understands that children who have members of their family in prison are more likely to underachieve and fail to reach their potential than their peers and may require specific services and support. Families and children of people in prison will be seen as families first and school will work to ensure their needs are appropriately met. This will include providing support to ensure the voice of the child is considered when seeking contact with a family member in prison.

3.14 Sexual Violence and Sexual Harassment between children

Sexual violence and sexual harassment involving children at the school is a form of peer on peer abuse. It can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal).

Evidence shows girls, children with SEND and LGBT children are at greater risk. Schools staff are aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

Sexual violence involves the criminal sexual offences defined in the Sexual Offences Act 2003.

Sexual Harassment is defined as unwanted conduct of a sexual nature and can include online behaviour.

Neither is acceptable and will not be tolerated by the school as dismissing or tolerating such behaviours risks normalising them. School take all such reports seriously and they will receive the same high standard of care that any other safeguarding concern receives.

A multi-agency approach will be undertaken when responding to all such complaints; however, the school will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm. Any risk assessment will be fluid and may change to reflect any developments during the management of the case. All such reports will be managed by the Designated Safeguarding Lead. There are a number of options the school may consider in respect of the management of a report of sexual violence or sexual harassment between children and each case will receive an appropriate bespoke response once all the facts are known.

Irrespective of any potential criminal outcome, the school have a duty to safeguard all children and may deal with any such report on a balance of probability basis when considering the outcomes for the children involved. Should an outcome involve a move to an alternative school for any child then

full information sharing of the case will be undertaken with the Designated Safeguarding Lead professional at that school.

3.15 Homelessness

The school are aware that being homeless or being at risk of becoming homeless presents a real risk to the welfare of a child. Indicators that a family may be at risk of becoming homeless include household debt, rent arrears, Domestic Abuse and Anti-Social Behaviour. The school recognise that referrals to Calderdale Housing Options Service may be necessary. Concerns around homelessness may also require an accompanying referral to Children's Social Care where welfare concerns are identified or a child has been harmed or is at risk of harm. In some cases children over the age of 16 could be living independently of their parents or carers for example through exclusion from the family home. Where this situation is identified Children's Social Care will be the lead agency and the Designated Safeguarding Lead at school will ensure that an appropriate referral has been made to the Calderdale Multi-Agency Screening Team in the first instance.

The [Homeless Reduction Act 2017](#) places a legal duty on councils to provide advice and support

3.16 Private Fostering

A 'privately fostered' child is a child under the age of 16 (18 if disabled) who is cared for and accommodated by someone other than a parent or close relative for more than 28 consecutive days

Any child separated from their parent is potentially vulnerable and thus there is a responsibility to ensure that the alternative care meets their welfare and safety needs.

The parents or those with parental responsibility and the private foster carer have a duty to notify the local authority of this arrangement.

In accordance with Part 9 of The Children Act 1989, where a private fostering arrangement is identified in respect of any child, the school will inform the relevant local authority of such an arrangement in order to ensure the child will be satisfactorily safeguarded and their welfare promoted.

3.17 Child Mental Health

Our staff recognise that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only trained professionals should attempt to make a diagnosis, however our school staff are well placed to observe children on a day-to-day basis and identify behaviour that might suggest a child is experiencing a mental health problem or be at risk of developing one.

Where children have suffered potentially harmful adverse childhood experiences, this can have a lasting effect throughout childhood and into their adult life.

Calderdale have a number of support services with access to trained professionals that are available to support schools. The support available is coordinated through the Open Minds programme and can be accessed through the following link: www.openmindscalderdale.org.uk

All concerns identified about child mental health problems identified by a member of staff will be referred to the DSL so the most appropriate follow up action can be taken.

Section 4 Managing Allegations

4.1

Where an allegation is made against any person working in or on behalf of the school the procedures detailed in Keeping Children Safe in Education 2020 (Part 4) and the Calderdale Managing Allegations procedures will be followed.

Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge that they may be founded and shall therefore be treated with respectful uncertainty, investigated properly and in line with agreed procedures of the Local Authority Designated Officer (LADO) for Calderdale.

Allegations made against a member of staff will be dealt with by the Head Teacher/Principal.

Where an allegation is made against the Head Teacher/Principal the matter will be dealt with by the Chair of the Governing Body.

The needs of the child or children will remain at the centre of all action taken. With this in mind, any referral to the Local Authority Designated Officer should also be accompanied by consultation with Calderdale MAST. This is to establish from the outset whether the concerns identified meet the threshold for a Section 47 child protection investigation and/or the police in respect of any criminal investigation.

Child Protection Procedures

The aims of these procedures are:

- To clarify roles and responsibilities of everyone within our school in relation to safeguarding
- To have clear procedures that are followed when a child is identified as needing more than universal services can provide

The term “child “or “children” refers to anyone under the age of 18 years.

Section 5 Pupil Information

5.1 Pupil Information

In order to keep children safe and provide appropriate care for them, the school requires accurate and up to date information regarding:

- names, contact details and relationship to the child of any persons with whom the child normally lives.
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above), ensuring that if the person(s) with parental responsibility is unable to collect this person, who could collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made. The school encourages all parents and carers to provide more than one emergency contact, providing the school with additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person’s access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been subject to a Child Protection Plan
- if the child is or has been subject to the Early Help Pathway or Child In Need (CIN) processes.
- If the child is a Child Looked After (CLA)
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information, ensuring all information held electronically is stored securely with due regard to meeting the requirements of the Data Protection Act 2018 and safeguarding requirements.

The school uses CPOMS to electronically secure accurate safeguarding information.

5.2 Transfer of files

When a child leaves the school their child protection file is transferred to their new school as soon as possible and separately from the main pupil file. This is usually done with a face-to face meeting unless the child moves out of area, if this is the case the file is transferred by recorded delivery and signed for and is clearly marked confidential. A receipt is obtained which states when the file was transferred and who delivered and received the file.

The school retains a copy of the child's chronology and any documents that the school created eg. risk assessment, in an archive file until the child reaches the age of 25 years, or the age of 35 years if the child was subject to Child Protection procedures. The receipt of the transferred file is kept alongside this archive. Any archived files are stored securely in the same way as an active file.

Section 6 Roles and Responsibilities

6.1 The Governing Body

Our Governing Body will ensure that:

- there is a named Safeguarding Governor
- the school has an effective Safeguarding policy and Child Protection procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is available publicly via the school website or other means. The policy will be reviewed and updated on an annual basis;
- the school has a staff behaviour policy or code of conduct and that this is provided to all staff and volunteers on induction. The policy includes acceptable use of technology, staff/pupil relationships and communications including the use of social media;
- the school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken safer recruitment training;
- the school has procedures for dealing with allegations against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- online safety policy and procedures are in place and training and support is provided for staff and pupils to ensure that there is a good understanding of child protection issues related to electronic media;
- the school has in place appropriate electronic filtering and monitoring systems to ensure that children are safeguarded from potentially harmful and inappropriate online material; whilst recognising that "over blocking" should not lead to unreasonable restrictions as to what children can be taught;
- a senior member of the school's leadership team is appointed to the role of DSL who will take lead responsibility for safeguarding and child protection;
- the school has one or more deputy DSL's who are trained to the same standard as the lead DSL;
- that children are taught about safeguarding, including online safety as part of providing a broad and balanced curriculum;
- staff including the head teacher undertake appropriate safeguarding training which is updated annually;
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations being made against the head teacher;
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place with regard to safeguarding children and liaises with the school on these matters where appropriate;
- they review their safeguarding related policies and procedures annually;

- will ensure the appointment of an appropriately trained designated teacher with responsibility for “promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales” in addition to Children who are Looked After (CLA);

6.2 The Head Teacher

Our Head Teacher will ensure that:

- the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated safeguarding lead and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessments of children;
- there are arrangements in place for safeguarding supervision for the Designated Safeguarding Lead and the deputy Designated Safeguarding Lead(s);
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies;
- the Designated Safeguarding Lead is supported in providing a contact for the school to provide a report and attend Initial Child Protection Case Conferences, Reviews and Children Looked After Reviews out of school term time when needed;
- allegations regarding staff or any other adults in the school are referred to the Local Authority Designated Officer (LADO), as set out in the Managing Allegations procedure;
- individuals are referred to the Disclosure and Barring Service in cases where a person is dismissed or removed due to risk/harm to a child. This is a legal duty placed upon the school.

6.3 The Designated Safeguarding Lead

Our Designated Safeguarding Lead (DSL) as stated in Keeping Children Safe in Education (2020) will ensure that they:

Manage referrals

- refer cases of suspected abuse to the local authority Multi-Agency Screening Team (MAST);
- support staff who make referrals to MAST;
- refer cases to the Channel programme where there is a radicalisation concern;
- support staff who make referrals to the Channel programme;
- support the Head to refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police.

Work with others

- liaise with the headteacher to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part 4 of KCSIE) and the designated officer (LADO) for child protection concerns (all cases which concern a staff member or volunteer); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Undertake training

- the DSL (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. They will also undertake Prevent awareness training.

In addition to the formal training, their knowledge and skills will be refreshed at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have 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;
- ensure each member of staff, especially new and part time staff has access to and understands the school's or college's safeguarding policy and child protection procedures;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals; (written includes by means of electronic recording databases)
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

- the DSL will ensure that the school or college's safeguarding policy and child protection procedures are known, understood and used appropriately;
- ensure the school or college's safeguarding policy and child protection procedures is reviewed annually the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure a copy of the safeguarding policy and child protection procedures 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 or college in this; and
- link with the local Safeguarding Children's Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Availability

- during term time the designated safeguarding lead (or a deputy) will always be available for staff in the school or college to discuss any safeguarding concerns. (The term 'available' includes by means of communication using a mobile device);
- there will also be a DSL or deputy available to be contacted out of hours/out of term for urgent enquiries such as an Initial Child Protection Case Conference.

6.4 Staff and Volunteers

All staff and volunteers will:

- read and sign to say that they understand and will fully comply with the school's policies and procedures;
- read and sign to say that they understand Part 1 of 'Keeping Children Safe in Education'

(2020) including Annex A and know how to apply the guidance;

- attend annual whole school safeguarding training and other appropriate training identified;
- identify concerns as early as possible and provide help, to prevent concerns from escalating and identify children who may be in need of extra help or who are suffering or are likely to suffer significant harm;
- provide a safe environment in which children can learn;
- be aware that they may be asked to support a Social Worker to take decisions about individual children;
- inform the designated safeguarding lead of any concerns about a child immediately;
- inform the head of any concerns regarding an adult within school at the earliest opportunity;
- inform the Chair of Governors of any concerns regarding the head at the earliest opportunity.

Section 7 Responding to concerns and follow up actions

7.1 Concerns that staff must immediately report

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the designated safeguarding lead (or the deputy DSL in the absence of the DSL) prior to any discussion with parents.

Concerns that staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- any explanation given which appears inconsistent or suspicious;
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play);
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- any concerns that a child is presenting signs or symptoms of abuse or neglect;
- any significant changes in a child's presentation, including non-attendance;
- any hint or disclosure of abuse from any person;
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present);
- any potential indicators of Child Exploitation (CE);
- any potential indicators of FGM;
- any potential indicators of Radicalisation;
- any potential indicators of living in a household with Domestic Abuse.

7.2 Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated safeguarding lead and make a contemporaneous record.

Principles:

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated safeguarding lead in order that s/he can make an informed decision of what to do next.

The Designated Safeguarding Lead will ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Child protection processes will operate with the best interests of the child at their core.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm;
- try to ensure that the person disclosing does not have to speak to another member of school staff;
- clarify the information;
- try to keep questions to a minimum and of an 'open' nature e.g. using TED technique – 'Tell me, Explain to me, Describe to me....';
- try not to show signs of shock, horror or surprise;
- not express feelings or judgements regarding any person alleged to have harmed the child;
- explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding lead, children need to know that staff may not be able to uphold confidentiality where there are concerns about their safety or someone else's;
- reassure and support the child as far as possible;
- explain that only those who 'need to know' will be told;
- explain what will happen next and who will be involved as appropriate;
- record details including what the child has said, in the child's words on a 'Record of Concern'/'Cause for Concern' form (Example available in Appendix 1) or on electronic system eg. CPOMS and record any visible signs, injuries or bruises on a Body Map (Example available in Appendix 2).
- record the context and content of their involvement, and will distinguish between fact, opinion and hearsay.

7.3 Action by the Designated Safeguarding Lead (or deputy DSL in their absence)

Following any information raising a concern, the designated safeguarding lead will consider:

- any urgent medical needs of the child;
- whether the child is subject to a child protection plan;
- discussing the matter with other agencies involved with the family;
- consulting with appropriate professionals known to the child e.g. Early Help Service Manager, Multi-Agency Screening Team (MAST), medical professional working with the child and/or Safeguarding Advisor for Education;
- the child's wishes.

Then decide:

- to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk;

- whether to make a child protection referral to the Multi-Agency Screening Team (MAST) because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately;

OR

- not to make a referral at this stage;
- if further monitoring is necessary;
- if it would be appropriate to undertake an assessment (e.g. Early Help assessment) and/or make a referral to the Early Intervention Panel and/or to other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented and the process depicted in the flowchart in Appendix 3 will be followed. All referrals to Multi-Agency Screening Team (MAST) will be followed up in writing using the Calderdale Request for Service/Referral Form and these referrals will always be kept on file irrespective of the outcome.

If the DSL is of the view that concerns are not being responded to appropriately then these concerns will be escalated appropriately until the DSL feels that some resolution has been achieved. Initial escalation would be to the appropriate Team Manager, however may also involve escalation to the appropriate Service Manager if it is felt necessary to do so.

7.4 Action following a child protection referral

The designated safeguarding lead or other appropriate member of staff will:

- make regular contact with the social worker involved to stay informed;
- wherever possible, contribute to the strategy discussion;
- provide a report for, attend and contribute to any subsequent child protection conference;
- if the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences;
- where possible, share all reports with parents prior to meetings;
- where in disagreement with a decision made by Multi-Agency Screening Team (MAST) e.g. not to apply child protection procedures or not to convene a child protection conference, follow the guidance in the West Yorkshire Consortium Safeguarding Children Procedures – 2.8 Resolving Multi Agency Professional Disagreements and Escalation;
https://westyorkscb.proceduresonline.com/p_res_profdisag.html
- where a child subject to a child protection plan moves from the school or goes missing, school will immediately inform the Multi-Agency Screening Team (MAST).

7.5 Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will state who is providing the information, the date and time, information will be recorded in the child's words where possible and a note made of the location and description of any injuries seen, if this is a paper record than this should be signed. An example of how this is done can be found in Appendix 1.

The DSL ensures that the method for other members of staff or volunteers passing on concerns or information is always adhered to as consistency is paramount in ensuring that nothing gets missed. Records will also show what action is being taken as a result of the concern and the outcomes of this action.

All documents will be retained in a 'Child Protection file', separate from the child's school file. This will be locked away and only accessible to the head teacher and the DSL if a paper file. If an

electronic file eg. using CPOMS (Child Protection Online Management System), it will be stored securely with appropriate levels of access. The creation, retention and maintenance of all child protection files will meet the requirements of the Data Protection Act 2018 (which includes the General Data Protection Regulations 2018) These records will be transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Safeguarding Lead for Child Protection,' and a receipt of this transfer will be retained. The chronology from the file and any key documents generated by the school will then be retained by the school until the child's 25th birthday or for 40 years from the date of birth of the youngest sibling within a family if they are or have been subject to Child Protection procedures.

If the child goes missing from education or is removed from roll to be educated at home, any child protection file will be transferred and sent to the Education Welfare Service.

Appendix 1

Child Protection Cause for Concern Form

Date:		Time:	
Name of Child:			
Date of Birth:		UPN Number:	
Reporting Adult:		Role:	
Reporting Adult Signature:		DSL Signature:	

Details of Concern (who, what, where, when):

Facts -

Opinions -

DSL Follow up:

Early Intervention Service Manager Contacted for advice Yes/No

Early Intervention Panel Referral Yes/No

MAST Contacted for advice: Yes/No

MAST Referral: Yes/No

Time of contact:

Outcome of contact:

Child's CASS Number:

Actions:

Review Date:

Appendix 2

Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. MAST or the child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and then recorded appropriately.

A copy of the body map should be kept on the child's concern/confidential file.

BODYMAP

(This must be completed at time of observation)

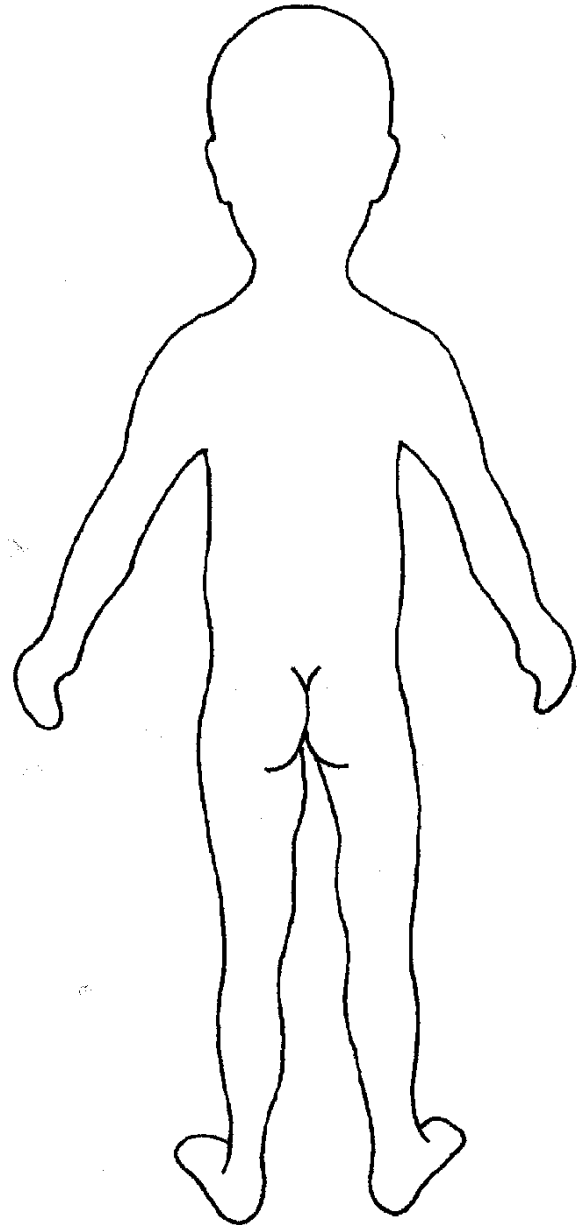
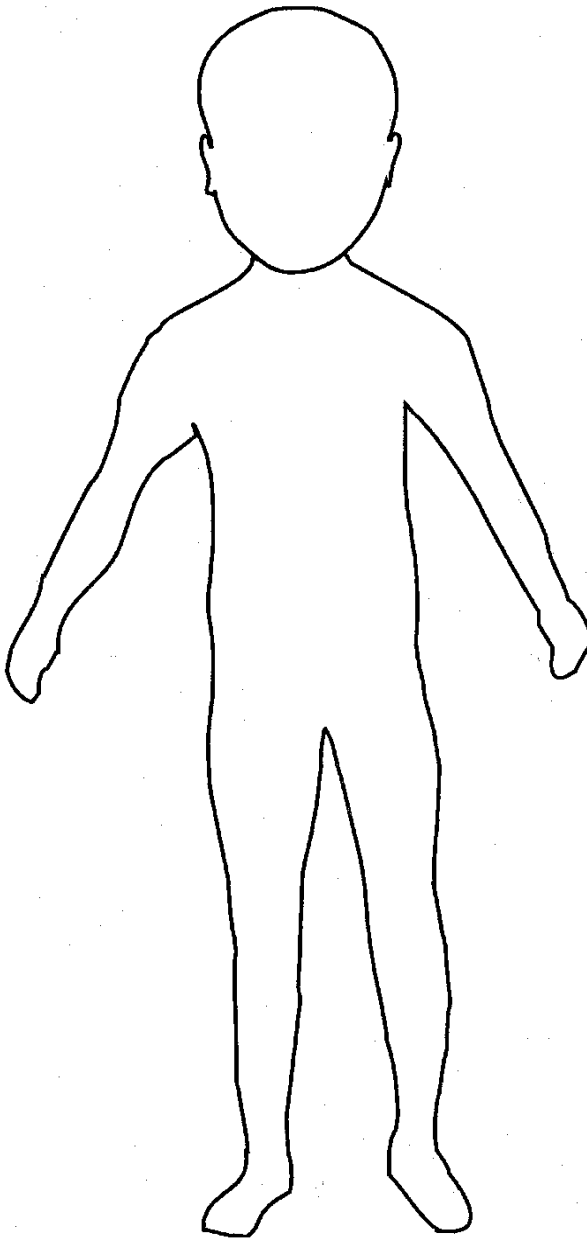
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Date of
Birth: _____

Name of Staff: _____

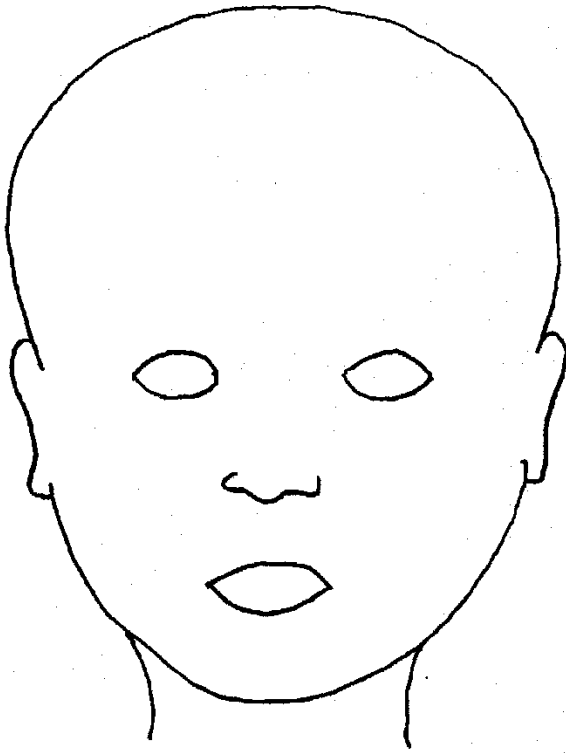
Job
title: _____

Date and time of
observation: _____

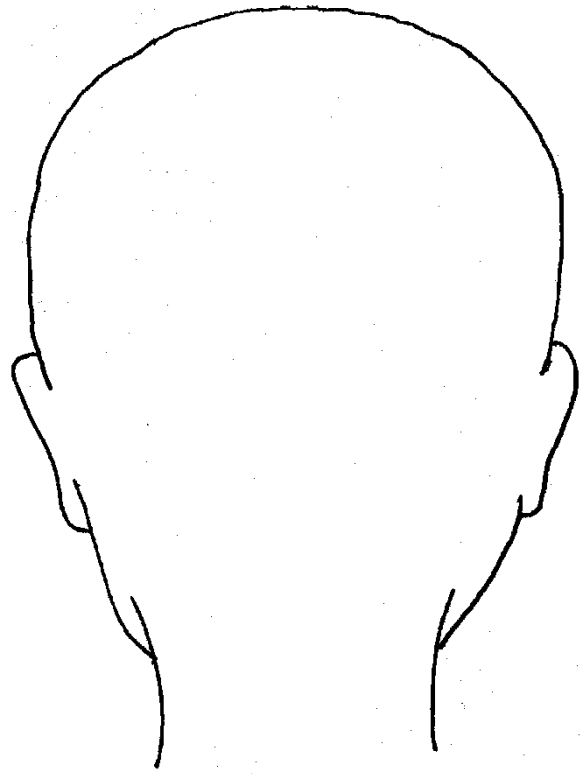


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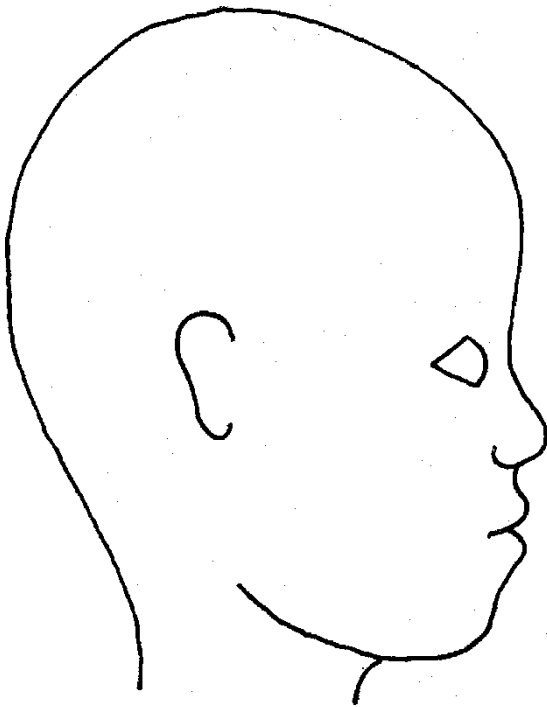
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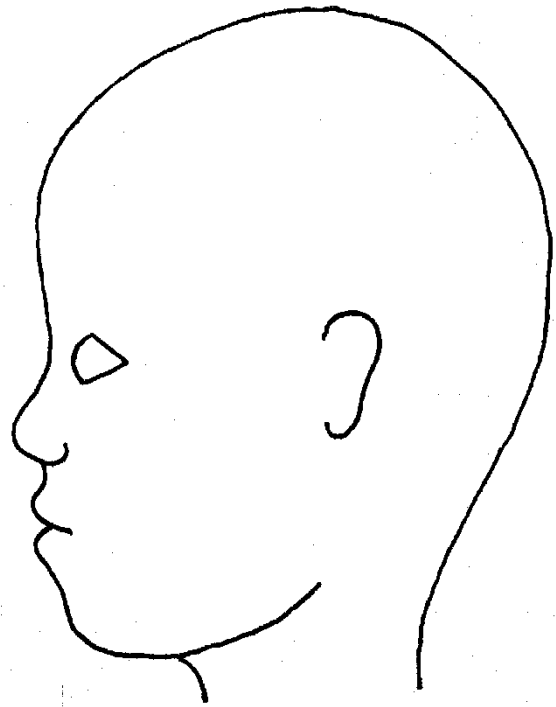
FRONT



BACK



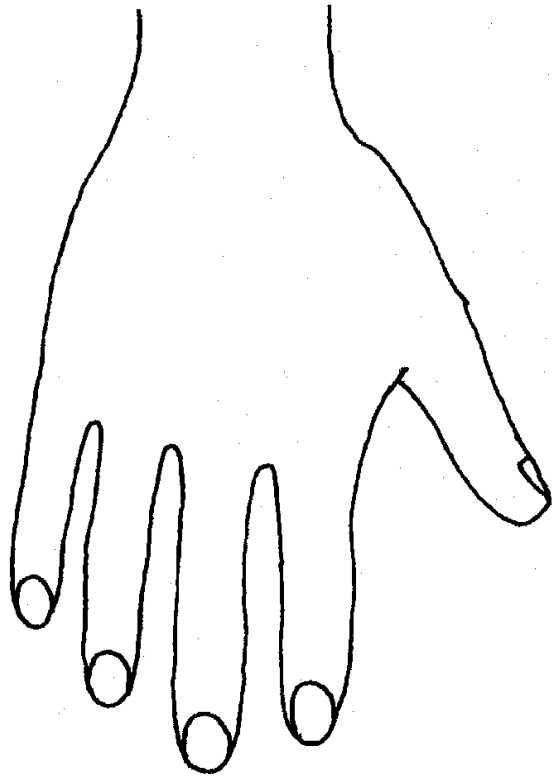
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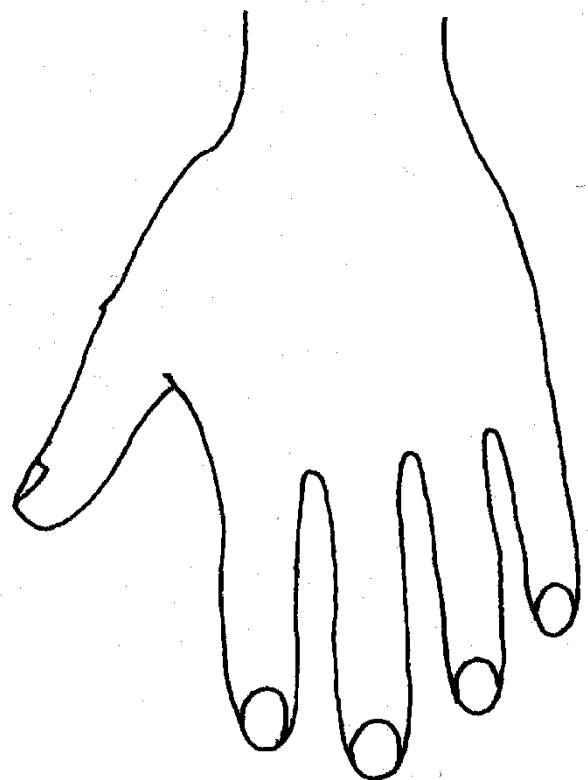
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Name of pupil:

Date and time of
observation:

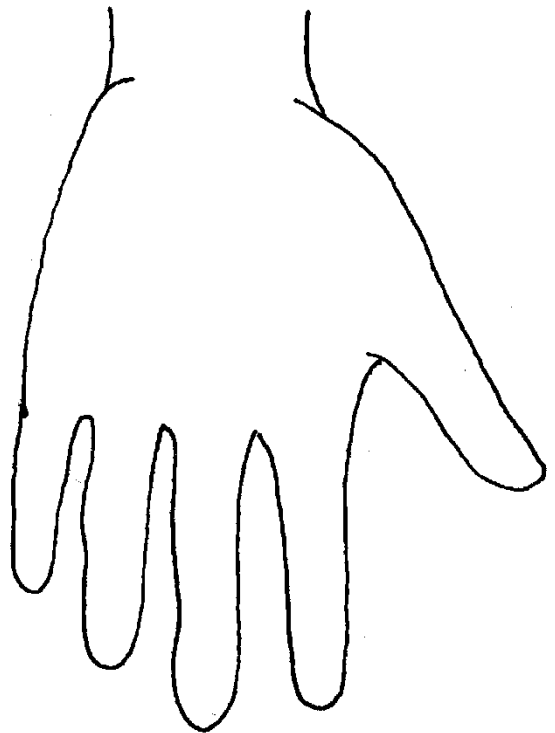


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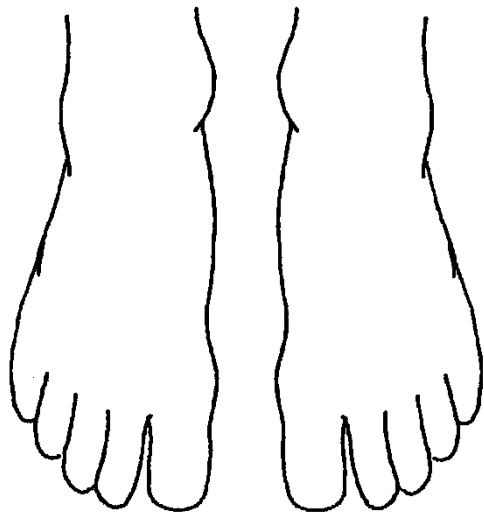
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FRONT

Name of Pupil:

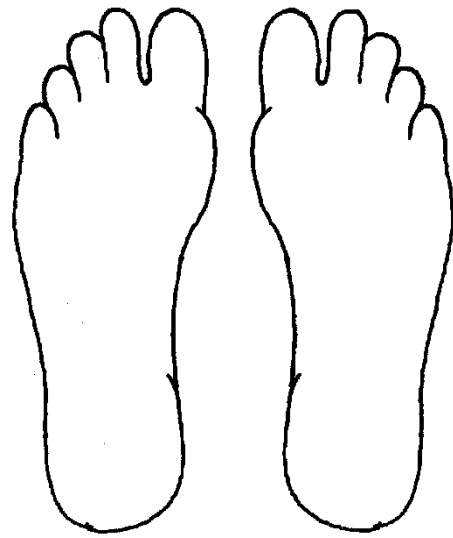
Date and time of
observation:



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TOP

L



R

BOTTOM

L



R

INNER



L



R

OUTER



L

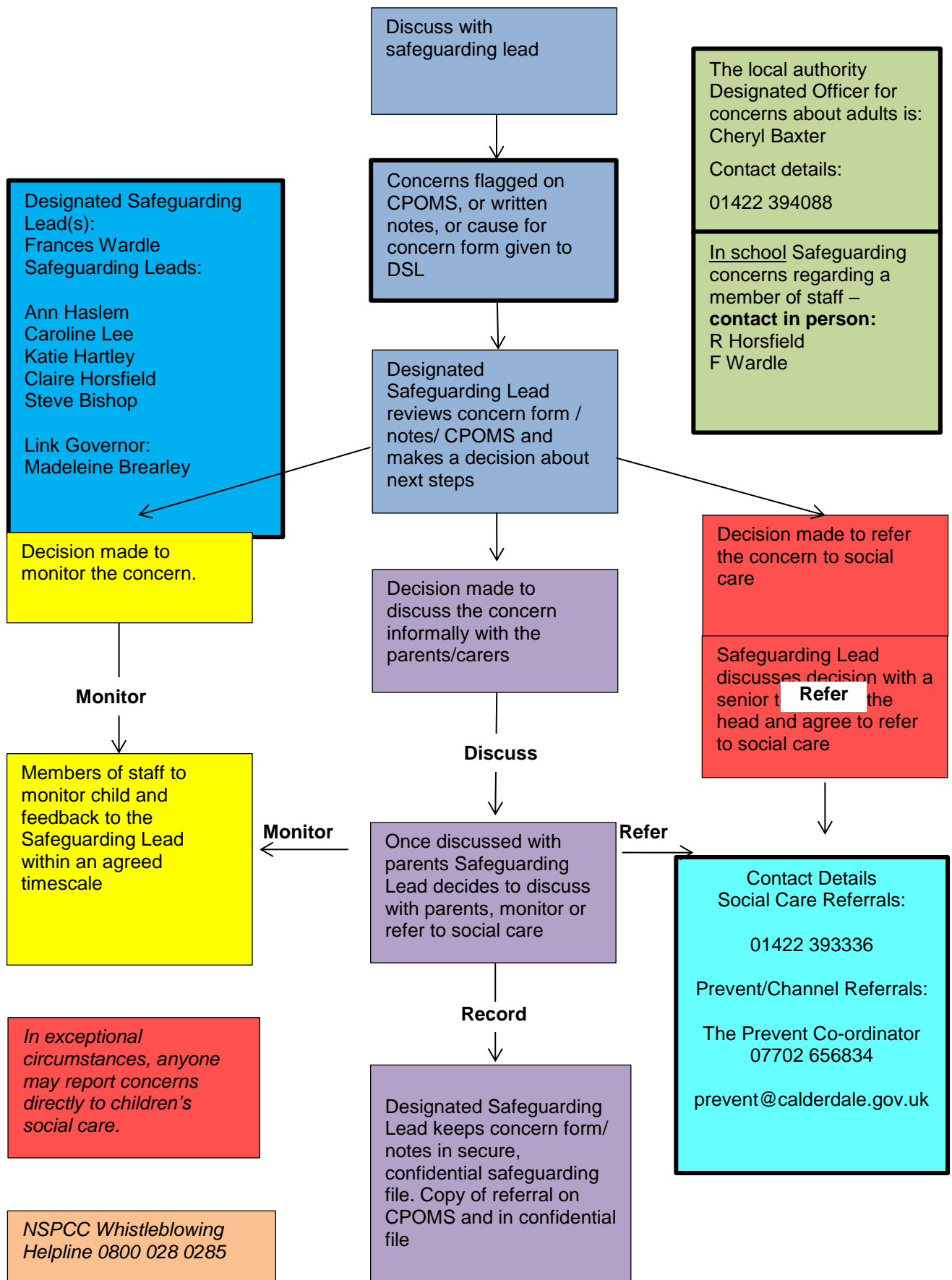
Name:

Signature:

Job title of staff:

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD AT BRIGHOUSE HIGH SCHOOL

Appendix 3 – Flowchart from KCSIE 2019



Appendix 4

Useful Contacts within the local authority

Children's Social Care

Multi-Agency Screening Team	MAST@calderdale.gov.uk	01422 393336
Disabled Children's Team	DisabledChildrensTeam@calderdale.gov.uk	01422 394091
Emergency Duty Team (Outside office hours support)	EDT@calderdale.gov.uk	01422 288000

Schools Service

Schools Safeguarding Adviser Steve Barnes	steve.barnes@calderdale.gov.uk	01422 288326 07540 672735
Senior School Effectiveness Officer Lesley Bowyer	lesley.bowyer@calderdale.gov.uk	01422 394102 07545 423453
Senior Education Welfare Officer Duncan Thorpe	duncan.thorpe@calderdale.gov.uk	01422 266125 07833 049343
Virtual School – Head teacher Rezina Kelly	rezina.kelly@calderdale.gov.uk	01422 394123 07734 460254

Prevent Team

Prevent Education Officer Assia Hussain	assia.hussain@calderdale.gov.uk	07967 837822
Prevent team email	prevent@calderdale.gov.uk	

Managing Allegations

Local Authority Designated Officer (LADO) Cheryl Baxter (Lead)	LADOadmin@calderdale.gov.uk	01422 394055
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Whistleblowing – NSPCC helpline

0800 028 0285 from 8am to 8pm Monday to Friday or email help@nspcc.org.uk.

Police

West Yorkshire Police Child Safeguarding Unit – Calderdale	01422 337362
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Child Emotional Health and Wellbeing Support www.openmindscalderdale.org.uk

Calderdale Housing www.calderdale.gov.uk/v2/residents/housing/homeless-or-risk-page

Appendix 4 – Glossary of key safeguarding terms

Abbrev	TERM	DEFINITION
CAF	Common Assessment Framework	Common assessment framework - an assessment is made of a child's additional needs and deciding how these should be met
CAMHS	Child & Adolescent Mental Health Services	Specialist multi-disciplinary team to provide assessment & treatment for children & young people with emotional / mental health issues
CEOP	Child exploitation and online protection command	Works nationally & internationally to bring online child sex offenders to the UK courts
CHANEL PANEL		Prevent referrals are made to the Home Office Chanel Panel who address issues of extremism
CHILD PROTECTION REVIEW CONFERENCE		Ensure that children who have a CPP are reviewed & monitored
CIN	Children in need	A child in need is defined under S17 the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled.
CME	Children missing in education	No definition required
CPOMS	Child Protection Online Management System	Electronic secure system for recording safeguarding information on students
CPP	Child Protection Plan	Safeguard a child from further harm
CSE	Child Sexual Exploitation	Child under the age of 18 who is receiving something in return for sexual activity
DBS	Disclosure & Barring Service	Checks which helps the school make safer recruitment decisions and prevent unsuitable people working with vulnerable groups - including children
DSL	Designated Safeguarding Lead	
EIP	Early intervention panel	When a school/service/family identifies additional needs for a child or young person that the service cannot address alone:
EISA	Early intervention single assessment	No definition required
FGM	Female Genital Mutilation	No definition required
KCSIE	Keeping Children Safe in Education	No definition required
L4L	Learning 4 Life	Tutorial programme in school

Abbrev	TERM	DEFINITION
LAC	Looked after child	A child who is accommodated by the LA, or subject to an Interim Court Order, Full Care Order, or Emergency Protection Order, or who is remanded by a court into LA/Youth Detention Accommodation
LADO	Local Authority Designated Officer	Investigates and safeguards the behaviour and conduct of staff working in school
LSCB	Local Safeguarding Children Board	Coordinates in the local authority safeguarding procedures & issues
MARAC	Multi-Agency Risk Assessment Conference	A regular local meeting to discuss how to help victims at high risk of murder or serious harm. Information is shared about the victim, the family and perpetrator, concluding with an action plan for each victim.
MAST	Multi-Agency Screening Team (MAST)	Receives all incoming cases and carries out initial assessments and core assessments in order to signpost cases to the most appropriate service
PREVENT	Stage within the governments Counter terrorism strategy	One of the four 'P's set out in the counter terrorism policy, the others being pursue, protect and prepare
PREVENT DUTY		Prevent people from being drawn into terrorism
SAFER RECRUITMENT		At least one member of an interview panel has undergone specific safeguarding training on recruitment
SCR	Single Central Register	Records the safer recruitment checks and states whether the checks have been completed.
SCR's	Serious Case Reviews	Undertaken when a child has died or been seriously harmed
SEXTING		Taking or passing on indecent images
TAC MEETINGS	Team Around the Child meetings	Purpose: to bring together different agencies into one meeting where there are concerns about a child
WELL-BEING		The achievement of best outcomes for children
WHISTLEBLOWING		Reporting safeguarding concerns about the organisations, systems or concerns about individual adults
YOUNG CARERS		young people who assume important caring responsibilities for parents or siblings

COVID-19 Safeguarding and Child Protection Arrangements

Brighouse High School



School Name: Brighouse High School
Policy owner: FJ Wardle
Date: 03/04/2020
Updated: March 2021

1. Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of the Brighouse High School safeguarding policy and child protection procedures contains details of our individual safeguarding arrangements in the following areas:

Table of contents	Page
1. Context.....	2
2. Vulnerable children.....	3
3. Attendance monitoring.....	4
4. Designated Safeguarding Lead.....	5
5. Reporting a concern.....	5
6. Safeguarding training and induction.....	6
7. Safer Recruitment, volunteers and movement of staff.....	7
8. Online safety in schools and colleges.....	8
9. Children and online safety away from school and college.....	8
10. Supporting children not in school.....	9
11. Supporting children in school.....	9
12. Peer on Peer abuse.....	10
13. Supervision support for school safeguarding staff.....	10
14. School Hubs – Additional information.....	11

Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Frances Wardle	01484 710408	f.wardle@brighthouse.calderdale.sch.uk
Deputy Designated Safeguarding Leads	Ann Haslem Leanne Silverwood Caroline Lee Claire Horsfield Steve Bishop		a.haslem@brighthouse.calderdale.sch.uk l.silverwood@brighthouse.calderdale.sch.uk c.lee@brighthouse.calderdale.sch.uk c.horsfield@brighthouse.calderdale.sch.uk s.bishop@brighthouse.calderdale.sch.uk
Headteacher	Richard Horsfield		r.horsfield@brighthouse.calderdale.sch.uk
Chair of Governors	Brian Robson		b.robson@brighthouse.calderdale.sch.uk
Safeguarding Governor	Madeleine Brearley		m.brearley@brighthouse.calderdale.sch.uk

2. Vulnerable children

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.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989 (Child in Need)

Brighthouse High School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Ann Haslem.

In circumstances where a parent is hesitant about or does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Brighthouse High School will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, Brighthouse High School or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Brighthouse High School will encourage all pupils to attend a school.

Where parents are concerned about the risk of the child contracting COVID19, Brighthouse High School or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Brighthouse High School will encourage our vulnerable children and young people to attend a school, including remotely if needed

3. Attendance monitoring

We expect all pupils to attend school.

Parents or carers are expected to contact the school on the first day of the illness and inform us of the reason for absence so that the correct attendance codes can be used in every case of absence. We expect parents or carers to make contact to make us aware of the status of any COVID-19 tests that have become necessary and to update the school on the welfare of the pupil.

From 8th March 2021, we will record attendance in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended)¹ for all pupils.

A small number of pupils will still be unable to attend in line with public health advice to self-isolate because they:

- have symptoms or have had a positive test result
- live with someone who has symptoms or has tested positive and are a household contact
- are a close contact of someone who has coronavirus (COVID-19)

The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice. They are advised not to attend school while shielding advice applies nationally.

For children self-isolating or quarantining or shielding – we will use code X.

In compliance with the Remote Education, Temporary Continuity Direction² will provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19).

Also, we will offer pastoral support to pupils who are:

- self-isolating
- shielding
- vulnerable (and off-school)

The Department for Education expects schools to grant applications for leave in exceptional circumstances. This should be recorded as code C (leave of absence authorised by the school) unless another authorised absence code is more applicable.

Where pupils are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.

¹ <https://www.legislation.gov.uk/uksi/2006/1751/contents/made>

² https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923539/Remote_Education_Temporary_Continuity_Direction_-_Explanatory_Note.pdf

4. Designated Safeguarding Lead

Brighouse High School I has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: Frances Wardle

The Deputy Designated Safeguarding Leads are: Ann Haslem, Leanne Silverwood, Caroline Lee, Claire Horsfield, Steve Bishop

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online management system, CPOMS (or individual pupil safeguarding file) and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all Brighouse High School staff and volunteers have access to a trained DSL (or deputy). On each day, the staff on site will be made aware of who that person is and how to contact them.

The DSL and safeguarding leads will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

5. Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the substantive school Safeguarding Policy, this includes the recording of a report via CPOMS, which can be done remotely.

In the event that a member of staff cannot access their CPOMS from home, they should email their concern/report to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead. This will ensure that the concern is received and reviewed in accordance with national safeguarding guidance.

Staff are reminded of the need to report any concern **immediately and without delay**.

Where staff are concerned about an adult working with children in the school, they should report their concern to the Headteacher or Deputy Headteacher. If there is a requirement to make a notification to the Headteacher/ Deputy Headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher.

Concerns around the Headteacher should be directed to the Chair of Governors:
Brian Robson
Contact details: Brighouse High School

Concerns about any adult working with children should be referred to the Local Authority Designated Officer for Child Protection (LADO)
Email: LADOAdmin@calderdale.gov.uk (This is a secure email address)

The school HR provider may assist in the managing allegations process.

6. Safeguarding Training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training date.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019).

The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

School will continue to provide safeguarding induction training for all new staff and volunteers.

7. Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Brighouse High School will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where Brighouse High School are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Brighouse High School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE 2019.

Brighouse High School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE 2019 and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Brighouse High School will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE 2019.

8. Online safety in schools and colleges

Brighouse High School will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place. This supervision may include the use of electronic monitoring systems that alert school leaders to inappropriate use of computer related equipment.

Staff and pupils will be expected to follow the school's online safety policy.

9. Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in out in the school/MAT code conduct.

Brighouse High School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

10. Supporting children not in school

Brighouse High School is committed to ensuring the safety and wellbeing of all its children and young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, we will try and ensure that a robust communication plan is in place for that child or young person.

Details of this communication plan will be recorded on CPOMS, (or individual pupil safeguarding file) as should a record of contacts that have been made.

The communication plans can include; remote contact, phone contact, text contact. Other alternative individualised contact methods should be considered and recorded.

Brighouse High School and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

It is recommended that in the main, vulnerable pupils are contacted twice weekly unless additional measures become necessary which will be agreed in conjunction with a social worker.

This plan will be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider whether any referrals to MAST or other agencies for support may be necessary.

Where school cannot establish contact with vulnerable pupils and their families, it is important to ensure this situation is passed to the MAST team using email address: MASTAdmin@calderdale.gov.uk

The school will share safeguarding messages on its website and social media pages.

Brighouse High School recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at Brighouse High School need to be aware of this in setting expectations of pupils' work where they are at home.

11. Supporting children in school

Brighouse High School is committed to ensuring the safety and wellbeing of all its students.

Brighouse High School will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Brighouse High School will refer to the latest Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Where it is necessary to provide personal and/or intimate care in respect of a child, school will follow their substantive personal and intimate care policy including making a record of the nature/time/date and staff involved in respect of care provided.

School leaders will monitor the impact of any staff absence, in particular the posts of Designated Safeguarding Leads and first aid trained staff in order to ensure the safe

and effective running of the school and take appropriate management action where necessary.

12. Peer on Peer Abuse

Brighouse High School recognises that during the closure a revised process may be required for managing any report of peer on peer abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE 2020 and of those outlined within the substantive school safeguarding policy.

The school will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on CPOMS and following assessment by the Designated Safeguarding Lead, appropriate referrals made.

13. Supervision Support for the school safeguarding staff

Governors and Trustees of the school should ensure that appropriate supervision support is in place for staff engaged in the safeguarding process, in order to carry out their role effectively.

This may include, remotely accessing child safeguarding files for the purpose of quality assurance, support, guidance and direction.

Regular group and individual safeguarding supervision sessions should remain a key factor in ensuring the effectiveness of safeguarding at the school.

14. Elective Home Education (EHE)

Brighouse High School will encourage parents to send their children to school, particularly those who are vulnerable.

Where an application is made, Brighouse High School will consider whether a parent's decision to educate at home gives greater cause for concern compared to remaining in school.

Where we feel that there is additional cause for concern the designated safeguarding lead will then consider making a referral to the local authority in line with existing procedures. This will happen as soon as Brighouse High School becomes aware of a parent's intention, or decision, to home educate.

Brighouse High School will work with local authorities and, where possible, coordinate meetings with parents to seek to ensure EHE is being provided in the best interests of the child.

If a parent wants to admit their child to Brighouse High School, we will follow our normal processes for in-year admissions applications.

Appendix 1

Child Protection Cause for Concern Form

Date:		Time:	
Name of Child:			
Date of Birth:		UPN Number:	
Reporting Adult:		Role:	
Reporting Adult Signature:		DSL Signature:	

Details of Concern (who, what, where, when):

Facts -

Opinions -

DSL Follow up:

Early Intervention Service Manager Contacted for advice	Yes/No
---	--------

Early Intervention Panel Referral	Yes/No
-----------------------------------	--------

MAST Contacted for advice:	Yes/No
----------------------------	--------

MAST Referral:	Yes/No
----------------	--------

Time of contact:

Outcome of contact:

Child's CASS Number:

Actions:

Review Date:

Appendix 2

Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. MAST or the child's social worker if already an open case to social care.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and then recorded appropriately.

A copy of the body map should be kept on the child's concern/confidential file.

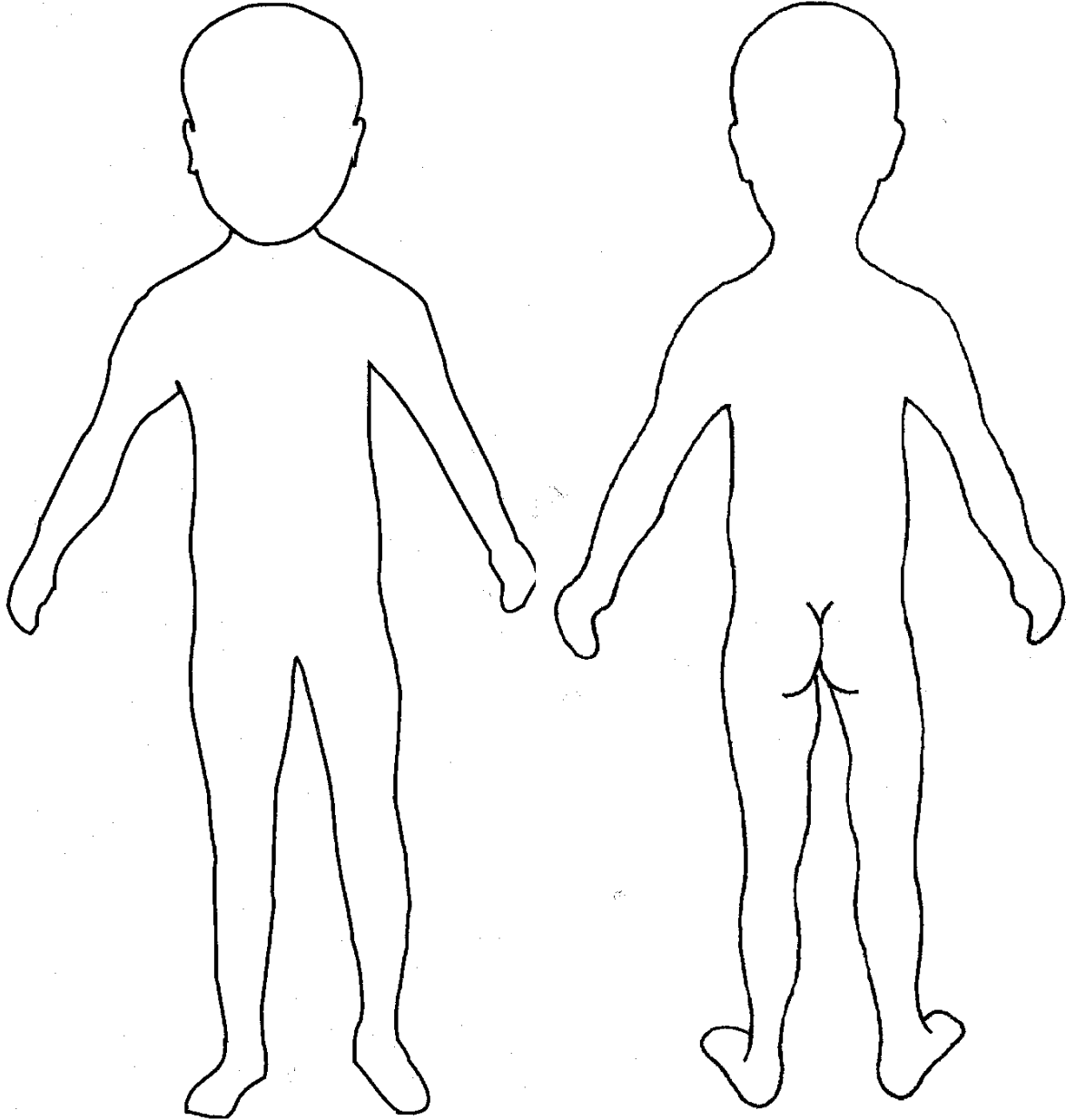
BODYMAP

(This must be completed at time of observation)

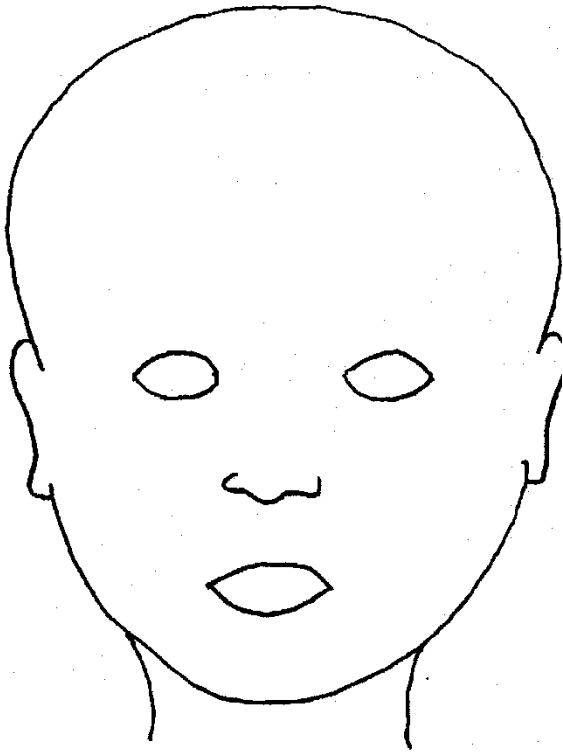
Name of Pupil: _____ Date of Birth: _____

Name of Staff: _____ Job title: _____

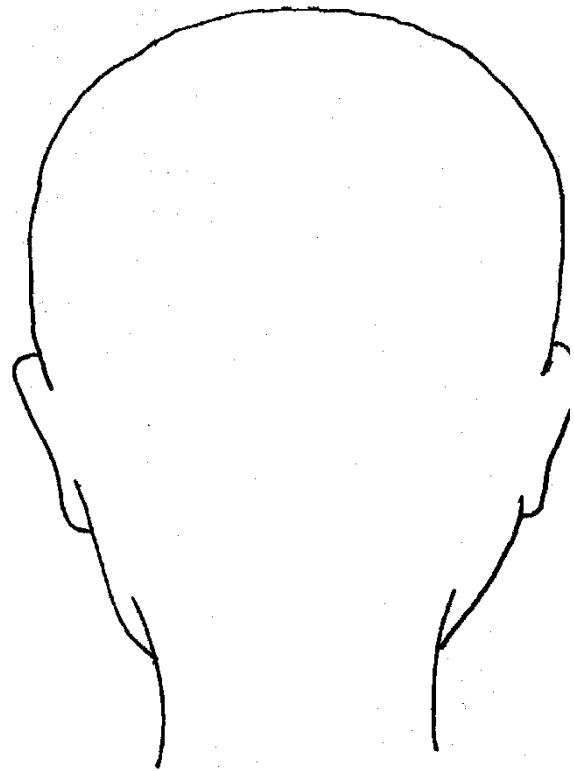
Date and time of observation: _____



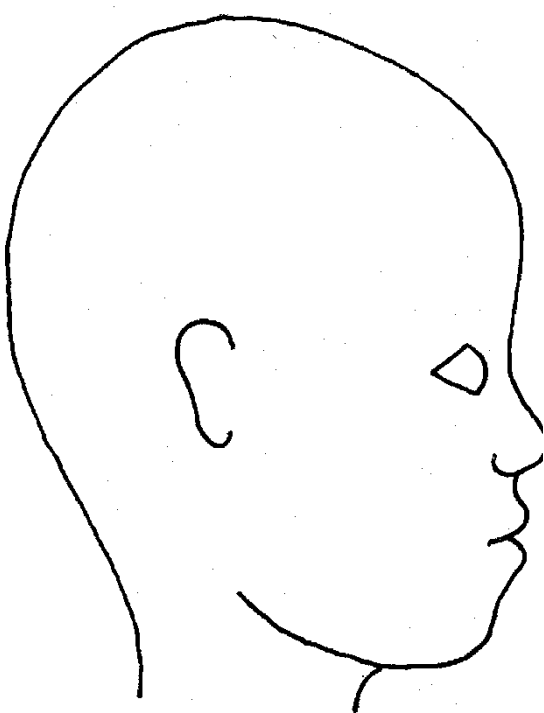
Name of pupil: _____ Date and time of observation: _____



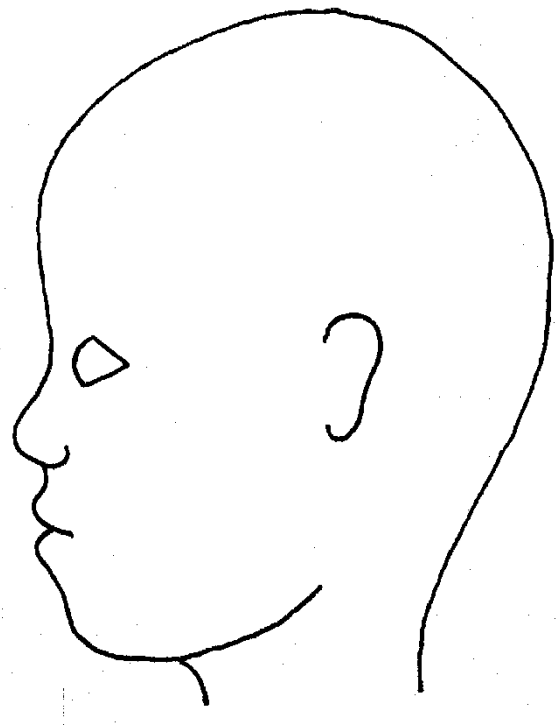
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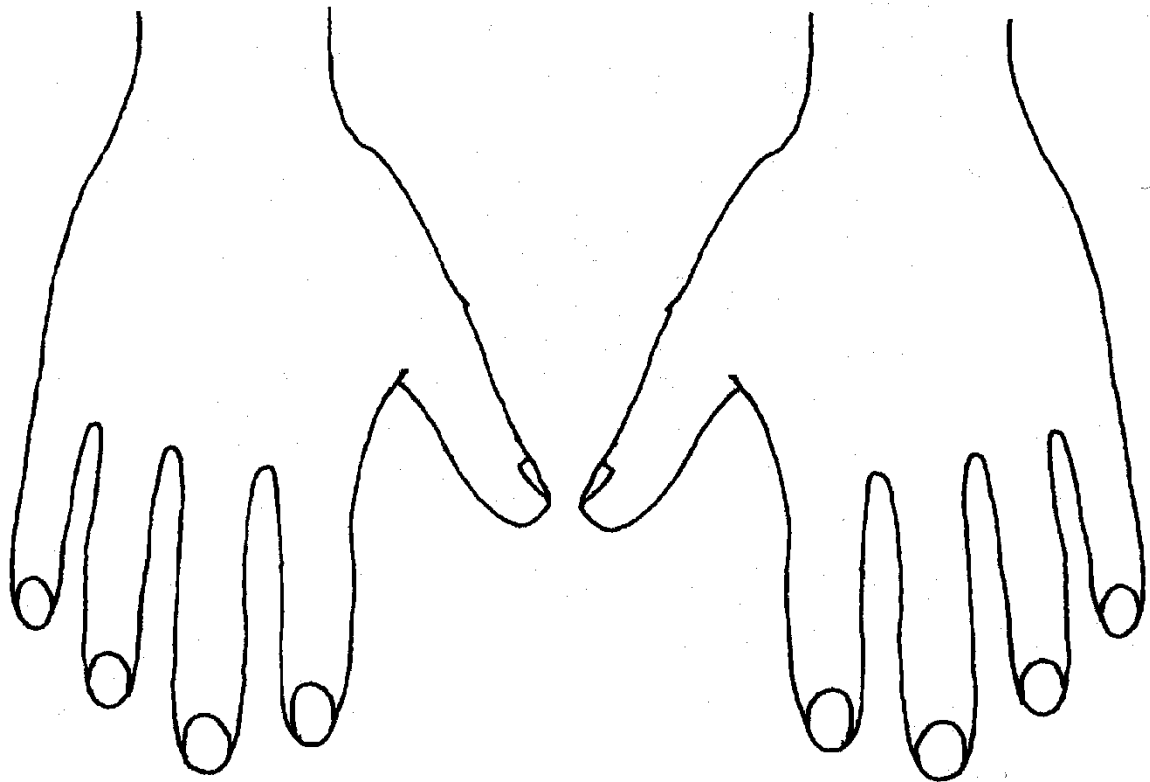
RIGHT



LEFT

Name of pupil:

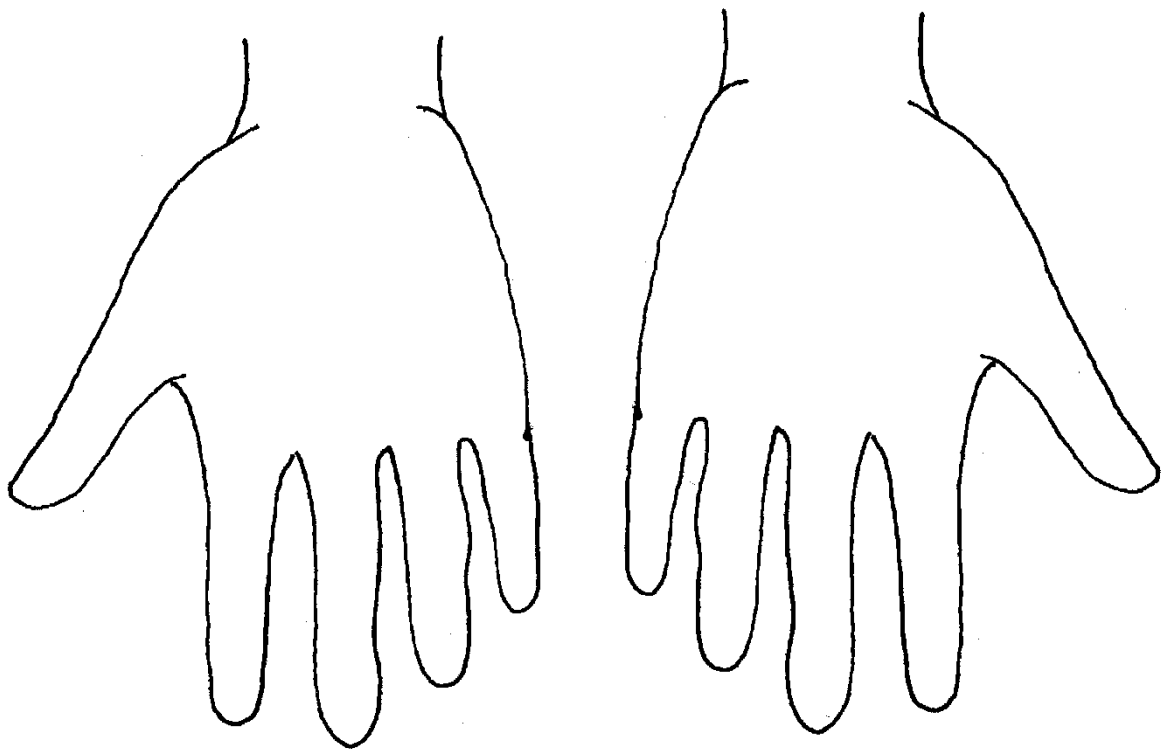
Date and time of
observation:



R

BACK

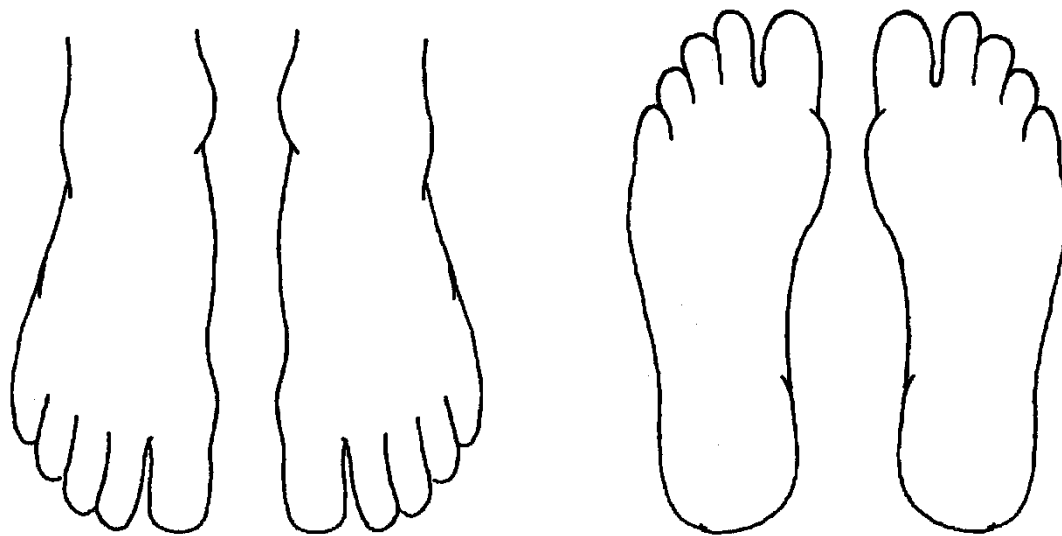
L



FRONT

Name of Pupil:

Date and time of
observation:



R

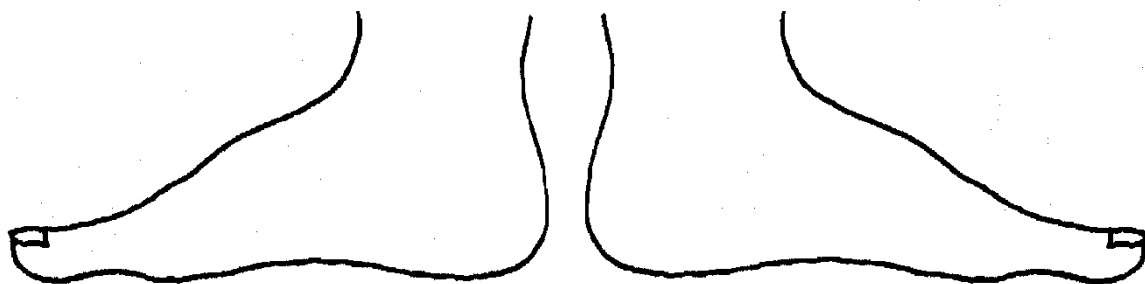
TOP

L

R

BOTTO
M

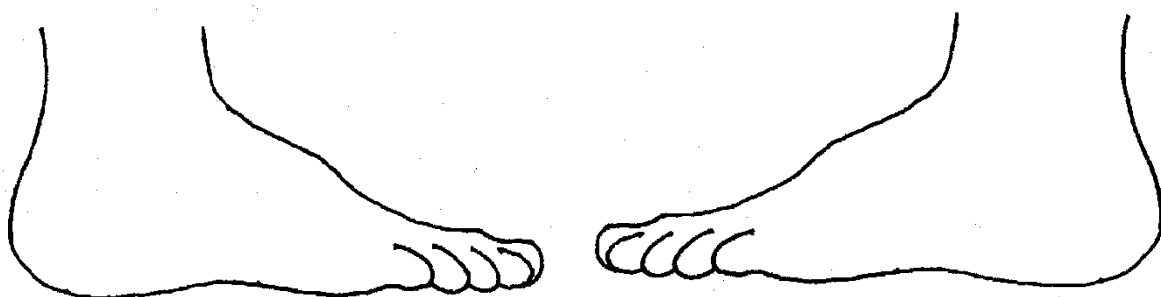
L



R

INNER

L



R

OUTER

L

Name:

Signature:

Job title of staff: