



## CHILD PROTECTION & SAFEGUARDING POLICY (INC. CHILDREN LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN)

### **Bishop Heber High School:**

- Actively promotes a culture of respect, where diversity is celebrated.
- Seeks to be a place where students feel that they can share their difficulties with a chosen member of staff.
- Has a long-established system of peer mentoring.
- Has a number of trained Mental Health Champions who are identifiable and accessible to all students.
- Maintains an ethos where students feel secure, are encouraged to talk and are listened to.
- Promotes opportunities in PSHCE, and other curriculum areas, which equip students with the skills they need to stay safe from harm.
- Ensures that every effort is made to establish effective working relationships with parents and colleagues from other agencies.

**“Schools, colleges and other educational providers have a pivotal role to play in safeguarding children and promoting their welfare.”**

*Working Together to Safeguard Children 2018*

**“A good child protection system should be concerned with a child’s journey through the system from needing to receiving help, keeping a clear focus on children’s best interests throughout.”**

*Page 12 Munro Review of Child Protection Report; the child’s journey –  
Professor Eileen Munro February 2012 Children’s Commissioner for England June 2010*

**“It’s all about relationships. We are talking about dealing with people with problems, with painful stuff. You have to know someone to trust them. They must be reliable and be there for you if you are going to be able to talk about the things you don’t want to. The things that scare you.”**

*Parent and family perspective on safeguarding relation with Children’s Service; the Children’s Commissioner for England June 2010*

**“Schools have a duty to ensure that their functions in relation to the conduct of the school are exercised with a view to safeguarding and promoting welfare of the children who are its pupils.”**

*Education Act 2002 Section 175*

**“Children become the victims or beneficiaries of adult actions”**

*Hugh Cunningham 2006*



# BISHOP HEBER HIGH SCHOOL

RESPECT • OPPORTUNITY • ACHIEVEMENT



## CHILD PROTECTION & SAFEGUARDING POLICY (INC. CHILDREN LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN)

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**Mrs S Anderson**  
(Chair of Governors)

**Mr D Curry**  
(Headteacher)

**Ms U Mort**  
(Designated Child Protection &  
Safeguard Lead)



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### 1. Introduction

#### What is the difference between Safeguarding and Child Protection?

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring 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

Child Protection is a part of Safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

There are six main elements to our policy:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children;
- Raising awareness of safeguarding children and child protection
- Equipping children with the skills needed to keep them safe;
- Developing and implementing procedures for identifying and reporting cases, or suspected cases of abuse;
- Supporting pupils who have been abused in accordance with his/her child protection plan;
- Establishing a safe environment in which children can learn and develop.

#### 1.1 School Commitment

The school is committed to creating and maintaining a safe learning environment for children and young people, identifying where there are child welfare concerns and taking action to address them, in partnership with families and other agencies. This policy reflects the policies of Cheshire West's Safeguarding Children Partnership, <https://www.cheshirewestscp.co.uk/> and is in line with "Working Together to Safeguard Children" (2018) <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> and Keeping Children Safe in Education (2020) <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>



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The school will also contribute through the curriculum by developing children's understanding, awareness and promoting their resilience by providing a safe environment within schools.

To create this safe environment the school has certain statutory duties and responsibilities set out within:

- The Education Act, 2002, HM Guidance;
- Keeping Children Safe in Education, 2020;
- Working Together to Safeguard Children, 2018
- The Statutory Framework for the Early Years Foundation Stage

These duties are listed below:

### 1.2 Duties

To provide a safe environment the Governing Body, Headteacher and the Senior Leadership Team of the school will:

- Ensure that everyone from the Designated Safeguarding Governor to the Designated Safeguarding Lead and all members of the school community, have appropriate safeguards and supports in place should they choose to raise safeguarding issues, however unusual or sensitive these may be;
- Cultivate an ethos within the school community where all adults feel comfortable and supported to bring safeguarding issues to the attention of the Headteacher and/or the Designated Safeguarding Lead and are able to pose safeguarding questions with "respectful uncertainty" as part of their shared responsibility to safeguard children;
- Establish and maintain an environment where children feel secure, are encouraged to talk without coercion and are listened to;
- Ensure children know that if they are worried they can talk to adults in the school;
- Ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies and are fully committed to the provision of Early Help;
- Ensure all adults working with children are aware of the role of Cheshire West's Safeguarding Children partnership.
- Include opportunities in the Personal, Social and Health Education (PSHE) & Sex and Relationship Education (SRE) curriculum for children to develop the skills they need to recognise and stay safe from abuse and to assess and manage risk (including E-safety) as is appropriate to their age, stage of development and level of understanding;
- Take all reasonable measures to ensure risks of harm to children's welfare are minimised;
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with families and agencies as far as possible;
- Ensure robust safeguarding arrangements are in place and embedded in the daily life and practice of the school;
- Promote pupil health and safety;
- Promote safe practice and challenge unsafe practice in line with procedure;



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- Ensure that procedures are in place to deal with allegations of abuse against staff, supply staff and volunteers: *HM Government Guidance Keeping Children Safe in Education, 2020, Part 4: Allegations of abuse made against teachers and other staff* (also set out within the Local Interagency Procedures)
- Put in place and promote robust anti-bullying, including cyber bullying, homophobic, transphobic and hate crime strategies;
- Meet the health needs of children with medical conditions;
- Provide first aid;
- Maximise school security;
- Tackle drugs and substance misuse;
- Provide support and planning for young people in custody and their resettlement back into the community;
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity, child sexual exploitation, radicalisation and extremism, and violence/knife crime in the community.

## 2. Responsibilities

The school will identify harm and maintain safety by:

- Ensuring each member of staff has access to and is aware of the school's Child Protection and Safeguarding Policy.
- Liaising with the Headteacher and Chair of Governors on a regular basis to inform them of any issues and ongoing investigations.
- Ensuring the school's Child Protection and Safeguarding Policy is reviewed regularly by the named DSL and Chair of Governors.
- Everybody having a duty to safeguard children inside and outside the school environment including school trips, extended schools, activities and vocational placements.
- Involving parents and providing advice/guidance regarding safeguarding.
- Maintaining a child focus and listening to children.
- Recognising signs of concern, especially with children who may be vulnerable;
- Documenting and collating information on individual children to support early identification, referral and actions to safeguard and by ensuring these records follow the child throughout their educational career;
- Taking appropriate actions to address concerns about a child's welfare in partnership with other organisations and safeguarding agencies;
- Informing all staff and volunteers who the Designated and Deputy Designated Safeguarding Leads for the school are.
- Providing PSHE/SRE including raising awareness with children in what are and are not acceptable behaviours.

PSHE/SRE input will provide opportunities for children and young people to learn how to keep themselves safe, for example, by:

- The availability of advice and support in their local area and online;



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- Recognising and managing risks in different situations, including on the internet;
- Judging what kind of physical contact is acceptable and unacceptable;
  
- Recognising when pressure from others, including people they know, threatens their personal safety and well-being
- Developing effective ways of resisting pressure;
- Developing healthy relationships, including awareness of unhealthy relationships where domestic violence, bullying and abuse occur;

Our school will ensure that pupils are made aware that information can be found on the school website and from pastoral staff as well as the safeguarding leads.

Our school's arrangements for consulting with and listening to pupils are through the pastoral system such as Form Tutors and Year Leaders, via the School / Year Councils and through student voice activities.

#### **2.1 The roles and responsibilities of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead**

An appropriate member of the school's leadership team has been assigned to the role of Designated Safeguarding Lead. They have received appropriate training and are supported in their role:

Designated Safeguarding Lead: **Ms U Mort**                      Supervised by: **Mr D Curry**

A Deputy Designated Safeguarding Lead has been appointed and will provide additional support to ensure the responsibilities for safeguarding children are fully embedded within the school ethos and that specific duties are discharged. This will entail supporting the Designated Safeguarding Lead in dealing with referrals, attending case conferences and supporting the child/children. They have received appropriate training and are supported in their role:

Deputy Designated Safeguarding Lead: **Ms S Vaughan**    Supervised by: **Ms U Mort**

The DSL and DDSL will act as a source of advice, support and expertise within the school and be responsible for co-ordinating action regarding referrals by liaising with children's social care and other relevant agencies over cases of abuse and allegations of abuse, regarding children. As the school takes children from 3 other local authorities, namely Wrexham, Shropshire and Cheshire East, the DSL and DDSL will seek support from the relevant agencies in these areas when required.

The Headteacher, Mr Curry and the Deputy Headteacher Mr Ridley Thomas are also DSLs in the absence of Ms Mort and Ms Vaughan.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. The Designated Safeguarding Lead will ensure a structured procedure within the school which will be followed in cases of suspected abuse.



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The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead are responsible for the following:

### 2.1.1 Referrals

- Referring cases of suspected abuse or allegations to the relevant investigating agencies;
- Acting as a source of support, advice and expertise within the school when deciding on the most appropriate course of action by liaising with relevant agencies;
- Liaising with the Headteacher to inform him of any issues and ongoing investigations. The Designated Safeguarding Lead will ensure there is always cover for this role on the school site in the event of their absence;
- Ensuring that a systematic means of monitoring children known or thought to be at risk of harm is in place and that the school contributes to assessments of need and actively supports multi-agency planning for those children;
- To help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children

Following any information raising concern, the Designated Safeguarding Lead will consider:

- any urgent medical needs of the child
- the immediate safety and wellbeing of the child
- discussing the matter with other agencies currently known to be involved with the child and family
- the child's wishes and feelings

Then decide:

- wherever possible, 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 Integrated Access Referral Team (I-ART) 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 invite the parent or carer to engage with a Team Around the Family assessment and/or make a referral for other services.



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All information and actions taken, including the reasons for any decisions made, will be fully documented on the child's safeguarding file.

The Designated Safeguarding Person is not responsible for dealing with allegations made against members of staff. This is the responsibility of the Headteacher who will inform the Local Authority Designated Officer (DO).

#### 2.1.2 Action following a child protection referral

The Designated Safeguarding Lead or other appropriate member of staff will:

- make regular contact with the allocated social worker or team manager in the event of absence
- 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
- endeavour to share all reports with parents prior to meetings
- where in disagreement with a decision made by Children's Social Care e.g. not to apply child protection procedures or not to convene a child protection conference, follow the formal Escalation Process in respect of resolving professional disagreements/escalation process <https://www.cheshirewestscp.co.uk/policy-and-procedures/escalation-and-resolution-policy/>
- where a child subject to a child protection plan moves from the school or goes missing, immediately inform i-ART (0300 123 7047).

#### 2.1.2 Raising Awareness

- Working with the governing body to ensure that the School's Safeguarding Policy is updated and reviewed annually;
- Ensuring that, in order to avoid conflict and mistrust, parents are aware that referrals may be made and of the role of the School;
- Ensuring that when children leave the school, their Safeguarding/Child Protection File is discussed as soon as possible with the Designated Safeguarding Person at the new school;
- Making sure that the Safeguarding/Child Protection File is transferred separately from the main pupil file within 15 days of transfer; It should be posted recorded delivery to the Designated Safeguarding Lead at the new school or delivered directly by hand and a signature received, unless the child is leaving year 11 and not going to a further education setting, in which case the file should be retained by the current school for a period stipulated in current statutory guidance.
- Where the new school is not known, alerting the Education Welfare Service at Cheshire West and Chester Council so that the child's name can be included on the database for missing pupils and appropriate action taken to ascertain the safety of the child;
- Cascading safeguarding advice and guidance issued by Cheshire West's Safeguarding Children Partnership and government guidance and legislation.



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- Raising awareness to students by ensuring effective curriculum provision with the school's PSHCE and RSHE programmes alongside assemblies that deal with safeguarding themes and communicating key safeguarding messages via the safeguarding pages on the school website.

#### 2.1.3 Training

The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead need to attend the multi-agency 1-day "Working Together" Level 3 course in Safeguarding provided by Cheshire West's Safeguarding Children Partnership and then the half day Child protection and SMART planning workshop. This training then needs to be updated by attending a **half day** refresher course, every **2 years**, unless the Designated or Deputy Designated Safeguarding Lead feels they require a repeat of the full 1-day course.

This will enable more time to attend additional courses in areas such as Child Exploitation, Neglect and Domestic Abuse.

The Level 3 training will enable the Designated or Deputy Designated Safeguarding Lead to:

- Recognise how to identify signs of abuse and when it is appropriate to make a referral by using the Continuum of Need thresholds;
- Have a working knowledge of how to support the Team Around the Family, how Cheshire West's Safeguarding Children Partnership operates, how a child protection case conference is conducted, and be able to attend and contribute effectively to all planning meetings when required to do so;
- Be able to keep detailed, accurate and secure written records of referrals/concerns.

In addition to their formal training, as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

The Designated and Deputy Designated Safeguarding Leads will ensure **all** staff receive appropriate Safeguarding training.

All staff will be expected to undergo endorsed Basic Awareness in Safeguarding training within the first term of their employment/placement, which will be refreshed on a regular basis (at least every 3 years), to enable them to understand and fulfil their safeguarding responsibilities effectively.

In addition, all staff members should receive regular safeguarding and child protection updates (for example: via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff and volunteers, especially new or part-time staff who may work with different educational settings, will receive:

- a copy of a safeguarding summary document (**Appendix 1**) prior to starting work



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- induction training to ensure that staff:
  - have an overview of the organisation
  - understand its purpose, values, services and structure
  - are able to recognise/identify signs of abuse which may include:
    - significant changes in children's behaviour;
    - deterioration in children's general well-being, including mental health
    - unexplained bruising, marks or signs of possible abuse or neglect;
    - children's comments which give cause for concern;
    - any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or
    - inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of personal information (e.g. phone numbers, email, social networking) or images.
  - know that they must report any concerns immediately they arise and to whom and are aware of the whistle-blowing policy and procedures.
  - understand confidentiality issues.

### **3. Roles and Responsibilities of the Headteacher**

The Headteacher will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented and followed by all staff, so that everyone knows what to do if concerned about a child;
- Sufficient resources and time are allocated to enable the Designated and Deputy Designated Safeguarding Leads and other staff to discharge their responsibilities, including undertaking the Lead Professional role in the Team Around the Family, taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- 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;
- They personally, along with other senior leaders, undertake safer recruitment training in order to comply with the statutory requirement to have a trained person on every recruitment panel.
- Allegations against a member of staff are referred in a timely manner to the Local Authority Designated Officer (DO) if appropriate

### **4. Roles and Responsibilities of the Governing Body**



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The Governing body is collectively responsible for the school's safeguarding arrangements. The Designated Safeguarding Governor will undertake initial Safeguarding training to understand their Role and Responsibilities. Ideally, all governors will undertake the Basic Awareness Safeguarding training with their school.

Allegations of abuse made against the Headteacher are reported to the Chair of Governors and referred to the Local Authority Designated Officer (DO).

The Governing Body will ensure that:

- Safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices;
- Sufficient governors are trained in safer recruitment practices that appointments to the senior leadership team can be adequately supported;
- The school has effective policies and procedures in place in accordance with this policy, and school's compliance with them is monitored;
- There are policies and procedures in place for dealing with complaints and/or allegations against staff, including the Headteacher and any subsequent staff disciplinary hearings.
- There is a Designated Safeguarding Governor to champion safeguarding issues within the school, to liaise with the Headteacher/Designated Safeguarding Lead, and to provide information and reports to the Governing Body. The Designated Safeguarding Governor should be supported by the Chair of Governors;
- The Headteacher, and all staff who work with children, will undertake a full and endorsed Basic Awareness Safeguarding training regularly (at least every 3 years) and have access to regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- The Designated and Deputy Designated Safeguarding Leads attend at least a minimum of Level 3 multi-agency course every two years
- Temporary staff, volunteers and other regular visitors to the school who work with children are made aware of the school's arrangements for safeguarding and their responsibilities.

## 5. Identifying Concerns

*“Early identification and provision of help is in the child's best interest and results –services which deliver and support families are vital in promoting children's wellbeing.”*

*“All who come into contact with families have a part to play in identifying these children whose needs are not being adequately met.”*

*The Munro Review of Child Protection Part 1 : A systems analysis Professor Eileen Munro.*



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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.

If concerns are identified, the child may be spoken to in order to ascertain whether abuse is occurring and may be done without prior consent from the child's parent/carer because the member of staff has a duty of care under 'loco parentis'. This would also be the case if the child is a witness to the abuse of another child or children e.g. bullying.

#### 5.1 Definitions, signs and symptoms and types of abuse:

**A child:** As in the Children Act of 1989 and 2004, a child is anyone who has not yet reached his/her 18<sup>th</sup> birthday or in the case of disabled children 25 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;

**Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

**Abuse and Neglect** are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or 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 a stranger. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

**Physical Abuse** may involve the 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.

**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 children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.



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**Emotional Abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. 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 the 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, though it may occur alone.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate 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.

**Domestic Abuse** is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender and sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

**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. This includes issues of concern to black and



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minority ethnic (B&ME) communities such as so called 'honour based' violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group."

#### **Safeguarding pupils/students who are vulnerable to extremism**

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism.

There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Bishop Heber High School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which

freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Bishop Heber High School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

**Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 4.**

Bishop Heber High School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The school governors, the Headteacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the Safeguarding Children Partnership.



## CHILD PROTECTION & SAFEGUARDING POLICY

### (INC. CHILDREN LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN)

Our school, like all others, is required to identify a Prevent **Single Point of Contact** (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism (this will normally be the Designated Safeguarding Lead). The SPOC for Bishop Heber High School is Ms U Mort (Designated Safeguarding Lead). The responsibilities of the SPOC are described in **Appendix 5**.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

**Safeguarding pupils/students who are vulnerable to exploitation, forced marriage, honour based violence, female genital mutilation, sexting (youth produced sexual imagery), sexual violence and sexual harassment or trafficking and modern slavery.**

**Child sexual exploitation** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

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

**Child criminal exploitation.** As set out in the Serious Violence Strategy, published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity



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appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology. Some of the following signs may be indicators of criminal exploitation:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls
- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation
  
- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

**County Lines** is a form of criminal exploitation whereby gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

**HBA/Forced Marriage or FGM** - So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

There are a range of potential indicators that a child may be at risk of HBA. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/512906/Multi\\_Agency\\_Statutory\\_Guidance\\_on\\_FGM\\_-\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf) (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322307/HMG\\_MULTI\\_AGE\\_NCY\\_PRACTICE\\_GUIDELINES\\_v1\\_180614\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGE_NCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf).

If staff have a concern regarding a child that might be at risk of HBA they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).



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FGM mandatory reporting duty FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

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 along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be

examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496415/6\\_1639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)

**Forced marriage** - Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322307/HMG\\_MULTI\\_AGE\\_NCY\\_PRACTICE\\_GUIDELINES\\_v1\\_180614\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGE_NCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf), with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: [fmf@fco.gov.uk](mailto:fmf@fco.gov.uk).

### **Sexting (Youth produced sexual imagery)**



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Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.' Yet when young people<sup>5</sup> are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

This only covers the sharing of sexual imagery by young people. Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management.

On this basis current advice introduces the phrase 'youth produced sexual imagery' and uses this instead of 'sexting.' This is to ensure clarity about the issues current advice addresses.

'Youth produced sexual imagery' best describes the practice because:

- 'Youth produced' includes young people sharing images that they, or another young person, have created of themselves.
- 'Sexual' is clearer than 'indecent.' A judgement of whether something is 'decent' is both a value judgement and dependent on context.
- 'Imagery' covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the document).

The types of incidents which this covers are:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

For the best way to respond to these issues, staff should read the following advice: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609874/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)

### Sexual Violence and Sexual Harassment

Sexual violence or sexual harassment can occur between 2 children of any sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. The guidance defines the following terms: **Sexual Violence, Sexual Harassment and Harmful sexual behaviours.**



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Sexual violence includes: rape, assault by penetration and sexual assault – intentionally touching another person in a way that is sexual.

Sexual harassment is defined in the guidance as 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

While not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature, and;
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - Non-consensual sharing of sexual images and videos;
  - Sexualised online bullying
  - Unwanted sexual comments and messages, including, on social media;
  - Sexual exploitation; coercion and threats; and;
  - Upskirting\*

\*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 now a criminal offence.**

Harmful sexual behaviours is defined in the guidance as problematic, abusive and violent sexual behaviours that are developmentally inappropriate and may cause developmental damage. Sexual behaviour between children can be considered harmful if 1 of the children is much older, particularly if there is more than 2 years' difference in age or if one of the children is pre-pubescent and the other is not. Children displaying harmful sexual behaviours have often experienced their own abuse and trauma.

Children who experience sexual violence and sexual harassment will likely find it stressful and distressing. It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys, although it is recognised that sexual violence and harassment can be, and is, perpetrated by girls. Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable.



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For the best way to respond to these issues, staff should read the following advice: <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

#### THE BROOKES TRAFFIC LIGHT TOOL

If a member of staff has concerns about the sexualised behaviour or sexual activity of a student, they can refer to **The Brookes Traffic Light Tool** – a copy of this is displayed in the Staff Common Room and an electronic copy is sent to all staff at the start of the academic year.

The Brookes Traffic Light Tool offers a colour coded guide to signpost staff to relevant advice/guidance/staff member.

The **GREEN** Light indicates 'normal sexual exploration'

The **AMBER** Light requires further discussion and monitoring with the Year Leader

The **RED** Light indicates abuse and needs to be discussed with the named DSL or Headteacher immediately

#### Child trafficking and modern slavery

Child trafficking and modern slavery are forms of child abuse where children are recruited, moved or transported and then exploited, forced to work or sold. Children are trafficked for sexual exploitation, benefit fraud, forced marriage, domestic servitude such as: cleaning, childcare, cooking, forced labour in factories or agriculture and criminal activity such as: pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs and bag theft.

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another.

Trafficked children experience multiple forms of abuse and neglect. Physical, sexual and emotional violence are often used to control victims of trafficking. Children are also likely to be physically and emotionally neglected.

Children are tricked, forced or persuaded to leave their homes. Traffickers use grooming techniques to gain the trust of the child, family or community. They may threaten families, but this isn't always the case, they may promise children education or persuade parents their child can have a better future in another place. Sometimes families will be asked for payment towards the 'service' a trafficker is providing e.g. sorting out travel documentation or transport. Traffickers make a profit from the money a child earns through exploitation, forced labour or crime. Often this is explained as a way for a child to pay off a debt they or their family 'owe' to the traffickers.

Although these are methods used by traffickers, coercion, violence or threats do not need to be proven in cases of child trafficking – a child cannot legally consent so child trafficking only requires evidence of movement and exploitation.



## CHILD PROTECTION & SAFEGUARDING POLICY (INC. CHILDREN LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN)

Our safeguarding policy, through the school's values, ethos and behaviour policies, provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

- Bishop Heber High School keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- Bishop Heber High School staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum.
- Bishop Heber High School works with and engages our families and communities to talk about such issues.
- Bishop Heber High School staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- The School Designated Safeguarding Lead knows where to seek and get advice as necessary.
- Bishop Heber High School brings in experts and uses specialist material to support the work we do.

### Safeguarding pupils/students who are victims of Peer on Peer abuse

There is no clear definition of what peer on peer abuse entails. However it can be captured in a range of different definitions:

- **Domestic Abuse:** relates to young people aged 16 and 17 who experience physical, emotional, sexual and / or financial abuse, and coercive control in their intimate relationships;
- **Child Sexual Exploitation:** captures young people aged under-18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age - including another young person;
- **Harmful Sexual Behaviour:** refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours);
- **Serious Youth Crime / Violence:** reference to offences (as opposed to relationships / contexts) and captures all those of the most serious in nature including murder, rape and GBH between young people under-18.

Peer on peer abuse can refer to any of the above individually or as a combination, therefore professionals working with children and young people who are experiencing abuse from their peers must respond to the needs of each of the definitions to uncover the level of complexity and respond in the most effective manner.



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It is possible that a young person may be sexually exploited in a gang related situation by their boyfriend or girlfriend.

#### Key Areas Where Peer on Peer Abuse Occurs

##### Bullying (including Cyberbullying)

Bullying is defined as “behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally”. Bullying often starts with trivial events and it is behaviour that hurts someone else - such as name calling, hitting, pushing, spreading hurtful and untruthful rumours, threatening or undermining someone; mocking; making offensive comments; taking belongings; inappropriate touching; producing offensive graffiti; or always leaving someone out of groups. It can happen anywhere - at school, at home or online.

It's usually repeated over a long period of time and can hurt a child both physically and emotionally. A child that is being bullied can feel like there's no escape because it can happen wherever they are, at any time of day or night.

There are many different forms of bullying:

- **'Cyberbullying'**: involves sending inappropriate or hurtful text messages, emails or instant messages, posting malicious material online (e.g. on social networking websites) or sending or posting offensive or degrading images and videos;
- **Racist and Religious Bullying**: A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;
- **Sexual, Sexist and Transphobic Bullying**: includes any behaviour, whether physical or nonphysical, where sexuality is used as a weapon by boys or girls;
- **Homophobic Bullying**: targets someone because of their sexual orientation (or perceived sexual orientation);
- **Disablist Bullying**: targets a young person solely based on their disability, this can include manipulative bullying where a perpetrator forces the victim to act in a certain way, or exploiting a certain aspect of the victims disability.

It is important to remember that bullying can also be a combination of the above. There has been much media attention surrounding children and young people who have committed suicide due to being bullied. Professionals must understand the damaging and at times fatal effects bullying can and does have on children and young people and be able to respond to it effectively.

#### Child Sexual Exploitation (CSE)



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Many of the warning signs and indicators of CSE tend to refer to adult perpetrators, e.g. associations with older boyfriends / girlfriends, relationships or associations with risky adults and / or entering or leaving vehicles driven by unknown adults. As per the revised definition of CSE 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”. The key element of CSE is the imbalance of power and control within the exploitative relationship. Many children and young people are not aware of the exploitation as they have a genuine belief that they are loved by their boyfriend / girlfriend or are acting in accordance with their peers. Children and young people are often recruited into exploitation by those who they trust, those of a similar age and with similar hobbies, often the nature of peer on peer exploitation encompasses a sense of peer pressure and wanting to fit in. In peer on peer exploitation, schools and youth clubs are also locations where children and young people can be exploited.

### Harmful Sexual Behaviour Including Sexting

Sexually harmful behaviour from young people does not always occur with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault / abuse. This also includes sexting when someone sends or receives a sexually explicit text, image or video. This includes sending ‘nude pics’, ‘rude pics’ or ‘nude selfies’.

Pressuring someone into sending a nude picture may occur in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be committing a criminal offence.

### Gang Activity and Youth Violence

A child or young person can be exploited (sexually and / or physically) by a gang, but this is not necessarily the reason why gangs are formed. The Office of the Children’s Commissioner has defined Child Exploitation in gangs and groups as:

- **Gangs** - mainly comprising men and boys aged 13-25 years old, who take part in many forms of criminal activity (e.g. knife crime or robbery) who can engage in violence against other gangs, and who have identifiable markers, for example a territory, a name, or sometimes clothing.
- **Groups** - involves people who come together in person or online for the purpose of setting up, co-ordinating and / or taking part in the sexual exploitation of children in either an organised or opportunistic way. Types of exploitation may include using sex as a weapon between rival gangs, as a form of punishment to fellow gang members and / or a means of gaining status within the hierarchy of the gang. Children and young people may be forced to gain entry into the gang by carrying out an



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initiation process which may be harmful to them and / or may inflict harm to others. Where abuse takes place in a gang environment, female members may perceive the abuse as normal, as well as accepting it as a way of achieving a respected status / title within the gang.

#### Domestic Violence

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and / or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and / or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

At Bishop Heber High School we recognise that abuse is abuse and it will never be tolerated or passed off as 'banter', "just having a laugh", or "part of growing up". We also recognise that peer on peer abuse, although more likely to be reported by girls as victims and boys as perpetrators, can be experienced by all genders or identities. All reports of abuse will be taken seriously.

At Bishop Heber High School we take a proactive approach to minimise peer on peer abuse through our PSHCE programme including through assemblies.

We discuss and record incidents of peer on peer abuse at pastoral meetings, monitored by the DSL. Any concerns will be investigated and dealt with in line with our safeguarding and anti-bullying policies alongside any other policies as appropriate. Victims, perpetrators and any other child affected by peer on peer abuse will be supported through targeted intervention. Referrals will be made to other multi-agency practitioners as needed for each individual case.

#### Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day to day and identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one. If a member of staff has observed that a student may have a mental health concern they should follow the Mental Health Support and Referral Process – **Appendix 6**.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact through out childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.



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If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the Safeguarding policy and speaking to the designated safeguarding lead or deputy.

There should be clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support and this includes working with external agencies. <https://westcheshirechildrenstrust.co.uk/new-ways-of-working/recovery-model/>

#### 5.2 Disclosure

*“Staff across frontline services need appropriate support and training to ensure that as far as possible they put themselves in the place of the child or young person and consider first and foremost how that situation must feel for them. “*

*Lord Laming 2009*

All members of staff, volunteers and governors must know how to respond to a pupil who discloses abuse, and they must be familiar with procedures to be followed.

It takes a lot of courage for a child to disclose that they are being abused. They may feel disloyal, ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

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

During your conversation with the pupil:

- Allow them to speak freely.
- Remain calm and do not over react – the pupil may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Do not be afraid of silences – remember how hard this must be for the pupil.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this. Use TED – Tell me about that, Explain that to me, Describe that...
- At an appropriate time tell the pupil that in order to help them you must pass the information on.
- Respect the child’s personal space. Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.



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- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the pupil what will happen next.
- Report verbally to the Designated Safeguarding Lead.
- Write up your conversation as soon as possible using the Cause For Concern Form NOT an email - **Appendix 8**
- Seek support if you feel distressed.
- If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately. Anybody can make a referral.

### 6. Confidentiality

While it is recognised that all matters relating to safeguarding individual children are confidential, a member of staff, governor or volunteer, if confided in by a pupil, must never guarantee confidentiality to that pupil.

Where there is a Safeguarding or Child Protection concern it will be passed immediately to the Designated Safeguarding Lead who will consider the most appropriate response, consulting with relevant partners if appropriate. In the absence of the Designated Safeguarding Lead, the member of staff must report it to the Deputy Designated Safeguarding Leads.

The parents of the child should be informed immediately unless it is felt that this would not be in the best interests of the child, or the staff member is unable to contact them at the time.

The Headteacher or Designated or Deputy Designated Safeguarding Lead will disclose personal information about a pupil, including the level of involvement of other agencies, to other members of staff only on a 'need to know' basis.

All staff must be aware that they have a duty to share information with other agencies in order to safeguard children as set out in 'Working together to Safeguard Children, 2018' and 'Keeping Children Safe in Education, 2020'.

Practitioners must have due regard to the relevant data protection principles which allow them to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR).

To share information effectively all practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'. Where practitioners need to share special category personal data, they should be aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share



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information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

#### 7. Records and Monitoring

Child protection information will be stored and handled in line with the principles of the Data Protection Act 2018 and the General Data Protection Regulations to ensure that information is:

- Processed lawfully, fairly and in a transparent manner in relation to the data subject.
  - Collected for specified, explicit and legitimate purposes (in this case to meet statutory safeguarding requirements as set out in government legislation).
  - Adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed.
  - Accurate, and where necessary, kept up to date
  - Kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed (Child protection files should be passed on to
- 
- any new school the child attends and kept until they are 25 (this is 7 years after they reach the school leaving age) (IRMS, 2016).)
  - Appropriate security measures are in place to protect the personal data held
  - Take responsibility for what [the school] does with personal data and how [the school] complies with the other principles. Are able to demonstrate compliance through ensuring appropriate measures and records are in place.

Safeguarding records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. This must be done through a Subject Access Request (SAR). This information belongs to the child, who has a right to deny their parent's/carer's access to the file if they wish to do so – further information regarding SARs can be accessed here: *What about requests for information about children?* <https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/individual-rights/right-of-access/>.

If any member of staff receives a request from a pupil or parent to see safeguarding/child protection records, they should refer the request to the Headteacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

Any concerns about a child will be recorded in writing within 24 hours. All records must provide a factual, evidence-based account. Accurate recording of actions should be made. Records will be signed, dated and where appropriate witnessed.



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At Bishop Heber the Year Leaders meet regularly with the SENDCo and Safeguarding is a standing item on SLT link meeting agendas with Year Leaders. The Year Leader can also discuss any concerns raised in half termly Inclusion Meetings with the DSL or DDSL. The outcomes of these meetings are shared with SLT.

Hard copies of records or reports relating to Safeguarding concerns will be kept in a separate confidential file, securely stored away from the main student file. A pink sheet is inserted into the student's main school file to denote the existence of a separate file. Bishop Heber may also hold some electronic records, for example, a record of concern log or a multi-agency referral form or a central list of those pupils who have a child protection plan in place. Authorisation to access these electronic records will be controlled by the Designated Safeguarding Lead. Bishop Heber High School uses a system called CURA (TASC).

Records will be kept up to date and reviewed regularly. Original notes will be retained as evidence if there are criminal proceedings arising from current or historical allegations of abuse or neglect or civil actions.

Timely and accurate recording will take place when there are any issues regarding a child. A record of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded in chronological order and kept within the confidential file for that child. Support and advice will be sought from Children's Social Care, the Local Authority Designated Officer (DO) or other relevant agencies, whenever necessary and recorded.

If the child moves to another setting the Safeguarding file should be sent by registered post or electronically, if a CURA user, immediately to the Designated Safeguarding Lead at the new setting, making sure that the Safeguarding file is transferred separately from the main pupil file. There must be liaison between the two Designated Safeguarding Leads in order to ensure a smooth and safe transition for the child.

Where the new school is not known, the Educational Welfare Service and pupil tracking officer at Cheshire West and Chester should be informed so that the child can be included on the data base for missing pupils and action taken to ascertain the safety and wellbeing of the child and that the child is receiving their right to education.

### 8. Supporting Children

*"The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children, to the extent it affects their health and development or, at the extreme, causes them significant harm (including self harm). All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti bullying strategies."*

**Working Together to Safeguard Children 2018**

Some children may have an increased risk of harm. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.



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

- disabled or have special educational needs – *staff must consider whether their behaviour, mood and injury may relate to possible abuse and not just their SEN or disability; be aware that they have a higher risk of peer group isolation; there is a possibility of a disproportionate impact of bullying; and they may have difficulties with communication.*
- children in the care of the Local Authority
- living in a domestic abuse situation
- affected by parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, sexuality or gender identity disorder
- involved directly or indirectly in child sexual exploitation or child trafficking
- do not have English as a first language.

*(Special consideration includes: the provision of safeguarding information, resources in community languages and accessible formats and extra pastoral support.)*

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum;
- A school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- Implementation of the school Behaviour Policy which is aimed at supporting vulnerable pupils. The school will ensure that the pupil knows that some behaviour is unacceptable but they are nonetheless valued and are not to be blamed for any abuse which has occurred;
- Liaison with other agencies that support the pupil, such as Children's Social Care, Youth Offending service and Education Psychology Service;
- Raising awareness to the school community of Operation Encompass and the school's involvement with Cheshire Police.
- Ensuring that, where a pupil subject to a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

## 9. Early Intervention and Prevention within Safeguarding



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All school staff need to be aware of their responsibility to raise any concerns they have about a child as early as possible in order to prevent the situation worsening. This may present as a change in a child's behaviour, appearance or from a conversation with the family about home conditions, financial difficulties, speech and language, toileting issues etc. Where this concern does not identify a safeguarding issue but could lead to more serious concerns if left, staff need to follow the procedures set out in the **Team around the Family (TAF)** guidance to fulfil their duties at Universal Plus and Partnership Plus on the **Continuum of Need**. This may involve signposting to or involving more appropriate agencies for support and may involve the school acting as Lead Person on a child's TAF. In the event of complex needs, a referral to Integrated access and referral team (**I-ART**) for support from the Early Help and Prevention service should be made.

### Young Carers

In many families, children contribute to family care and well-being as a part of normal family life. A young carer is a child who is responsible for caring on a regular basis for a relative (usually a parent, grandparent, sometimes a sibling or very occasionally a friend) who has an illness or disability. Many young carers may experience:

- Social isolation;
- A low level of school attendance;
- Some educational difficulties;
- Impaired development of their identity and potential;
  
- Low self-esteem;
- Emotional and physical neglect;
- Conflict between loyalty to their family and their wish to have their own needs met.

Where a young carer is identified, the child's needs will be considered using the Team around the Family process.

### 10. Recruitment

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 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 volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking prohibition to teach, Disclosure and Barring checks and right to work in England checks.

In line with statutory changes, underpinned by regulations, the following will apply:

- An enhanced DBS Check is obtained for **all** new appointments where an individual will 'regularly' have contact with our pupils, which will include a barred list/prohibition from teaching check for all new teaching staff.



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- this school is committed to keep an up to date single central record detailing a range of checks carried out on our staff
- all new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy
- identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the LA

#### 11. Volunteers

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, are expected to follow the policies and procedures in the same way *as paid staff*.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly or over a longer period then they will be checked to ensure their suitability to work with children.

We will ensure all volunteers receive guidance on the parameters of their role and what to do if they have concerns before they start their work with the school.

#### 12. Safe Staff

Checks will be undertaken corresponding to Safer Recruitment procedures on all adults working in the school to establish their suitability to work with children.

All school staff will take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted with or in view of other adults.

Bishop Heber has a duty to ensure that professional behaviour applies to relationships between staff and students, and that all members of staff are clear about what constitutes appropriate behaviour.

Bishop Heber staff should be aware of the dangers inherent in:

- Working alone with a student
- Physical interventions
- Cultural and gender stereotyping
- Dealing with sensitive information
- Giving to, and receiving gifts from students and parents
- Disclosing personal details inappropriately
- Meeting students outside school hours or school duties



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- All staff must adhere to the school's E-Safety and Acceptable Use Policy

If an allegation is made against another member of staff, supply staff or volunteer, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present. The Headteacher or most senior teacher will then consult with the Local Authority Designated Officer (DO).

Allegations against the Headteacher are reported to the Chair and referred to the Local Authority Designated Officer (DO) via the DO referral form <https://www.cheshirewestscp.co.uk/policy-and-procedures/allegations-management-lado/>

The Headteacher can be contacted via [dcurry@heber.org.uk](mailto:dcurry@heber.org.uk)

The Chair of Governors can be contacted on email on [sanderson@bishopheber.cheshire.sch.uk](mailto:sanderson@bishopheber.cheshire.sch.uk) or via the Clerk to the Governors [jashley@heber.org.uk](mailto:jashley@heber.org.uk)

### 13. Conduct of Staff

*"Absolutely without fail - challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong"*

**"Sounding the Alarm" – Barnardos)**

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

Staff will have access to Keeping Children Safe in Education 2020 on appointment/induction and have read Part 1 as a minimum.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/912593/Keeping\\_children\\_safe\\_in\\_education\\_part\\_1\\_Sep\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912593/Keeping_children_safe_in_education_part_1_Sep_2020.pdf)

All staff should be aware of the dangers inherent in:

- Working alone with a child;
- Physical interventions;
- Cultural and gender stereotyping;
- Dealing with sensitive information;



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- Giving to, and receiving gifts from, children and parents;
- Contacting children through private telephones (including texting), e-mail, MSN, or social networking websites;
- Disclosing personal details inappropriately;
- Meeting pupils outside school hours or school duties;
- Making inappropriate sexual comments; excessive one to one attention beyond the normal requirements of the role; or inappropriate sharing of images

*If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and Cheshire West Safeguarding Children Partnership procedures, this will be viewed as misconduct, and appropriate action will be taken.*

*In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.*

### 13.1 Allegations

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- a. behaved in a way that has harmed, or may have harmed, a child;
- b. possibly committed a criminal offence against or related to a child; or
- c. behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children
- d. behaved or may have behaved in a way that indicates they may not be suitable to work with children

We will apply the same principles as in the rest of this document and will always follow the Cheshire West Safeguarding Children Partnership Procedures. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely and a hard copy will be placed in a confidential envelope within the relevant staff personnel file.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be with foundation. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial action to be taken:



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- The person who has received an allegation or witnessed an event will immediately inform the Headteacher and make a record
- In the event that an allegation is made against the Headteacher the matter will be reported to the Chair of Governors who will proceed as the 'Headteacher'
- The Headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The Headteacher will consult with the Local Authority Designated Officer (DO) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to i-ART and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The Headteacher will inform the Chair of Governors of any allegation
- If consideration needs to be given to the individuals employment, advice will be sought from HR

#### 14. Supporting Staff

*It is important not to underestimate the difficulty for both staff and managers in confronting what appear to be poor professional standards or unacceptable conduct by a colleague in an environment, which of necessity is dependent on close working relationships. It must also be recognised that it is very rare for a teacher to commit offences in the manner of Teacher A. However some of the allegations were of such a serious nature, particularly those from children themselves that they constituted matters that should have been investigated under the child protection procedures.*

**North Somerset SCR – The Sexual Abuse of Children in a First School February 2012**

We recognise that staff working in the school who have become involved with a child who has suffered harm, or who appears likely to suffer harm, may find this situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through anxieties with the Designated Safeguarding Lead or Headteacher and to seek further support, if necessary.

The Designated and Deputy Designated Safeguarding Lead and the Headteacher can seek personal support through the SCiE Team [scie@cheshirewestandchester.gov.uk](mailto:scie@cheshirewestandchester.gov.uk), CWASH Chair or other appropriate services.

#### Guidance for Safer Working Practice for Adults who work with Children and Young People in



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**Education Settings** <https://www.saferrecruitmentconsortium.org/GSWP%20Sept%202019.pdf> This guidance provides advice on the boundaries of appropriate behaviour and the circumstances that should be avoided in order to limit complaints against staff of the abuse of trust and/or allegations of abuse.

#### 15. Photographing Children

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. We acknowledge, however, that some people abuse children through taking, using or circulating images.

##### Staff and Volunteers

- Parental consent will be sought when students join the school and permissions noted.
- Staff and volunteers must seek the authorisation of the Headteacher prior to taking photographs/ videos of children and must only use school equipment unless given specific authorisation by the Headteacher.
- The use of cameras on mobile phones or the downloading of images onto any internet site is forbidden
- Only the pupil's first name will be used with an image
- It will be ensured that pupils are appropriately dressed before images are taken
- Pupils are encouraged to tell us if they are worried or unsure about any photographs that are taken of them.

The Guidance for Safer working Practices for Adults who work with Children and Young People provides detailed guidance on the taking of photographs and storage of images.

##### Parents or Members of the Public

Bishop Heber High Schools understands that parents like to take photos of or video record their children in the school production, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

However, if there are Health and Safety issues associated with this (e.g. the use of a flash when taking photos could distract or dazzle the child, causing an accident), we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow other people, including staff, to photograph or film pupils during a school activity without parental permission. This includes the use of cameras on mobile phones or any other device.

We will not allow images of pupils to be used on school websites, publicity, or press releases, including social networking sites, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.



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The school cannot, however, be held accountable for the use of photographs or video footage taken by parents or members of the public at school functions where parental permission has been given.

#### **16. Before and After School Activities and Contracted Services**

Where the Governing Body transfers control or otherwise allows the use of school premises to external bodies (such as sports clubs) or service providers during or out of school hours, we will ensure that these bodies or providers have appropriate safeguarding policies and procedures, and that there are arrangements in place to co-ordinate with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies or providers.

#### **Complaints and Compliments**

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil, using sarcasm or humiliation as a form of control, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff e.g. the Headteacher and Governors. An explanation of the complaints procedure is included in the Complaints Policy which can be found on the School website.

Complaints from staff are dealt with under the school's Complaints, Disciplinary and Grievance procedures.

#### **Additional Information for Parents**

##### **Contact arrangements and Parental responsibility**

We recognise that a relationship breakdown can be very distressing for all involved, however, any contact arrangements must be agreed outside of school and school should not be put in a position where they are placed in the middle of contact disputes. We aim to make the school environment a calm and safe place for your children, as well as the whole school community, and would be unable to do this if we are placed at the centre of disputes. School is also unable to prevent anyone with parental responsibility (PR) from picking up a child from school unless there is a court order in place stating that the person with PR is not allowed to do so, although the school will attempt to seek permission from the primary carer before releasing the child.

##### **Links to other School Policies**

This Policy will be read in conjunction with other policies and procedures regarding the safety and welfare of children. These together make up the suite of policies to safeguard and promote the welfare of Bishop Heber students.

- Staff Handbook
- Anti-Bullying Policy



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- Children Missing in Education Policy
- Single Equality Scheme Policy
- E-Safety and Acceptable Use Policy
- Whistle Blowing procedure
- Medical Conditions Policy
- Health and Safety Policy
- Behaviour and Discipline Policy
- Attendance Policy

Where relevant:

- Individual Risk Assessments
- Health Care Plans, including Intimate Care.

### Appendix 1 - Safeguarding Children – Key Points

All adults in charge of or in contact with children or young people should know what to do if they suspect that someone is being physically, emotionally or sexually abused or neglected, or if someone tells them that this is happening. Ensure that you are familiar with the Safeguarding policy; copies of which are located on the school website. On request you will be provided with a printed copy.

In addition, the following key points give a guide on what to do and not to do.

1. **Always** stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse.
2. Make a note of what was said or observed as soon as possible and pass to the Designated Safeguarding Lead Ursula Mort your earliest opportunity.
3. Never make a promise that you will keep what is said confidential or secret. If you are told about abuse you have a responsibility to tell the right people to get something done about it. You should explain that if you are going to be told something very important that needs to be sorted out, you will need to tell the people who can sort it out, but that you will only tell the people who absolutely have to know.



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4. Do not ask leading questions that might give your own ideas of what might have happened, e.g. "did he do X to you?" Just ask, "what do you want to tell me?" or "Is there anything else you want to say?"
5. Immediately tell the Designated Safeguarding Lead unless they are the subject of the accusation. Don't tell other adults or young people what you have been told. If someone has made an accusation to you or you have concerns about the Headteacher, you should report your concerns to the Chair of Governors, Mrs Anderson, who can be contacted via email [sanderson@bishopheber.cheshire.sch.uk](mailto:sanderson@bishopheber.cheshire.sch.uk) or via the Clerk to the Governors [jashley@heber.org.uk](mailto:jashley@heber.org.uk)
6. Discuss with the Designated Safeguarding Lead whether any steps need to be taken to protect the person who has told you about the abuse.
7. **Never** attempt to carry out an investigation of suspected or alleged abuse by interviewing people etc. Children's Social Care and police officers are the people who have the authority to do this. You could cause more damage and endanger possible criminal proceedings. **It is your duty to refer concerns on, not investigate.**
8. As soon as possible (and certainly the same day) the Designated Lead for safeguarding should refer the matter to the Integrated Access and referral team (I-ART) if a child is at risk of or suffering or likely to suffer significant harm. Follow their instructions about what to do next. They will set up any necessary investigations. That is their statutory job. In the case of an allegation against an adult that works with children, the Headteacher, or the Chair of Governors where the allegation is against the Headteacher, should refer the matter to The Local Authority Designated Officer (DO).
9. **Never** think abuse is impossible in your organisation or assume that an accusation against someone you know well and trust is bound to be wrong.
  
10. Children and young people often tell other young people, rather than staff or other adults about abuse. Therefore you may hear an allegation from another child. This should be acted upon in exactly the same manner as outlined above.



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### Appendix 2 - Essential Contacts

	Contact Details
<i>Designated Safeguarding Lead</i>	Ms U Mort (Deputy Headteacher) <a href="mailto:umort@heber.org.uk">umort@heber.org.uk</a> 01948 860 571
<i>Headteacher</i>	Mr D Curry <a href="mailto:dcurry@heber.org.uk">dcurry@heber.org.uk</a> 01948 860 571
<i>Nominated Governor for Safeguarding</i>	Mrs S Anderson <a href="mailto:sanderson@bishopheber.cheshire.sch.uk">sanderson@bishopheber.cheshire.sch.uk</a> <a href="mailto:jashley@heber.org.uk">jashley@heber.org.uk</a>
<i>Chair of Governors</i>	Mrs S Anderson <a href="mailto:sanderson@bishopheber.cheshire.sch.uk">sanderson@bishopheber.cheshire.sch.uk</a> <a href="mailto:jashley@heber.org.uk">jashley@heber.org.uk</a>
<i>Deputy Designated Safeguarding Lead</i>	Ms S Vaughan (Inclusion Leader) <a href="mailto:svaughan@heber.org.uk">svaughan@heber.org.uk</a> Mr D Curry <a href="mailto:dcurry@heber.org.uk">dcurry@heber.org.uk</a> Mr M Ridley Thomas <a href="mailto:mthomas@heber.org.uk">mthomas@heber.org.uk</a> 01948 860 571
<i>Named Local Authority Designated Officer (DO)</i>	Paul Jenkins - <a href="https://www.cheshirewestlscb.org.uk/policy-and-procedures/allegations-management-lado/">https://www.cheshirewestlscb.org.uk/policy-and-procedures/allegations-management-lado/</a>
<i>Local Authority Safeguarding Children in Education Officer (SCiE)</i>	Susie Sheasby - Chester and Chester Rural
<i>Safeguarding Children in Education Manager (SCiE)</i>	Kerry Gray – <a href="mailto:Kerry.gray@cheshirewestandchester.gov.uk">Kerry.gray@cheshirewestandchester.gov.uk</a>
<i>Integrated access and Referral Team</i> 8.30-5pm Mon-Thurs 8.30-4.30 Fri	0300 123 7047
<i>Emergency Duty Team</i> (Out of hours) 4.30pm-8am Mon-Thurs From 4pm Friday 24hours weekends and bank holidays	01244 977 277
<i>TAF Advisor</i>	Hayley Bennett <a href="mailto:Hayley.bennett@cheshirewestandchester.gov.uk">Hayley.bennett@cheshirewestandchester.gov.uk</a>
<i>Safeguarding Children Partnership</i>	<a href="http://www.cheshirewestscp.org.uk">www.cheshirewestscp.org.uk</a> 0151 356 649
<i>School Nurse</i>	Laura Clews <a href="mailto:laura.clews@nhs.net">laura.clews@nhs.net</a>



# BISHOP HEBER HIGH SCHOOL

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## CHILD PROTECTION & SAFEGUARDING POLICY (INC. CHILDREN LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN)

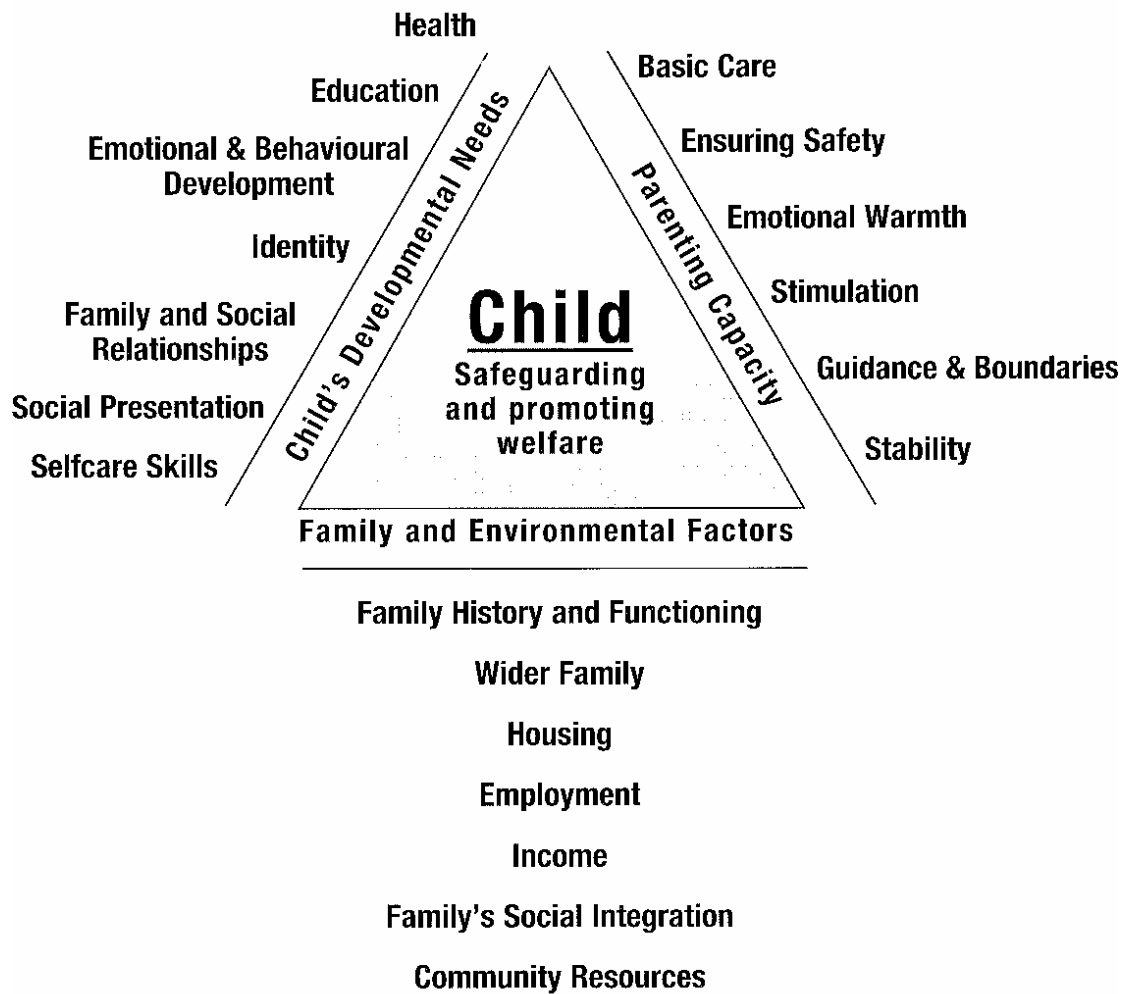
<i>CAMHS</i>	01244 393200
<i>Cheshire Police</i>	0845 458 0000 or 101 for non emergencies 999 in case of emergency
<i>Safer Schools Officer</i>	<a href="mailto:Amy.fletcher@cheshire.pnn.police.uk">Amy.fletcher@cheshire.pnn.police.uk</a> 01606 364565
<i>Neighbourhood Policing Officer</i>	PCSO Jon Hurst for Malpas and Tattenhall areas jonathan.hurst@cheshire.pnn.police.uk PC Rachel McKeivitt for Farndon rachael.mckevitt@cheshire.pnn.police.uk



## CHILD PROTECTION & SAFEGUARDING POLICY (INC. CHILDREN LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN)

### Appendix 3 - Assessment Triangle

### Assessment Framework Triangle





## CHILD PROTECTION & SAFEGUARDING POLICY (INC. CHILDREN LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN)

### Appendix 4 - Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:

*Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.*

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

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

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

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



## **CHILD PROTECTION & SAFEGUARDING POLICY (INC. CHILDREN LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN)**

- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.



## CHILD PROTECTION & SAFEGUARDING POLICY (INC. CHILDREN LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN)

### Appendix 5 – Preventing Violent Extremism – Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC for Bishop Heber High School is Ms U Mort who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Bishop Heber High School in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students / pupils into the Channel\* process;
- attending Channel\* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel\* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

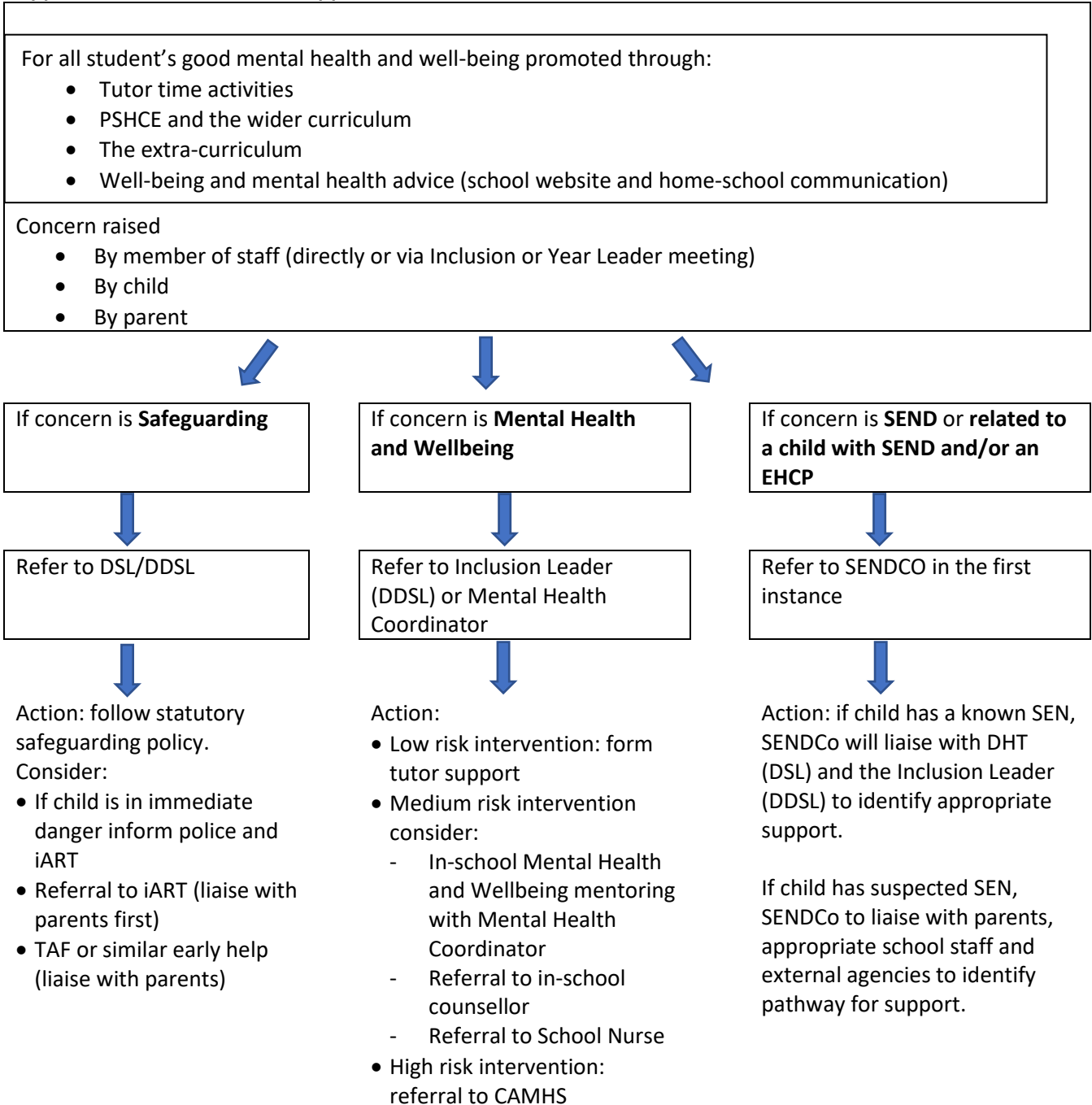
*\*Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by Cheshire West and Chester Local Authority and the Cheshire Police Counter-Terrorism Unit, and it aims to:*

- *Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;*
- *Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and*
- *Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.*



## CHILD PROTECTION & SAFEGUARDING POLICY (INC. CHILDREN LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN)

### Appendix 6 - Mental Health Support and Referral Process



Actions identified should be undertaken by the person best placed to support the child. This could be the DSL, the DDSL/Inclusion Leader, the SENDCo, Year Leader, Form Tutor, or another trusted teacher. Advice and guidance will be given by the DSL, DDSL or SENDCo as appropriate, with tools to support if required.



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## **CHILD PROTECTION & SAFEGUARDING POLICY (INC. CHILDREN LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN)**

### **Appendix 7 – Self Harm**

Bishop Heber recognises that the stresses and strains of growing up and the increasing pressure that is placed on young people these days. Stress and anxiety can develop due to a large number of reasons and can manifest itself in a number of different ways. Young people sometimes feel the need to self-harm – for a variety of different reasons. Self-harming does not automatically place the child at risk of significant harm. If a student wishes to discuss their self-harm, there are a number of staff who are able to support.

However, if a disclosure is made of self-harm the member of staff receiving the disclosure should report their concerns to the student's Form Tutor or Year Leader and make arrangements for appropriate support to be offered. This could be through the CWP Starting Well service (School Nurse), School Counsellor, School Mental Health Champion or by signposting to age appropriate online self-help resources. If the self harm is identified as a safeguarding risk, a parent/carer would be notified and advised on how to provide support.

If the student feels they need support in managing their stress/anxiety parents are advised to seek advice from their GP. Staff are also trained to signpost students for self-help support. The CWP Starting Well service offers monthly appointments and a drop-in service with a School Nurse, and the school offers a drop-in information and advice facility in the Inclusion Resource Provision every lunchtime.



# BISHOP HEBER HIGH SCHOOL

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## CHILD PROTECTION & SAFEGUARDING POLICY (INC. CHILDREN LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN)

### Appendix 8

#### BISHOP HEBER HIGH SCHOOL CAUSE FOR CONCERN FORM

If a child makes a disclosure about themselves or another child in relation to sexual or physical harm you MUST report this immediately to the Designated Safeguarding Lead and not by use of this form.

All OTHER concerns can be recorded on this sheet and handed to the relevant Year Leader.

NB: This document MUST be completed in black ink.

Name of Student:	Form:
Staff Name:	Date of Concern:
Time of record:	Nature of Concern: (Emotional/Neglect/General)

Details of Concerns: (What you saw, what you heard, in the child's words; Brief, accurate details; and include who else was present)

Signed:	Date:
---------	-------

What happens next: Give Cause for Concern sheet to appropriate Year Leader.  
*Year Leader will action appropriately*  
*Year Leader will also discuss Cause for Concern sheet with SLT link during 1:1 meeting.*



## **CHILD PROTECTION & SAFEGUARDING POLICY (INC. CHILDREN LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN)**

### **Appendix 9 – Policy for the Education of Children Looked After and Previously Looked After**

#### **INTRODUCTION**

This policy is informed by the ‘Designated Teacher for Looked-After and Previously Looked-After Children.’ (DfE, September 2018).

The Designated Teacher at Bishop Heber High School is Mrs C Willis SENDCo.

The Governing Body of Bishop Heber High School is committed to providing high quality education for all its students, based on equality of opportunity, access and outcomes. The governing body recognises the need to champion performance for children looked after (CLA) and previously looked after children (PLAC) and is committed to improving outcomes for them.

The Governing Body is committed to ensuring that CLA and PLAC are supported as fully as possible and will ensure that the following are in place, and are working effectively:

1. A designated governor for CLA and PLAC.
2. A Designated Teacher for CLA and PLAC.
3. Personal Education Plans (PEPs) for all CLA.
4. The Designated Teacher will be well trained on specific factors that impact on the attainment of CLA and PLAC.
5. All staff in school will have a clear understanding of the issues that affect CLA and PLAC; their learning needs; how to support them in school.

#### **THE ROLE OF THE DESIGNATED TEACHER FOR LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN**

1. The Designated Teacher is central to ensuring that Bishop Heber High School provides a high quality education for CLA and PLAC students.
2. The Designated Teacher takes on a leadership role in ensuring that staff understand the things which can affect how CLA and PLAC learn and achieve and how the whole school supports the educational achievement of these students.
3. The Designated Teacher promotes a culture in which CLA and PLAC are able to have their views taken seriously and are supported to take responsibility for their own learning.
4. The Designated Teacher ensures that CLA and PLAC have access to academic focused study support.
5. The Designated Teacher is a source of advice information and guidance for staff and governors.



# BISHOP HEBER HIGH SCHOOL

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## **CHILD PROTECTION & SAFEGUARDING POLICY (INC. CHILDREN LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN)**

6. The Designated Teacher has lead responsibility for the development and implementation of PEPs for CLA within school and partnership with others as necessary.

### **ROLES AND RESPONSIBILITIES OF ALL STAFF**

All staff in this school will:

1. Have high expectations of CLA and PLACs learning and set targets to accelerate educational progress.
2. Be aware of the emotional, psychological and social effects of loss and separation from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the student's behaviour.
3. Appreciate the central importance of the PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the student's own understanding of how they are being supported.

### **ROLE AND RESPONSIBILITY OF THE GOVERNING BODY**

The Governing Body of Bishop Heber will:

1. Ensure all governors are fully aware of the legal requirements and guidance for CLA and PLAC.
2. Hold the school to account on how it supports its CLA and PLAC.
3. Ensure the Designated Teacher is enabled to carry out their responsibilities in relation to CLA and PLAC.
4. Review the effective implementation of this policy annually.



## CHILD PROTECTION & SAFEGUARDING POLICY (INC. CHILDREN LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN)

### Appendix 10 - Young Carers Guidance

#### Rationale

At Bishop Heber High School we are aware that students in our school may have caring roles at home. We believe that all children and young people should have equal access to education, regardless of what is happening at home and that no child should have to take on inappropriate or excessive caring responsibilities.

When a young person does look after someone in their family who has a serious illness, disability or substance misuse problem, they may need a little extra support to help them get the most out of school.

We aim to understand the issues faced by young carers and this appendix states how we will support any student who helps to look after someone at home.

We aim to support young carers through a whole-school approach and through working with other agencies and professionals, with the understanding that support for the whole family is in the best interests of the young carer.

#### Policy

##### Admissions:

The school is aware of paragraph 2.28 of the School Admissions Code 2010 which under the section 'Social and Medical Need' states:

'... it is acceptable to give higher priority to children or families where there is a social or medical need (for example, where one or both parents or the child has a disability that may make travel to a school further away more difficult).'

During the school enrolment process for new students, the school will identify whether parent(s) or family members have disabilities or other long term physical or mental health problems. If a student helps to look after the parent/family member, we will establish if this has an impact on their education.

This will form part of the Year 6 transition process or part of a mid-year entry to Bishop Heber High School.

#### In School

- The Inclusion Leader and Year Leaders will have special responsibility for young carers and their families.
- The school will keep up-to-date with national and local developments and with legislation and guidance affecting young carers and their families. Training on the issues experienced by young carers will be embedded in the professional development of appropriate staff.



## **CHILD PROTECTION & SAFEGUARDING POLICY (INC. CHILDREN LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN)**

- The school views young carers as any other student, but understands that they have additional caring responsibilities. The whole school is committed to meeting the needs of young carers so that they are enabled and encouraged to attend and enjoy school and have equal access to their education as their peers. Students, who are young carers, will be identified along with any additional needs they may have.
- The school will use and evaluate data effectively to identify and monitor the progress made by young carers.
- The school will aim to offer support to improve attendance and the student's well-being.
- The right to student's and family's privacy will be respected and the school will only share information with professionals and agencies on a 'need to know' basis in order to support students and families.
- Information about support available for young carers and how to access it will be made clearly available to both students and families.
- The school recognises that young carers and their families need to receive coordinated support from the school, working in partnership where appropriate, with General Practitioners, Young Carers' Services, Behaviour and Education Support Teams.
- Young carers will be referred or signposted to other support agencies and professionals as appropriate, including the local Young Carers' Service.
- The school adheres to the Disability Discrimination Act (1995, 2005) and the Equality Act 2010 and is accessible to parents with disabilities and/or illness, offering additional support to enable them to attend parents' evenings or other school events.
- Home visits will be considered where appropriate and staff will adhere to safeguarding guidance when they undertake a home visit.
- The school will offer additional support to remove any communication barriers with parents, so that parents are able to be fully engaged with the education of their child.
- The school will identify those young carers at risk of falling into the Not in Education, Employment or Training (NEET) category and take appropriate action to address this.
- The school will offer support to the young person and their family during the transition process, sharing agreed information with their new school/college lead for young carers and their families.
- The school will consider alternatives, if a young carer is unable to attend out of school activities, such as sports coaching or concerts, due to their caring role. The school will also consider alternative detentions (including lunchtime detentions), rather than after school ones.



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## **CHILD PROTECTION & SAFEGUARDING POLICY (INC. CHILDREN LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN)**

- The school will allow young carers to use a telephone to call home during breaks and lunchtimes, in order to reduce any worry they may have about the person they care for.
- Other appropriate policies, such as the Behaviour and Discipline Policy, will take young carers into account.



## CHILD PROTECTION & SAFEGUARDING POLICY (INC. CHILDREN LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN)

### Appendix 11 – Safeguarding During the COVID-19 Pandemic – Guidance for Staff and Governors

#### Aims:

1. To keep all students safe during the period of school closure and phased return.
2. To continue to support students through remote learning.
3. To provide additional support for our most vulnerable students and their families.
4. To remain compliant with the relevant Local Authority Safeguarding procedures.
5. To maintain good record keeping (PARs/CURA).
6. To communicate well with families and keep them informed of practices, incl. online safety and well-being.
7. To continue to update the Single Central Record (SCR).
8. To continue to apply safe recruitment practices.
9. To implement advice issued through the DfE's (gov.uk) daily briefings in relation to Safeguarding.

#### Vulnerable Students (Priority groups) – taken from gov.uk

Vulnerable students and young people for the purposes of continued attendance during the coronavirus (COVID-19) outbreak are those across all year groups who:

- are assessed as being in need under section 17 of the Student Act 1989, including student and young people who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan and it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment
- have been assessed as otherwise vulnerable by educational providers or local authorities (including student's social care services), and who could therefore benefit from continued attendance. This might include student and young people on the edge of receiving support from student's social care services, adopted student, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the provider and local authority's discretion.

#### Risk Assessments

- Students with an EHC Plan are risk-assessed by the SENDCo in consultation with the local authority (LA) and parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home.
- Students with social workers (CiN or CP Plan or) or open to early help (Team Around the Family - TAF) have been risk assessed by the Designated Safeguarding Leader (DSL) and/or Deputy DSL following the relevant LA protocol, and in consultation with parents/carers, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home.
- Risk Assessments are reviewed regularly and agreed/shared with relevant partners.



## **CHILD PROTECTION & SAFEGUARDING POLICY (INC. CHILDREN LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN)**

### **Contacting students**

- Vulnerable students have been identified and RAG rated according to need.
- Vulnerable students are being called and emailed, by a team of specialist staff, according to their RAG status.
- All communication is being logged on PARs and where appropriate, CURA (Safeguarding MIS).
- All tutors are ringing every member of their form group, ensuring no student is missed, and logging on PARs.
- All tutors have been reminded of the escalation process during school closure.
- All tutors have been advised how to keep themselves safe - including how to withhold personal numbers.
- No member of staff should communicate with students via any form of social media- e.g. WhatsApp.

### **Contacting parents**

- Staff should continue to contact parents using phone numbers and email addresses found on PARs/SIMs.
- Staff should continue to email parents from their school email only.
- Staff should use mechanisms to withhold their private number when making calls from home/mobile number.
- Staff making regular calls to vulnerable students have been provided with a work phone.

### **Remote Meetings**

- TAF meetings should continue to be held remotely, and quality assured by the relevant LA.
- Annual Reviews (EHCPs) should continue to be held and paperwork submitted to the relevant LA. Verbal agreement with parents, that they accept the paperwork, currently replaces written signatures.
- Care Planning Meetings and PEPs continue to be held remotely for Looked After Student.
- Inclusion and Safeguarding meetings should continue to be held between the DSL, the DDSL and the SENDCo and outcomes shared with SLT.
- Bishop Heber High School should continue to liaise remotely, when required, with other professionals, including social care colleagues and the Local Authority.
- Staff should follow guidance from the Government, the Local Authority and school's Safeguarding Policy.
- Staff should ensure they adhere to good practice when using video conferencing in regards to location within the home and confidentiality. The National Cyber Security Centre has provided advice for using video conferencing services securely, which has been emailed to all staff (Monday, 27<sup>th</sup> April 2020) [https://www.ncsc.gov.uk/files/vtc\\_infographic.pdf](https://www.ncsc.gov.uk/files/vtc_infographic.pdf).



## **CHILD PROTECTION & SAFEGUARDING POLICY (INC. CHILDREN LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN)**

### **Home Visits**

- The most vulnerable students have been identified for home visits.
- Two colleagues must jointly carry out any home visit after completing a risk assessment that should be ratified by CWaC (SCIE).
- Home visits must be carried out in accordance with Covid-19 social distancing guidelines.

### **Emergency Child Care**

- Bishop Heber High School continues to engage families of the most vulnerable so that those students can access emergency childcare provision.
- The EWO reports the daily attendance of vulnerable student in school to the DfE. The SLT duty team colleague is responsible for reporting on site attendance Monday - Friday by 9.30 a.m. and confirming when all students have left site.
- The school will follow up on any students that they were expecting to attend, who does not.
- The school should inform social workers when students attend emergency child care provision at school. Social workers are also informed when other arrangements are in place.
- Social distancing measures should be adhered to, where possible. Disposable gloves and hand sanitiser are provided and a robust cleaning rota is in place to mitigate against the spread of the virus.

### **Alternative Provision**

- School will ensure students accessing alternative provision are contacted each week.
- School will only use registered providers, including Nissai (Ofsted Registered).
- All adults working with student are DBS checked, including tutors working with student as part of an Alternative Provision package.

### **Resources**

- Resources that support our students' emotional and social development during this time have been uploaded on to the school website. These will continue to be updated over time.
- Remote Learning is supported through INSIGHT and Teams.
- Teachers should differentiate lessons to ensure that all students can access the content, in particular those with SEND.
- Additional and approved remote learning material should be distributed to parents, for example, BBC Bitesize and Oak Academy websites.
- Laptops have been provided to Year 10 students eligible for the Pupil Premium as a priority, with contracts for appropriate use issued and signed.



## **CHILD PROTECTION & SAFEGUARDING POLICY (INC. CHILDREN LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN)**

### **Phased return**

- Staff are reminded to be alert to new safeguarding concerns as students begin to return to school and follow the escalation process as outlined in the safeguarding policy.
- All tutors are ringing every member of their form group, in a priority order, for a second time and logging on PARs.
- Tutors/Year Leaders will send a follow-up letter where it has not been possible to speak with a member of the tutor group. If no contact is made, a risk-assessed home visit will take place in accordance with Covid-19 social distancing guidelines.
- The DSL/DDSL will be available to be contacted by phone/video conference, if not on site.
- Where a DSL/DDSL is not on site, a senior leader will take responsibility for co-ordinating safeguarding on site.

### **Full return**

- Form Tutors to encourage well-being activities on a regular basis and provide emotional advice and guidance to support students in returning to school
- A bereavement register will be used to identify students who have experienced the loss of family or friends and to record support offered
- Year Leaders to identify students who may struggle with the return to school and COVID-19 Behaviour Code expectations and plan support measures including risk assessments
- Staff will use the Our Ways of Working COVID-19 Recovery Guide (West Cheshire Children's Trust) to ensure they are able to Recognise and Respond to signs of trauma.
- All staff are available to offer support to students who may be struggling to re-engage with their learning and who will escalate concerns to the relevant members of the year team.
- Vulnerable students are encouraged to attend the IRP where they are offered TA support.
- Students with identified mental health concerns will be referred to the Inclusion Team. They may, for example, be referred to a school counselling service or to the TA responsible for mental health. Where necessary, referrals will be made to external agencies.
- Safeguarding, mental health and online safety support materials are available in the safeguarding sections of the school website.

Bishop Heber High School will continue to work with and support students' social workers to help protect vulnerable students. This includes working with and supporting the local authority virtual school head for looked-after and previously looked-after student and any other relevant safeguarding and welfare partners. The school continues to fully engage with updates from SCIE (Covid-19 Response) and continues to follow existing statutory safeguarding and child protection guidance. Bishop Heber High School will continue to review and update our policies and procedures regularly throughout the coronavirus pandemic to reflect circumstances as they evolve.



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## CHILD PROTECTION & SAFEGUARDING POLICY (INC. CHILDREN LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN)

### Useful Contacts

Designated Safeguarding Lead: [umort@heber.org.uk](mailto:umort@heber.org.uk)  
Deputy Designated Safeguarding Lead: [svaughan@heber.org.uk](mailto:svaughan@heber.org.uk)  
Headteacher: [dcurry@heber.org.uk](mailto:dcurry@heber.org.uk)  
Deputy Headteacher: [mthomas@heber.org.uk](mailto:mthomas@heber.org.uk)  
SENDCo: [cwillis@heber.org.uk](mailto:cwillis@heber.org.uk)  
Education Welfare Officer: [zlangley@heber.org.uk](mailto:zlangley@heber.org.uk)



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## CHILD PROTECTION & SAFEGUARDING POLICY (INC. CHILDREN LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN)

### Appendix 12



### SPRING TERM 2021 Temporary Policy Addendum:

COVID-19 school closure arrangements for Safeguarding and Child Protection at  
Bishop Heber High School

This Policy addendum is effective from 5<sup>th</sup> January 2021.

School Name: Bishop Heber High School

Policy owner: Ursula Mort

Date: 21.01.21

Date shared with staff: 22.01.21



# BISHOP HEBER HIGH SCHOOL

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## CHILD PROTECTION & SAFEGUARDING POLICY (INC. CHILDREN LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN)

### Context

To support public health efforts, from 5<sup>th</sup> January, 2021 all schools have been asked to return to remote learning for the majority of pupils and offer education within the school building 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 Bishop Heber High School Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

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## **CHILD PROTECTION & SAFEGUARDING POLICY (INC. CHILDREN LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN)**

### **Key Contacts**

Remain as per the School Safeguarding Policy.

### **Vulnerable Children**

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child;
- have an education, health and care (EHC) plan;
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
  - children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
  - adopted children or children on a special guardianship order
  - those at risk of becoming NEET ('not in employment, education or training')
  - those living in temporary accommodation
  - those who are young carers
  - those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
  - care leavers
  - others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health.

Eligibility for free school meals in and of itself is not a determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

Bishop Heber 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: Mrs Carli Willis

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered



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vulnerable, the social worker and Bishop Heber High School will explore the reasons for this directly with the parent.

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

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

### **Critical Workers**

Parents whose work is critical to the coronavirus (COVID-19) response include those who work in health and social care and in other key sectors outlined in the Government guidance.

### **Attendance Monitoring**

All attendance will be marked in line with current Government guidance.

Bishop Heber High School and social workers will agree with parents/carers whether children in need should be attending school – Bishop Heber High School will then follow up on any student that they were expecting to attend, who does not.

Bishop Heber High School will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

Phone calls will be made to the parents/carers in these circumstances.

To support the above, Bishop Heber High School will, when communicating with parents/carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Bishop Heber High School will notify their social worker.

### **Designated Safeguarding Lead**

Bishop Heber High School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

**The Designated Safeguarding Lead is:** Ms Ursula Mort

**The Deputy Designated Safeguarding Lead is:** Ms Sarah Vaughan



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The Headteacher, Mr Curry, and the Deputy Headteacher, Mr Ridley Thomas, are also DSLs in the absence of Ms Mort and Ms Vaughan.

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 CURA/CPOMs 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.

Bishop Heber High School staff and volunteers will have access to a trained DSL (or deputy).

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

### **Reporting a Concern**

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report to the relevant Year Leader or for concerns regarding safeguarding or child protection making contact via email/phone call to the DSL/DDSL, which can be done remotely. This must be logged by 4pm on the day the concern is raised.

If a concern is raised out of hours, the staff member should report the concern via email and alert the DSL Ursula Mort using the contacts outlined in the school safeguarding policy. If a response is not received, the staff member must continue to exhaust all contacts in the key contact section of the school Safeguarding policy.

In the unlikely event that a member of staff cannot make contact with the DSL/DDSL from home, they should email the Headteacher. This will ensure that the concern is received.

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 the concern to the Headteacher. If there is a requirement to make a notification to the Headteacher whilst away from school, this should be done verbally over the phone and followed up with an email to the Headteacher to confirm the discussion.



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Concerns around the Headteacher should be directed to the Chair of Governors:

Name: Sue Anderson

Contact details: [sanderson@bishopheber.cheshire.sch.uk](mailto:sanderson@bishopheber.cheshire.sch.uk)

### Safeguarding Training and Induction

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter Bishop Heber High School, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will consider the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that: -

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of the receiving setting's Safeguarding policy, confirmation of local processes and confirmation of DSL arrangements.

### 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, Bishop Heber 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 (2020) (KCSIE).

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that: -

- the individual has been subject to an enhanced DBS and children's barred list check



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- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Where Bishop Heber 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.

Bishop Heber 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.

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

Whilst acknowledging the challenge of the pandemic, 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, Bishop Heber High School will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

### **Volunteers**

Bishop Heber High School may use volunteers to assist in handing out and securing COVID-19 test kits to students and staff members. Other duties may be required such as building test kits, cleaning down areas and directing people (if applicable).

Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

Volunteers who, on an unsupervised basis provide personal care on a one-off basis in Bishop Heber High School, will be in regulated activity. This means that if a volunteer is administering a COVID-19 test whilst unsupervised, they will be in regulated activity and therefore require an Enhanced DBS with Barred List check (if applicable).

Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information).

Supervision must be:

- by a person who is in regulated activity.
- regular and day to day; and



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- reasonable in all the circumstances to ensure the protection of children.

In appointing volunteers, the school will follow safer recruitment processes.

### **Online Safety in Schools and Colleges**

Bishop Heber 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.

### **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 Safeguarding 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 the Bishop Heber High School code of conduct.

Bishop Heber 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 for virtual lessons, especially where webcams are involved:

- 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 could be blurred.
- The live class could be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- 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 students
- Staff should record the attendance of any sessions held.



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### **Supporting Children Not in School**

Bishop Heber High School is committed to ensuring the safety and wellbeing of all its Children and Young people.

Vulnerable students have been identified and RAG rated according to need and will be called and emailed, by a team of specialist staff, according to their RAG status. All communication will be logged including on PARs and where appropriate, CURA/CPOMs. Inclusion and Safeguarding meetings will continue to be held between the DSL, the DDSL and the SENDCo, and outcomes shared with SLT.

All tutors have made a welfare call to 3-5 members of their tutor group who may have struggled with the move to remote learning. Tutors will use AM and PM remote live registrations to make contact with members of their form group and will forward concerns regarding non-attendance or welfare to their Year Leader. Tutors will make 1-2 welfare checks a week to members of their form following non-attendance or non- engagement in tutor time or following the communication of welfare concerns from staff and parents. All tutors have been reminded of the escalation process during school closure and have been advised how to keep themselves safe - including how to withhold personal numbers and the safe use of Microsoft Teams to contact students remotely.

Students' attendance at lessons will be monitored. A 'No Show' email address and team of No Show staff will ensure that parents are informed when their child does not attend live lessons.

Students and parents at Bishop Heber High School will receive reminders of key safeguarding, well being and mental health, including online safety, guidance available on the School website. A [stayingsafe@heber.org.uk](mailto:stayingsafe@heber.org.uk) email address will be monitored daily Monday to Friday and students advised to use this should they have concerns regarding their safety.

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, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on CURA/CPOMS and Bishop Heber High School will maintain a record of contact.

The communication plans can include remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

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



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This plan must be reviewed regularly and where concerns arise, the DSL will consider any referrals as appropriate.

When a vulnerable child is not in school, staff are to inform both the Safeguarding Children in Education Team via the daily attendance returns, and the key worker, when the child is absent. Once the notification has been received this should trigger a multi-agency response to set out a plan of support for the child/young person whilst they are not attending.

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

Bishop Heber 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 Bishop Heber High School need to be aware of this in setting expectations of pupils' work where they are at home.

### **Supporting children in school**

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

Bishop Heber 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.

Bishop Heber High School will refer to the 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.

Bishop Heber High School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CURA/CPOMS/safeguarding file/pastoral file etc.

Where Bishop Heber High School has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will discuss them immediately with the Governors.

### **Peer on Peer Abuse**

Bishop Heber High School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.



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Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the 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/Safeguarding file **and** appropriate referrals made.

### **Support from the Governing Body/Headteacher**

The Governing Body/Headteacher will provide support and guidance as appropriate to enable the DSL to carry out their role effectively.

This includes: remotely accessing Safeguarding files for the purpose of quality assurance, support, guidance and direction

The Governing Body/Headteacher will also provide regular group and individual supervision sessions. This may take the form of an online meeting.