



High Park School  
*Learning for Life*



# High Park School

## Safeguarding & Child Protection Staff Handbook 2023-2024

Second version updated: January 2024

## **Contents:**

Important contacts

1. Aims
2. Trust Policies
3. Definition of Safeguarding and Child Protection
4. Equality statement
5. Roles and responsibilities
6. Recognising abuse and taking action
7. Online safety and the use of mobile technology
8. Pupils with a social worker
9. Looked-after and previously looked-after children
10. Complaints and concerns about school safeguarding policies
11. Record-keeping
12. Training
13. Monitoring arrangements

Appendix

- 1 Acronyms
- 2 Safeguarding Flow Chart
- 3 Early Help
- 4 KCSiE Actions where there are concerns about a child

The DSL is: Sarah Tollemache. In the absence of the DSL, child protection matters will be dealt with by DDSL's: Hannah Copeland, Bridie Dorning, Nicola Priestley DDSL from 9<sup>th</sup> March 2024

Contact details: High Park School

Telephone – 01274 614092

e-mail – [hps-safeguarding@hp.catrust.uk](mailto:hps-safeguarding@hp.catrust.uk)

LADO Bradford LA – 01274 435600 or [LADO@bradford.gov.uk](mailto:LADO@bradford.gov.uk)

## 1. Aims

The school aims to ensure that:

- › Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- › All staff are aware of their statutory responsibilities with respect to safeguarding.
- › Staff are properly trained in recognising and reporting safeguarding issues.

## 2. Trust Policies

This handbook should be read in conjunction with the following CAT Policies

- CAT Safeguarding and Child Protection Policy
- CAT Attendance Policy
- CAT Whistleblowing Policy
- CAT Complaints Policy
- CAT Safer Recruitment
- CAT General Data Protection Regulation
- CAT Anti-Bullying Policy

[Trust Policies - Carlton Academy Trust](#)

Other relevant school and DfE handbooks/policies include:

- High Park School Expectations of Staff Handbook
- High Park School Pupil Attendance Staff Handbook– which includes Child Missing in Education
- High Park School Pupil Behaviour Staff Handbook
- High Park School Online Safety Staff Handbook

Including Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education \(2023\)](#) [Information sharing: advice for practitioners \(2018\)](#), [Stat guidance template \(2015\)](#) and [Working Together to Safeguard Children \(2023\)](#).

Bradford's 3 Safeguarding Partners as identified in Keeping Children Safe in Education, they will decide to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- › The Local Authority (LA)
- › Integrated Care Boards (previously known as clinical commissioning groups) for an area within the LA
- › The chief officer of police for a police area in the LA area

<https://www.saferbradford.co.uk/children/>

### 3. Definitions of Safeguarding & Child Protection

#### Safeguarding is:

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

**Child Protection:** Activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse may be Physical, Emotional, Sexual or Neglect.**

### 4. Equality statement

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. Please refer to the CAT Safeguarding and Child Protection Policy.

- [CAT-Safeguarding-and-Child-Protection-Policy-September-2023.pdf \(carltonacademytrust.co.uk\)](#)

### 5. Roles and responsibilities

At High Park School safeguarding and child protection is **everyone's** responsibility. This handbook applies to all staff, volunteers and supply in the school and is consistent with the procedures of the trust. Our handbooks and procedures also apply to educational visits off-site.

#### 5.1 All staff

**All Staff** who work at High Park School are expected to read part 1 of Keeping Children Safe in Education (KCSIE).

All Staff who work **directly** with children are also expected to read annex B of KCSIE (about specific safeguarding issues)

**All staff will:**

- › Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually
- › Be familiar with the CAT Policies and Procedures
- › Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.
- › Know who the DSL/DDSL's are within school and Director of Safeguarding
- › Know the early signs and indicators of abuse.
- › Report a safeguarding concern immediately to a DSL/DDSL
- › Understand and adhere to **all** of the schools internal reporting and recording procedures, including the online filtering and monitoring system.
- › Provide a safe space for pupils who wish to make an allegation, talk about their feelings, LGBTQ+ pupils to speak out and share their concerns.

**All staff will be aware of:**

- › The school's systems which support safeguarding, include: this Safeguarding & Child Protection Handbook, the Expectations of Staff Handbook, the role and identity of the designated safeguarding lead (DSL) and deputies, the Pupil Behaviour Handbook, Online Safety Handbook and the safeguarding response to children who go missing from education within the schools Pupil Attendance Handbook. In line with all the CAT Safeguarding Policies and Operational Handbooks.
- › The early help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- › The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- › What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- › The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)

- › The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.
- › The fact that children can be at risk of harm inside and outside of their home, at school and online.
- › The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBTQ+) can be targeted by other children
- › What to look for to identify children who need help or protection

## **5.2 The designated safeguarding lead (DSL)**

The DSL is a member of the senior leadership team. Our DSL is Sarah Tollemache. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. If DSL is not on school site, staff are asked to speak with a DDSL or ask the Business Support Team to contact DSL or DDSL. At High Park School staff members are not left alone with a safeguarding concern. Flowcharts can be seen around school with relevant information including LA contact details.

The DSL will be given the time, funding, training, resources and support to:

- › Provide advice and support to other staff on child welfare and child protection matters.
- › Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- › Contribute to the assessment of children.
- › Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- › Have a good understanding of harmful sexual behaviour.
- › Have a good understanding of the filtering and monitoring systems and processes in place at High Park.
- › DSL is the Prevent lead and makes sure that staff have appropriate Prevent training and this forms part of our induction process.

### **The DSL will also:**

- › Keep the principal informed of any issues or concerns.
- › Liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- › Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies.
- › Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support.
- › Be aware that children must have an 'appropriate adult' to support and help them if there was a need for a Police search or investigation.

The full responsibilities of the DSL and deputies are set out in their job description.

### 5.3 The Principal

The principal is responsible for the implementation of this policy, including:

- › Ensuring that staff (including temporary staff) and volunteers:
  - Are informed of our systems which support safeguarding, including this policy, as part of their induction.
  - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- › Communicating this handbook to parents/carers when their child joins the school and via the school website.
- › Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- › Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- › Making decisions regarding all low-level concerns; collaboration with the DSLs is an important part of this.
- › Ensuring the relevant staffing ratios are met, where applicable.
- › Making sure each child in the Early Years Foundation Stage is assigned a key person.
- › Overseeing the safe use of technology, mobile phones and cameras in the school setting.

### 5.4 Virtual school heads

Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker.

They should also identify and engage with key professionals, e.g. DSLs, special educational needs co-ordinators (SENCOs), social workers, mental health leads and others.

## 6. Recognising abuse and taking action

All staff, volunteers and visitors must follow the procedures set out below in the event of a safeguarding concern.

### Remember

- A- appearance
- B- behaviour
- C- communication

#### 6.1 If a child is suffering or likely to suffer harm, or in immediate danger.

Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm or is in immediate danger.

**Anyone can make a Referral.**

If it is appropriate to refer the case to LA children's social care or the police, the DSL will make the referral or support as necessary.

If you make a referral directly (see our safeguarding flow chart), you must tell the DSL as soon as possible.

The local authority will decide within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the LA if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

### [Safer Bradford - Report a Concern](#)

#### **6.2 If a child makes a disclosure to you.**

If a child discloses a safeguarding issue to you, you should:

- › Listen to and believe them. Allow them time to talk freely and do not ask leading questions.
- › Stay calm and do not show that you are shocked or upset.
- › Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- › Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- › Write up your conversation as soon as possible in the child's own words, remembering our children have many methods of communication. Stick to the facts, and do not put your own judgement on the form.
- › Sign and date the write-up and pass it on to the DSL and record on CPOMS.

#### **Remember that some children may:**

- › Not feel ready or know how to tell someone that they are being abused, exploited or neglected.
- › Not recognise their experiences as harmful.
- › Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers.

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

Staff who have contact with pupils and families during or after a disclosure will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

#### **6.3 If you discover that FGM has taken place, or a pupil is at risk of FGM.**



Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

**Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out should speak to the DSL and follow the local safeguarding procedures, as FGM is child abuse, and it is against the law.

[Female Genital Mutilation | Bradford Council](#)

#### **6.4 If you have concerns about extremism.**

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children’s social care. Make a referral to local authority children’s social care directly, [Safer Bradford - Bradford District Prevent Action Plan](#)). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government’s programme for identifying and supporting individuals at risk of being drawn into terrorism, or the LA children’s social care team.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- › Think someone is in immediate danger.
- › Think someone may be planning to travel to join an extremist group.
- › See or hear something that may be terrorist related.

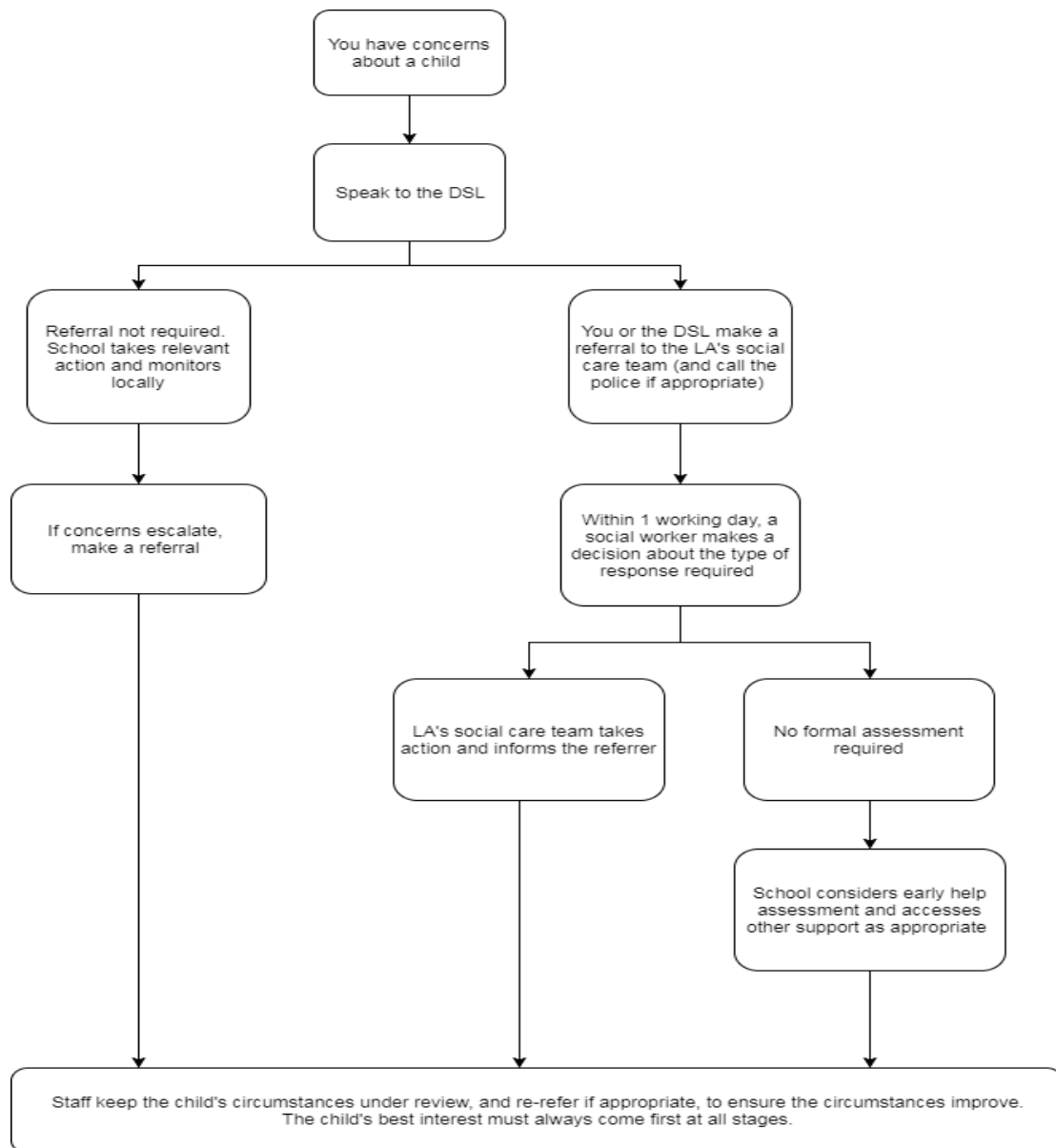
#### **6.5 If you have a concern about mental health.**

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.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

As a school we have reached Gold in the Mental Health Charter Mark

**Flowchart below:** procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger) **Note – if the DSL is unavailable, this should not delay action.**



## **6.6 Concerns about a staff member, supply teacher, volunteer or contractor** [CAT-Whistleblowing-policy-July-23.pdf \(carltonacademytrust.co.uk\)](#)

If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the principal as soon as possible. If the concerns/allegations are about the principal, speak to the CEO of the Trust.

The principal/CEO will then follow the procedures set out in appendix 3, if appropriate.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the principal, report it directly to the local authority designated officer (LADO).

If you receive an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, follow our school safeguarding policies and procedures, informing the LADO, as you would with any safeguarding allegation.

## **6.7 Allegations of abuse made against other pupils.**

We recognise that children can abuse their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse. However, all peer on peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour handbook, but this child protection and safeguarding handbook will apply to any allegations that raise safeguarding concerns will follow the schools safeguarding reporting processes. Possible alleged behaviours include:

- › Behaviours that are serious, and potentially a criminal offence.
- › Behaviours that could put pupils in the school at risk.
- › Behaviours that are violent.
- › Behaviours that involve pupils being forced to use drugs or alcohol.
- › Behaviour that involve sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

## **6.8 Reporting systems for our pupils**

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations. In classes pupils will see a simplified safeguarding flow chart showing adults who they can talk to and who are the DSL/DDSL and addressed through the PHSE curriculum and student voice sessions.

## 7. Online safety and the use of mobile technology

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

Please refer to the schools Online Safety Handbook [Can we include a link](#)

## 8. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that where a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- › Responding to unauthorised absence or missing education where there are known safeguarding risks.
- › The provision of pastoral and/or academic support

## 9. Child Looked-after (CLA) and previously child looked-after

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- › Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- › The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, Hannah Copeland who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- › Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- › Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.

## **10. Complaints and concerns about school safeguarding policies**

### **10.1 Complaints against staff**

Complaints against staff are taken to the principal and those that are likely to require a child protection investigation LADO will be informed and will be handled in accordance with the Trust CAT Complaints Policy

[CAT-Complaints-Policy-November-2023.pdf \(carltonacademytrust.co.uk\)](#)

### **10.2 Whistle-blowing**

At High Park we follow the Trust CAT Whistleblowing Policy

[CAT-Whistleblowing-policy-July-23.pdf \(carltonacademytrust.co.uk\)](#)

Alternatively you can call the NSPCC Whistleblowing Advice Line on 0800 028 0285 Free & Anonymous

## **11. Record-keeping**

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in CPOMS. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

- › A clear and comprehensive summary of the concern
- › Details of how the concern was followed up and resolved.
- › A note of any action taken, decisions reached and the outcome.

Concerns and referrals will be kept in a separate child protection file for each child.

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period after they have left the school.

## **12. Training**

### **12.1 All staff**

All staff members will undertake Safeguarding and Child Protection training at induction, including on whistle-blowing procedures and online safety, to ensure they understand the

school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

This training will be regularly updated and will:

- › Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning.
- › Be in line with advice from the 3 safeguarding partners.
- › Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring.
- › Have regard to the Teachers' Standards to support the expectation that all teachers:
  - Manage behaviour effectively to ensure a good and safe environment.
  - Have a clear understanding of the needs of all pupils.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, full safeguarding training annually face to face and online training platform The Key, throughout the year all staff receive monthly safeguarding e-bulletins and half termly updates/workshops/quizzes/training and via the Safeguarding noticeboard. Information can also be shared ad-hoc and as and when focused safeguarding topics come through a change in government guidance, through media, and/or current themes via recognising the impact of external factors on familial relationships, in addition to the reach/influence of familial relationships on extra-familial harms.

Supply/Volunteers/Casual/Students have an induction which includes safeguarding and child protection information, in line with the school new staff induction.

## **12.2 The DSL and deputies**

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They, or any other designated Prevent lead, will also undertake more in-depth Prevent awareness training, including on extremist and terrorist ideologies.

## **13. Monitoring arrangements**

This handbook will be reviewed **annually** by DSL. At every review, it will be approved by the Principal and director of safeguarding.

## Appendices

### Acronyms

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
CCE	Child criminal exploitation	Where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	Where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage, increased status or other advantage of the perpetrator or facilitator.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.

DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for

		safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and social needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	A procedure where the female genital organs are injured or changed and there is no medical reason for this.
GDPR	General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.



HBA	'Honour-based' abuse	So-called 'honour-based' abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation, forced marriage, and practices such as breast ironing.
HMCTS	HM Courts and Tribunal Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files

		from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
ITT	Initial teacher training	A programme of training to achieve qualified teacher status.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	A child who has been placed in local authority care or where children's services have looked after a child for more than a period of 24 hours.

LGBTQ+	Lesbian, gay, bisexual, transgender and queer	Term relating to a community of people, protected by the Equalities Act 2010, who identify as a lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
Academies MAT	Multi-academy trust	A trust established to undertake strategic collaboration and provide education across a number of schools.
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
PHE	Public Health England	An executive agency of the Department of Health and Social Care which aims to protect and improve the nation's health and wellbeing.
QTS	Qualified teacher status	A requirement in England to work as a teacher of children in state schools and special schools.
RSE	Relationships and sex education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.

SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
SEND	Special educational needs and disabilities	A pupil is assessed to have SEND if they have a learning problem or disability that makes it more difficult for them to learn than most pupils their age.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

# Safeguarding at High Park

*Safeguarding is everyone's responsibility*  
Meet your Designated Safeguarding Lead and Deputies at High Park School



**Sarah Tollemache**  
DSL Lead



**Hannah Copeland**  
DDSL



**Bridie Dorning**  
Principal & DDSL



**Nicole Priestley**  
DDSL  
(from 15.3.24)



**Tanya Byrne**  
CAT Director of Safeguarding

Working Together to Safeguard Children – The Bradford Partnership Saferbradford.co.uk

Strategic Manager for Education Safeguarding: Danielle Wilson  
Attendance Lead: Waheeda Shah/Paul Harkin  
Education Safeguarding Team: 01274 437043  
Local Authority Designated Officer (LADO): 01274 435600

For all general enquiries, please contact Safeguarding Adults Board on 01274 432736

Bradford Council's Multi-Agency Safeguarding Hub (MASH) is the single point of contact to report safeguarding concerns. The MASH operates in partnership with West Yorkshire Metropolitan Police.

Please note that Adult Safeguarding concerns reported to the MASH are screened by both the Local Authority and Police.

MASH team - T: 01274 431077

Report Adult Abuse via online -

<https://www.bradford.gov.uk/adult-social-care/adult-abuse/report-adult-abuse/>  
The Police

You can also contact Crimestoppers on 0800 555 111 The Police and Crimestoppers are both open all day and all night. Javelin House, Child Protection Unit: 01274 376061

## Child Protection Procedures Flow Chart as of January 2024

On Discovery or suspicion of child abuse **If you think it, report it**

Inform a Designated Lead for Safeguarding (DSL) or Deputy:  
**Sarah Tollemache (DSL) Hannah Copeland, Bridie Dorning, Nicole Priestley. Director of Safeguarding at CAT: Tanya Byrne**

Who should then take following steps...

If there is a concern that a child is being harmed you must not keep these concerns to yourself, have those safeguarding concern conversations immediately with the DSL or: During office hours (8.30am - 5pm Monday to Thursday, 4.30pm on Friday)

- Children's Social Care Initial Contact Point  
T: 01274 437500 and 01274 433999
- Early Help Gateway T: 01274 435600
- Education Social Work Service  
T: 01274 439651
- Adult MASH team T: 01274 431077- Monday to Thursday: 8.30am to 4:30pm Friday: 8.30am to 4.00pm

If you have reason to believe that a child is at IMMEDIATE RISK OF HARM, contact the police on 999

Out of office hours - Children's (and Adult) Social Care Emergency Duty Team  
T: 01274 431010

ON DISCOVERY OR SUSPICION OF CHILD ABUSE CONCERNING A STAFF MEMBER

REPORT IMMEDIATELY TO THE PRINCIPAL. NOT A DESIGNATED SAFEGUARDING LEAD

WHERE THERE ARE CONCERNS ABOUT THE PRINCIPAL REPORT TO CARLTON ACADEMY TRUST BOARD

If you are asked to monitor the situation; make sure you are clear what you are expected to monitor, for how long, how and to whom you should feedback information to.

Safeguarding concerns will always be recorded on CPOMS. Records MUST be kept confidential and secure and separate from the child's personal file.

Ensure immediate completion and dispatch of the Common Child Protection Referral form. This form can be accessed via Bradford Schools On-Line 'Useful Links' Tab Retain a copy in school. Send copies to:

- Children's Social Care
- Principal Education Social Worker Margaret McMillan Tower, Princes Way, Bradford BD1 1NN
- Report adult abuse online at: [www.bradfordgov.uk/makeanalert](http://www.bradfordgov.uk/makeanalert) and inform the students' social worker

## PREVENT Contact Information

Confidential Anti-terrorist Hotline – T: 0800789321 if the threat is immediate risk call 999

Referral forms sent to

[FIMUCENTRAL@CTPNE.POLICE.UK](mailto:FIMUCENTRAL@CTPNE.POLICE.UK)


West Yorkshire Prevent Contacts – Bradford District

DS 2553 Claire Godfrey – 01274 474783 or 07525243462  
DC 5762 Matthew Tarrant – 01274 474783 or 07850652096  
DC 446 Lauren Royston – 01274 474783 or 07793218543  
DC 2557 Dan Pitt – 01274 474783 or 07590357036  
DC 1260 Parminder Lall – 01274 474783 or 07921282104

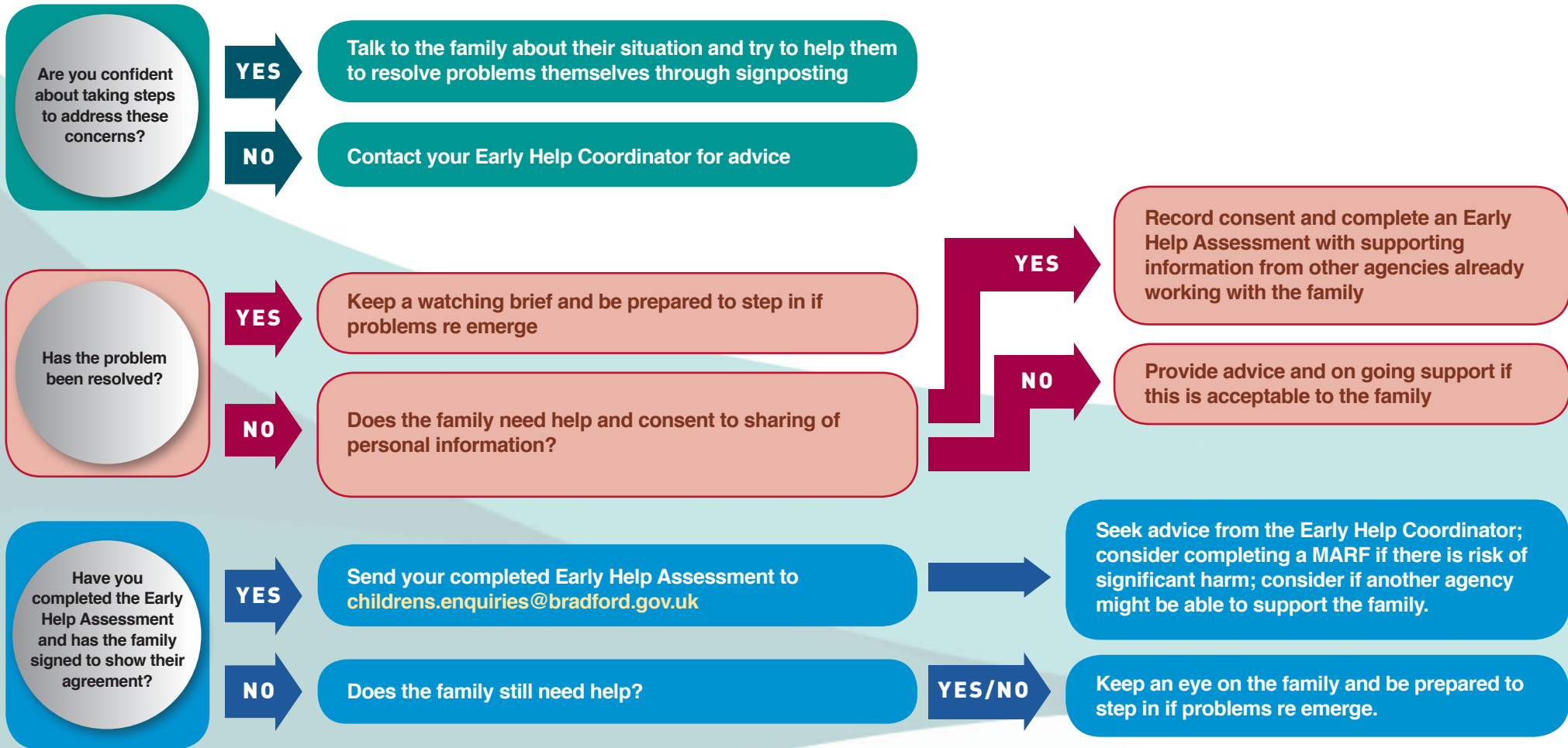
Bradford Prevent Office

T: 01274 376041  
T: 01274 474783  
T: 01274 376116

# WORRIED ABOUT A CHILD OR FAMILY?



**If a child is at imminent significant risk of harm/immediate danger, you should consider calling 999 in the first instance (for Police or an Ambulance) and contacting children's social care by telephoning Bradford's Children's Enquiries on 01274 437500 (out of office hours 01274 431010). You will also be expected to complete a MARF within 24 hours from your telephone call. If there is no immediate danger you should complete a MARF as soon as possible. You will not be required to telephone Children's Social Care to inform them of your referral.**



# WORRIED ABOUT A CHILD OR FAMILY?



If a child is at imminent significant risk of harm/immediate danger, you should consider calling 999 in the first instance (for Police or an Ambulance) and contacting children's social care by telephoning Bradford's Children's Enquiries on 01274 437500 (out of office hours 01274 431010). You will also be expected to complete a MARF within 24 hours from your telephone call. If there is no immediate danger you should complete a MARF as soon as possible. You will not be required to telephone Children's Social Care to inform them of your referral.

EHA is assessed by a senior social worker

Is there evidence of significant harm?

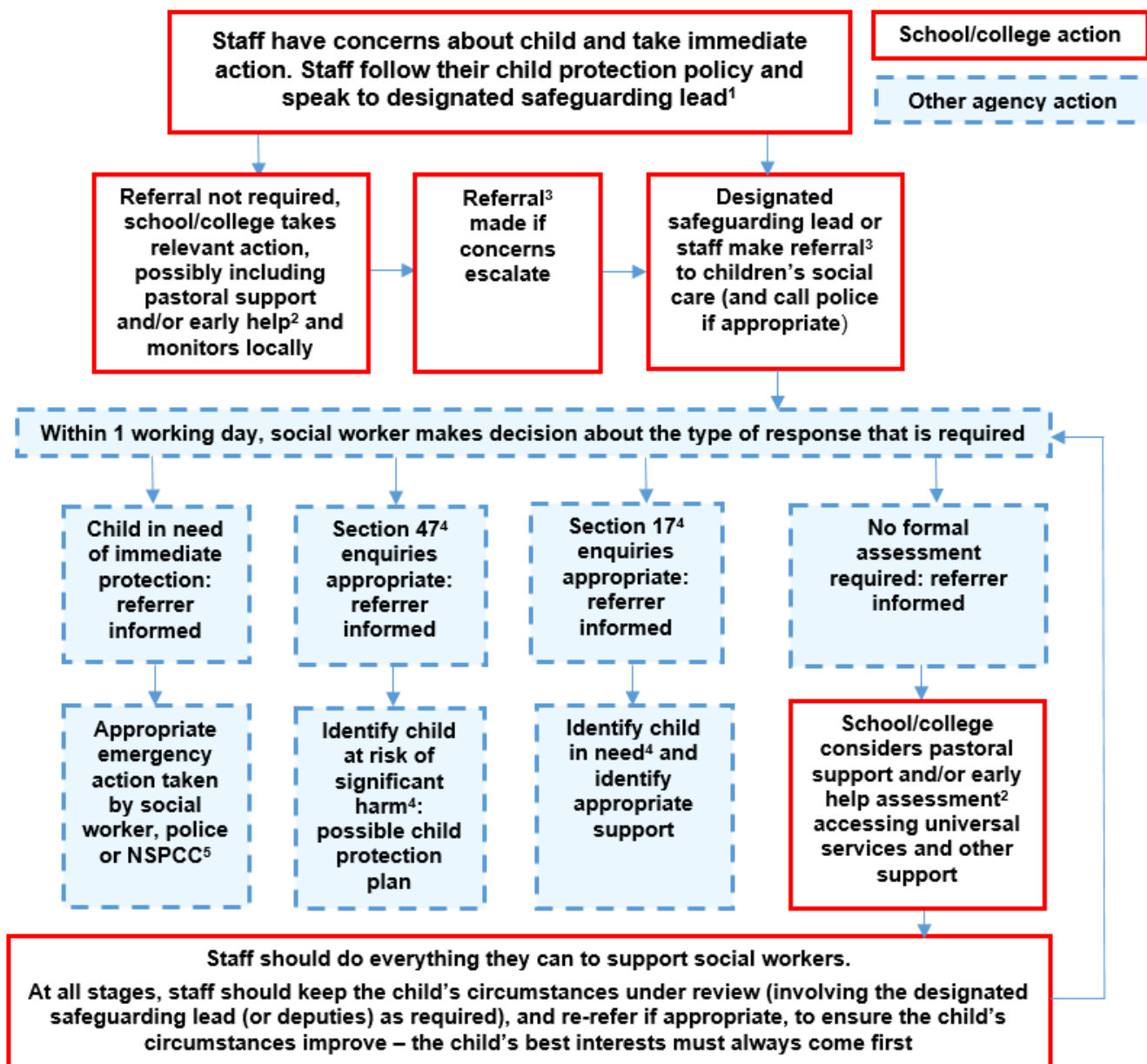
YES

Child/ren referred for a social worker assessment

NO

EHA is registered on EHM  
EHC for the relevant locality is notified and will make contact with the lead practitioner if not already aware of the early help work with the family

## Actions where there are concerns about a child



<sup>1</sup> In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

<sup>2</sup> Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. See [Working Together to Safeguard Children](#) for further guidance

<sup>3</sup> Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

<sup>4</sup> Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

<sup>5</sup> This could include applying for an Emergency Protection Order (EPO).

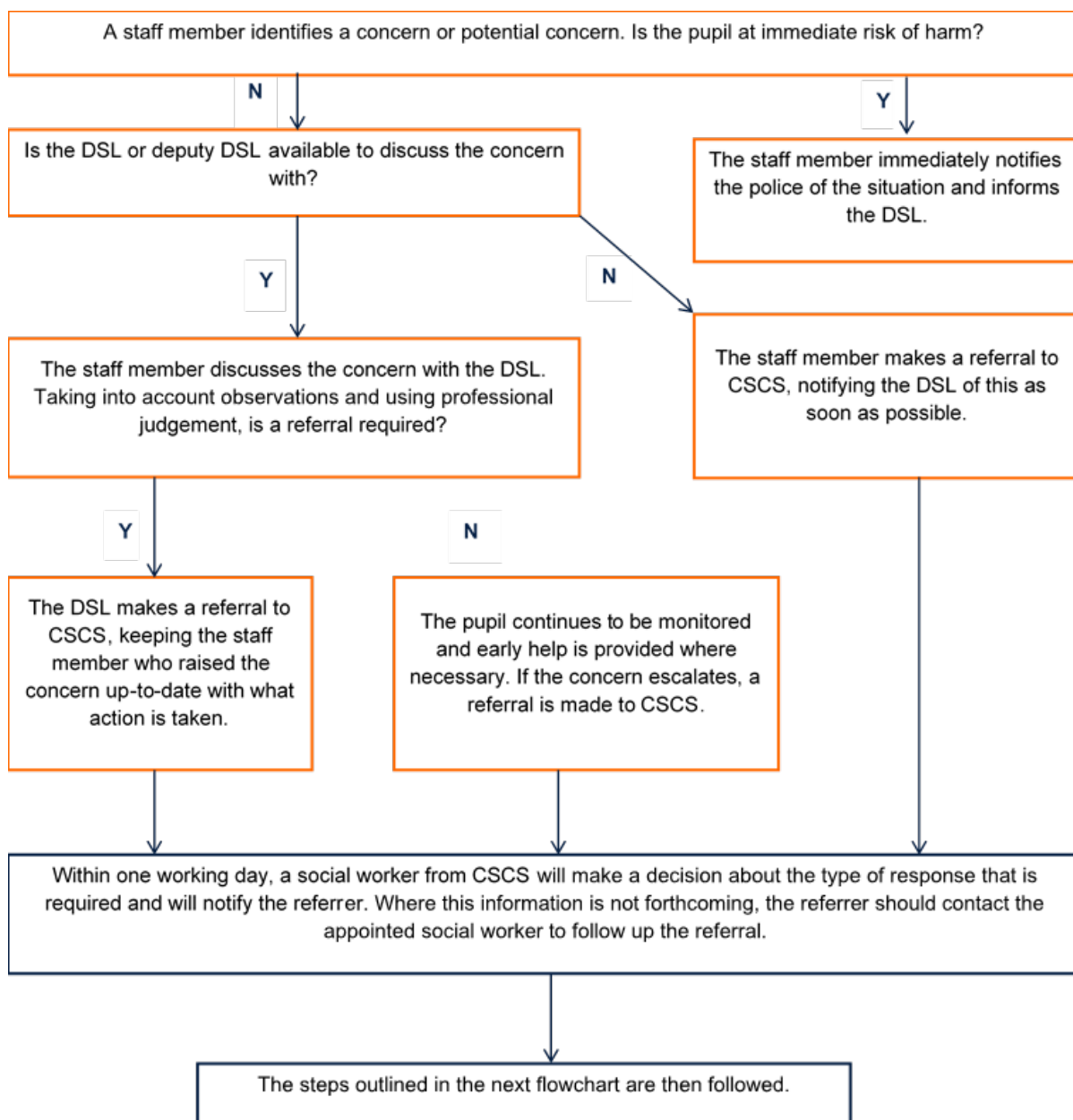


## Safeguarding Reporting Process

The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.

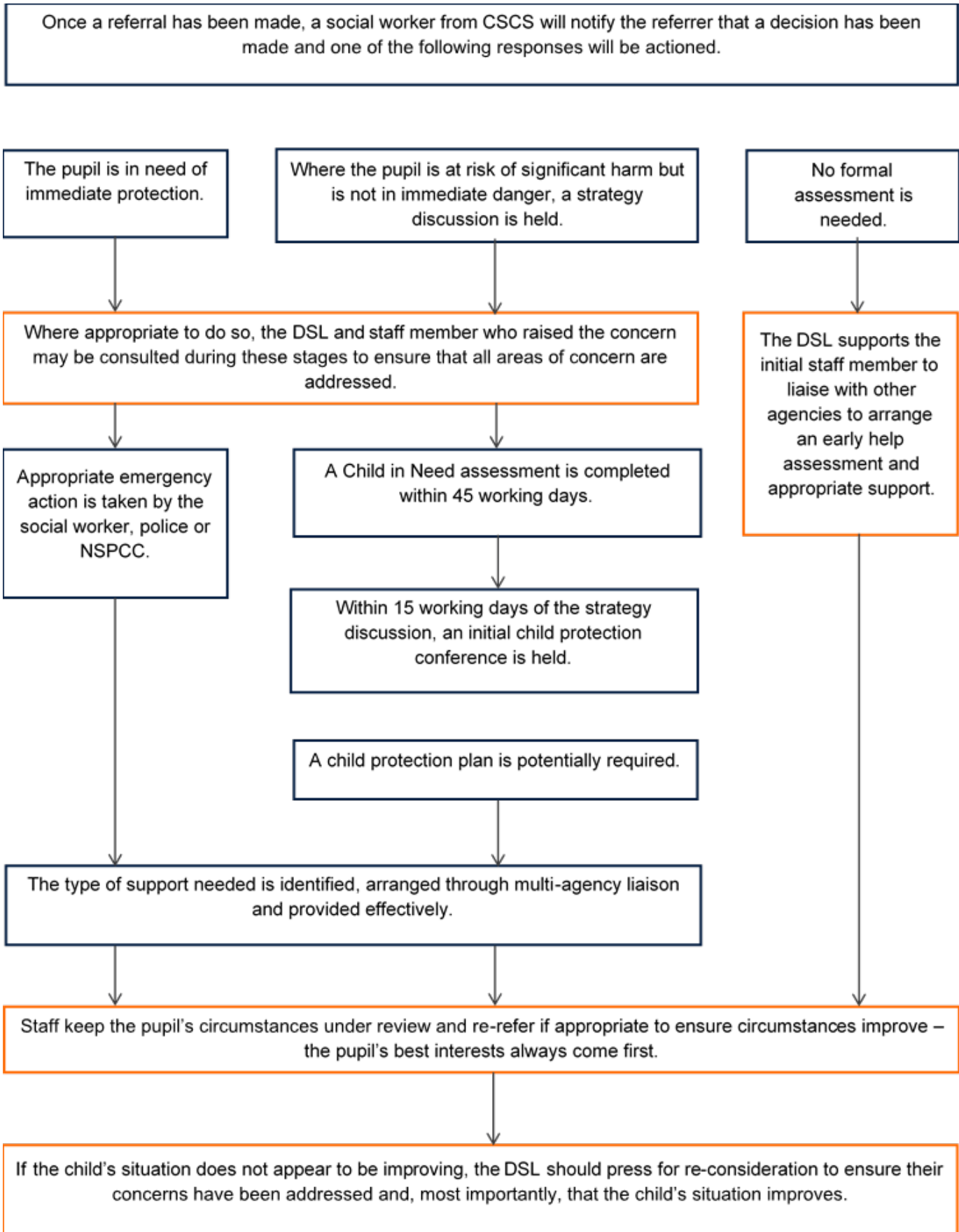
The actions taken by the school are outlined in yellow, whereas actions taken by another agency are outlined in blue.

### Before a referral is made





### After the referral has been made



## Contacts and Advice

### Expert organisations

- [Barnardo's](#)
- [Lucy Faithfull Foundation](#)
- [NSPCC](#)
- [Rape Crisis](#)
- [University of Bedfordshire: Contextual Safeguarding](#)
- [UK Safer Internet Centre](#)

### Support for victims

- [Anti-Bullying Alliance](#)
- [MoJ Victim Support](#)
- [Rape Crisis](#)
- [The Survivor's Trust](#)
- [Victim Support](#)

### Toolkits

- [Brook](#)
- [NSPCC](#)
- [Safeguarding Unit, Farrer and Co, and Carlene Firmin, MBE, University of Bedfordshire](#)

### Further information on confidentiality and information sharing

- [Gillick Competency Fraser Guidelines](#)
- [Government Information Sharing Advice](#)
- [Information Commissioner's Office: Education](#)
- [NSPCC: Things to Know and Consider](#)

### Further information on sexting

- [UK Council for Child Internet Safety: Sexting Advice](#)
- [London Grid for Learning – Collection of Advice](#)

### Support for parents

- [Parentzone](#)
- [Parentsafe – London Grid for Learning](#)
- [CEOP Thinkuknow – Challenging Harmful Sexual Attitudes and their Impact](#)
- [CEOP Thinkuknow – Supporting Positive Sexual Behaviour](#)

## **BSCB - Allegations Management Information**

### **Managing Allegations**

When a school has information or a concern which suggests that an adult volunteering, or working with, or on behalf of children, has;

Behaved in a way that has harmed, or may have harmed a child

Possibly committed a criminal offence against, or related to a child or

Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Behaved or may have behaved in a way that indicates they may not be suitable to work with children

The Principal or another member of school management should contact 01274 435600 and ask to be put through to Duty LADO or the Safeguarding Duty Coordinator; if neither are available ask to be put through to Safeguarding Admin.

A LADO Referral Form may then need to be submitted, which can be found on the Bradford Safeguarding Children Partnership's website.

Completed LADO referral forms should be attached as a word document and sent by email secured via Galaxkey to LADO@bradford.gov.uk or CPinformation@bradford.gov.uk

If you do not have Galaxkey or a secure e-mail please contact the Safeguarding Unit and we will advise how the referral should be sent.

NB the gcsx secure email accounts are no longer in use so please do not send to, or from, gcsx.

Further information on Allegations Management and Safer Recruitment can be found on the Bradford Safeguarding Children Partnership website here at (please note the change of website to saferbradford.co.uk )