

# JTMAT School Specific Safeguarding Procedure

**Blythe Bridge High School**

**&**

**Sixth Form**



**BLYTHE BRIDGE HIGH SCHOOL**  
&  
SIXTH FORM

## **Safeguarding Procedure**

**Implementation:** September 2023

**Procedure owner:** Susan Owen, Designated Safeguarding Lead

**Next review date:** September 2024

## 1. Key Safeguarding Contacts

Role in school	Name
Headteacher	Rachael Johnson
Designated Safeguarding Lead (DSL)	Susan Owen
Deputy Designated Safeguarding Leads (DDSL)	Andrew Leese Wendy Keeble
Nominated Governor for Safeguarding	Richard Green
Chair of Governors	John Boumford
Designated teacher for Looked After Children	Susan Owen
Mental Health Lead	Susan Owen

## 2. Aim

The aim of this procedure is to provide a school specific context to support the implementation of the **JTMAT Safeguarding Policy**.

## 3. Links to other procedures and agencies.

This procedure should be read in conjunction with the JTMAT Safeguarding Policy.

The JTMAT Safeguarding Policy can be accessed using the link below:  
<https://jtmat.co.uk/privacy/policies/>

As outlined in the JTMAT Safeguarding Policy, the key legislation that underpins the safeguarding work of all JTMAT Schools is Keeping Children Safe in Education (KCSIE) which can be accessed [here](#). This procedure should be read in conjunction with the following Blythe Bridge High School & Sixth Form Procedures and Policies:

Attendance Procedure

Behaviour for Learning and Behaviour Management Procedure

Online Safety Procedure

The Blythe Bridge High School & Sixth Form Procedures and Policies can be accessed using the link below:

<https://www.bb-hs.co.uk/policies>

In addition to policies and procedures Blythe Bridge High School & Sixth Form also use other sources of information and advice to support effective safeguarding, education, and staff training. These include, but are not limited to:

- The National College
- Termly Safeguarding Newsletters
- Online Safety Updates- NSPCC/Staffordshire Safeguarding Children's Board

At Blythe Bridge High School & Sixth Form we have a programme of safeguarding continual professional development. This includes an annual update and Level 1 Safeguarding Awareness Training – delivered by the Designated Safeguarding Lead and focused on KCSIE and contextual safeguarding using information from the previous academic year and outcomes from the 175/157 audit, this is then followed up with a staff and governor knowledge audit where training needs are identified.

To evidence staff engagement, staff have to sign off the Safeguarding and Prevent policies and procedures via Microsoft Forms to evidence that they have read and understood the key information to support keeping children and young people safe. Additional courses and webinars are signposted to all staff from the National College training website

Staff also complete Prevent training using the Home Office materials every two years with additional information shared in the interim from local learning.

## **5. Roles and Responsibilities of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs)**

The DSL and DDSLs will always engage with the Staffordshire Designated Safeguarding Lead Briefings that typically take place on a termly basis. Whoever attends these courses within the safeguarding team will disseminate information to the wider team, pastoral leads and Senior Leadership Team. The DSL is signed up to and disseminates termly Online Safety e-newsletters from Knowsley City Learning Resources, The National Online Safety weekly newsletter and the NSPCC weekly newsletter.

The DSL/DDSLs have access to training information and resources from the Staffordshire Learning Net and information shared by the Staffordshire Safeguarding Childrens' Board. The DSL/DDSLs all have access to certified courses provided by the National College as a continued source of professional development.

The Senior Leadership Team have completed Safer Recruitment training and renew this every three years. All staff training is recorded in a Safeguarding Training Tracker with completion dates and expiry dates. This allows effective communication with staff when refresher training is required. Blythe Bridge High School & Sixth Form has a thorough Safeguarding Induction Process for all staff, volunteers and governors including recorded safeguarding training for new staff that covers the requirements of KCSIE, the induction process also includes a meeting with the DSL and/or DDSL, as well as a reading list to ensure that new staff are aware of policies, procedures, and legislation. All new staff have to complete an induction checklist and return this to a DSL/DDSL with any further training needs to be identified.

The DSL/DDSLs engage with local stakeholders, including but not limited to:

- Local PCSO and Localities Policing Team

- The Harm Reduction Hub
- Local MACE Panels
- Locality Management Meetings

## **6. Governing Body**

Safeguarding is a standing item on all Governing Body agendas. Each Governing Body meeting receives the Headteacher's report which provides an overview of concerns raised and referral data to the Governing Body. Each half term a report is provided to the Safeguarding Link Governor with a follow up meeting between the DSL and Link Governor to review actions taken and next steps. The DSL will utilise Governing Body meetings to provide training and information on contextual safeguarding, new legislation and policy and procedure updates.

## **7. Working with parents and carers**

At Blythe Bridge High School & Sixth Form we update parents about safeguarding through our website and are developing a specific Safeguarding page within this.

We also use FROG and social media to communicate more frequently with parents about contextual safeguarding and community issues. We include Safeguarding information for parents at our Year Ahead meetings in September.

## **8. Safer School Culture Single Central Record (SCR)**

The Head Teacher's PA is responsible for maintaining the SCR in line with guidance from the JTMAT Central Team. At Blythe Bridge High School & Sixth Form we use the JTMAT Guidance to complete checks on the SCR. These checks are completed on a half termly basis and involve the Head Teacher's PA the DSL and/or Headteacher.

## **9. Site security at Blythe Bridge High School & Sixth Form**

We maintain site security using, but not exclusively, the following strategies:

- Gates are kept closed during the school day; visitors gain access through the main entrance via intercom to the main reception
- Visitors, volunteers, and students must only enter through the main entrance(s) and after signing in at the office will be issued with a school visitor's pass. School has a clear system of ensuring visitors are accompanied / supervised by regulated staff member. Any visitor on site who is not identifiable by a visitor's pass will be challenged by any staff member and this will be reported to a member of the Senior Leadership Team. Governors must sign in at reception and wear their governor lanyard when in school.
- Parents, carers, and grandparents attending functions have access only through the designated and supervised entrances, with tickets for visitors for appropriate school events.
- Students will only be allowed home with adults with parental responsibility or confirmed permission. They should never be allowed to leave school alone during school hours unless explicit permission has been sought. They should report to Reception to do this.
- Multiple members of staff are always on duty at break and lunch times.

- A health and safety audit is completed annually with risk assessment/safety planning and forms part of the Governors annual report. This will include a fire evacuation and lockdown risk assessment.
- The risk management of site security is managed by senior leaders/governance, and we have a clear system of risk assessments and review timescales of these.

## **10. Specific Safeguarding Issues**

### **Child on Child Abuse**

At Blythe Bridge High School & Sixth Form all incidents of Child on Child Abuse are recorded on MyConcern. All staff have access to MyConcern. Visitors who have a concern can record this on a concern form, available from Main Reception and hand this to a member of the Safeguarding Team or alternatively report directly.

At Blythe Bridge High School & Sixth Form we have a very experienced Safeguarding Team who work closely with the pastoral team when it comes to responding to child-on-child abuse issues. Some incidents may well be investigated by Pastoral Support and/or Heads of Year who will then liaise with Safeguarding staff for advice and guidance. Working collaboratively, pastoral and safeguarding staff will work to reduce risk and will consider whether a formal safety plan and/or risk assessment is required in response to incidents of child-on-child abuse. Where required, staff in school will seek to minimise the risk of ongoing concerns by using the following strategies where appropriate:

- Changes to seating plans
- Social time restrictions
- Changes to teaching groups/classes (where possible)
- Alternative working spaces
- Offer of 'safe spaces'
- Nominated adult in school to speak to for support
- Off-site education (where required/possible)
- Referral to external agencies

Pastoral and/or Safeguarding staff will work with parents to ensure that they are kept informed with regards to the outcome of investigations and further strategies that may be required moving forward. Pastoral/Safeguarding staff will seek consent from parents/carers for referrals to external agencies where the school feel additional support is required, above and beyond what can be provided by school staff.

### **Children Missing Education**

All staff at Blythe Bridge High School & Sixth Form have a responsibility to complete the register for their lessons in an accurate and timely manner. This is the first part of identifying children who are missing education. Where children are not accounted for in lessons the following will take place to ascertain a child's location:

- Attendance Officer will check with Pastoral offices, Assisted Learning Department and Reception to see if they know the location of a child.

- The Attendance Officer will complete a lesson check.
- Pastoral Staff may be required to speak to other students to ascertain the location of a missing child.

If the child is still not located on school site the Attendance Officer will call home to speak to a parent/carer to ask that they contact their child to provide an up to date location. If the child has left school site without permission the Pastoral Team will be required to follow up and issue a suitable sanction.

If a student has left the school site and cannot be located, and the parents/carers are unable to be contacted or they do not know the location of the child a call will be made to the police to report the child as missing. If a member of staff sees a child in Y7-Y11 leaving school site without an adult they are responsible for notifying the attendance team in school.

The Attendance Officer will then liaise with the relevant Pastoral Staff and the DSL. If a member of staff is concerned that a student has left a lesson without permission or not returned to a lesson, they must email the missing email address.

## **Child Sexual Exploitation and Child Criminal Exploitation**

At Blythe Bridge High School & Sixth Form, the Safeguarding Team may utilise the Risk Factor Matrix (RFM) to support in understanding the level of risk that a child or young person is exposed to. The RFM aims to help professional understand what life is like for the young person and what level of exploitation they may be experiencing. The Safeguarding Team and Heads of Year may also seek additional information from parents who may also hold information about concerns around exploitation. With consent from parents and the young person, school may use the RFM as a tool to refer to appropriate agencies to access additional support for the young person. This could include the school being provided with materials to complete targeted work or could involve an allocated worker providing direct support from an external service such as Catch-22.

Where the school completes the RFM, the student may be discussed at MACE panel. Where students from Blythe Bridge High School & Sixth Form are discussed, a member of the Safeguarding Team, usually the DSL, will attend the meetings. Members of the Safeguarding Team may also attend the meetings even if a child is not present on the panel list to obtain contextual information about local exploitation risks.

## **Domestic Abuse**

We are an Operation Encompass trained school and act appropriately when we receive an alert to support the children in our school. All Operation Encompass notifications we receive are recorded on MyConcern.

## **Mental Health**

**Mental Health Lead-** Mrs S Owen

At Blythe Bridge High School & Sixth Form we have a graduated response to Mental Health. This starts with our curriculum offer through the citizenship curriculum and assemblies where we educate students about Mental Health. The Safeguarding Team signpost children, young people and parents to additional information around mental health and what external agencies can do to support. We also have the mental health support team service and school nurse drop in service as well as other online mental health support platforms.

The information below outlines our Wellbeing Graduated Response.

**Phase 1-** All students at Blythe Bridge High School & Sixth Form have a form tutor. This member of staff will see students on a day to day basis and is the first port of call for supporting students with their wellbeing through our strong pastoral system. Students should speak to their form tutor if they have any concerns initially. This might not mean a referral on to another professional in school or other agency and the form tutor may lead on supporting the student with how they are feeling at that time. If a form tutor is concerned about risk to a student, the form tutor would log this on MyConcern.

**Phase 2-** All students are assigned to a year group at Blythe Bridge High School & Sixth Form. Each year group has a Head of. Where form tutors feel that a student may need more support than can be offered by the form tutor, they would pass this information on to the relevant Head of Year who would determine the next steps. This may mean that the Head of Year or Pastoral Support staff on supporting the student with how they are feeling at this time. If a Head of Year or Pastoral Support is concerned about risk to a student, they would log this on MyConcern. If the Head of Year felt that a student needed more specific wellbeing support in school, they would complete a referral via MyConcern.

**Phase 3-** The students who have been identified by Safeguarding staff (DSL/DDSLs) or Heads of Year where the student's needs can be supported by interventions led in school. Where student needs have changed or become more significant the member of staff who has been supporting the student will meet with the Mental Health Lead/DSL to discuss the next steps for support.

**Phase 4-** Signposting to early external intervention. If the DSL has identified that needs cannot be met in school, they may decide to refer to an external agency. This is likely to be the mental health support team worker or the school nurse. If the DSL/DDSL feels that a student's level of need/risk is already at this stage, they may refer to the mental health support team worker or the school nurse without completing previous stages.

We would like to try and intervene at the earliest point; however we recognise that situations can escalate quickly and needs can be more complex. Referrals will all be recorded on MyConcern.

**Phase 5-** If in discussion the DSL/DDSLs feel the need is too significant for the school nurse or mental health support team, they will complete a referral to an external agency i.e. Action for Children with the consent of the student and family. Parents/students will be encouraged to engage in group work if offered as this helps reduce waiting times for further services and can be very successful. The DSL/DDSL may feel that needs meet this phase without any prior involvement, this will be a judgement made on the basis of the concern raised. Referrals will all be recorded on MyConcern.

**Phase 6-** If a student is at significant risk then a referral to CAMHS will be made. Referrals to CAMHS for mental health will be made by a member of the Safeguarding team and will be recorded on MyConcern.

Communication is key to this graduated response. Professionals working with students must ensure accurate record keeping via MyConcern and appropriate and proportionate information sharing with professionals who are working to support the student(s). Where there is a significant risk to a child as a result of their mental health, safeguarding staff will work with the student and parents/carers to complete a risk assessment and support plan if appropriate.

## **Online Safety**

At Blythe Bridge High School & Sixth Form we have an online safety procedure. This procedure outlines all of the information regarding Online Safety and can be accessed via our school website.

## **Prevent**

Our school has a Prevent Single Point of Contact (SPOC) who is the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The SPOC for our school is Mrs S Owen (DSL).

At Blythe Bridge High School & Sixth Form we annually review our Prevent Risk Assessment and share this with staff. We also use the Prevent Self-Assessment tool to establish what we can continue to do to ensure that we protect our children and young people from radicalisation and extremism. The self-assessment tool outcomes are also shared with staff. Our School will monitor online activity within the school to ensure that inappropriate sites are not accessed by students or staff. This is best done using specialist online monitoring software, which in this school is called Impero.