



Safeguarding Handbook

THE SAFEGUARDING TEAM



Mrs Fort is the school Designated Safeguarding Lead (DSL)



Miss Israr is the school Deputy Designated Safeguarding Lead (DDSL)



Miss Withnell is the school Deputy Designated Safeguarding Lead (DDSL)



Miss Lewis is a Designated Safeguarding Lead (DSL)

All the Senior Leadership Team, our Heads of Year, our SENCO, our Attendance Officer, Miss Lord, Mrs Major, and Mrs Walton are DSL trained.

HOW CAN I IDENTIFY A DSL?



A DSL
(Designated
Safeguarding
Lead) is based
in this office.

SAFEGUARDING SAFEGUARDING SAFEGUARDING
GUARDING SAFEGUARDING SAFEGUARDING

All Designated Safeguarding Leads are easily identifiable by a purple lanyard with white writing saying 'Safeguarding' on them.

All DSLs also have a purple spot on their office door, indicating that they are a trained Designated Safeguarding Lead.

SAFEGUARDING AT BHS

Early Help

Our Early Help model focuses on building family relationships to enable the implementation of targeted interventions to help our students improve their experiences outside of school. This may be supported by additional agencies through the EHA process with referrals where required to external services, ensuring the right support is in the right place at the right time. This process allows us to gain a 360 view of a young person, to look at what is working well for you as a family and what you may need help with or what is worrying you. We believe the EHA process is critical in supporting our young people and their families, but it is important to note parent/carer engagement and consent is vital during the EHA process. This is led by our Deputy Designated safeguarding lead Sophie Withnell.

SEND

As part of the Education Health and Care Plan application Process students and their families will need to have an open Early Help Assessment (EHA) and ongoing Team Around the Family (TAF) meetings. This will enable professionals supporting students with additional needs to co-ordinate their responses and monitor strategies to remove barriers to learning. In turn, parents/carers being open to this process can enable access to external services that can assist in working together to break down barriers collectively. This is led by our SENCO Joanna Garvey.

Level 3 - Family Intensive Support

A small number of children, young people and families will experience significant difficulties and will need coordinated support from experts working with them to find sustainable solutions that reduce the impact of challenge on the wellbeing and development of children and young people.

This supports children, young people, and families with complex needs through a multi-agency approach to prevent escalation to statutory social care. It targets vulnerable children, including those with SEND or multiple needs, and is delivered via a Team Around the Family (TAF) model with a tailored Family Plan.

Requests are screened by the Children's Social Care Service Hub (CSSH), with coordinated input from education, health, social care, and other services. Support includes targeted interventions for children and parents, particularly around emotional health and wellbeing.

The Family Intensive Support Worker (FIS) acts as lead professional, providing

practical and emotional support, coordinating agencies, and driving the plan to improve outcomes. This level is accessed after lower-level support (Levels 1–2) and focuses on strengths-based planning and building family resilience.

Level 4

Level 4 needs – Specialist (statutory children’s services) In exceptional cases families need specialist, statutory support that is designed to maintain or repair relationships and keep families together wherever possible. In some very specific circumstances, the needs are so great that children need to be away from their family to ensure that they are protected from harm and in these circumstances the local authority becomes their “corporate parent”.

For children with acute, high-risk needs or at risk of significant harm. Requires immediate statutory intervention via Children’s Social Care, often under Section 47.

Key Indicators:

- Significant abuse or neglect (physical, emotional, sexual).
- Persistent concerns unresolved by Levels 2–3 support.
- Severe parental issues (substance misuse, mental health, offending).
- Serious safety risks (exploitation, organised crime, radicalisation).
- Complex health needs unmet by parents.

Action: Immediate referral to Children’s Social Care via MASH.

Difference from Level 3: Level 3 addresses complex needs with multi-agency support; Level 4 involves immediate or severe risk where early help is insufficient.

THE DESIGNATED SAFEGUARDING LEAD AND KEEPING CHILDREN SAFE IN EDUCATION

Statutory Responsibilities

The Designated Safeguarding Lead (Mrs Fort)

is expected to:

- Develop, maintain and enhance a culture of Safeguarding for pupils, staff and the school community
- Manage Referrals
- Develop and amend Policy
- Act as a point of support in all Safeguarding areas for all staff Oversees staff training
- Raise Awareness
- Arrange Transfers of Safeguarding Files
- Ensure availability of Safeguarding Support at all times during the school week and school terms

Wider Responsibilities

- Manage use of CPOMS system
- Develop networks with partner agencies and charities
Respond to emerging or ingrained issues in the community
- Liaise with Education Partnership Trust DSL's to develop a trust wide approach Promote efforts of the school to parents and wider community
- Arrange supervision for team members or staff in need

Day to Day Responsibilities

- Ensure access to CPOMS
Monitor logs made by staff
- Triage Cause for Concerns
logged Quality assure logs made
- Support pupils and staff with emerging concerns
- Provide staff with updates of concerns or information impacting on teaching and learning
- Where needed refer to Safeguarding Partners as required

KEEPING CHILDREN SAFE IN EDUCATION (KCSIE)

KCSIE is the Statutory Guidance for Schools and Colleges. It outlines the Roles and Responsibilities of Governors, Headteachers, Senior Leaders, Designated Safeguarding Leads and all staff in school.

All staff HAVE to have read and understood Part 1 of Keeping Children Safe in Education. The Guidance highlights how to respond to concerns, the indicators of abuse and detail of the Neglect, abuse and exploitation pupils could face. There are detailed annexes explaining the context of situations that pupils and staff could face in school and how to respond to serious incidents such as child on child abuse including sexual harassment in school between pupils.

This guidance is the foundation of our culture of safeguarding and any questions or queries can be directed to the DSL.



Keeping children safe in education 2025

Statutory guidance for schools and colleges

September 2025

REPORTING A CONCERN

We use the CPOMs platform to record all safeguarding concerns.

All of our logs have to take into account the following:

- The log must be based on factual information only, and must be accurate, including times, dates, locations and spellings.
- The log must be recorded in a timely manner, whilst it is fresh in the recorder's memory.
- No jargon, acronyms, initials or abbreviations must be used.
- Ensure that any decision making is clear and sound, using words used by the person disclosing where relevant.

Recording a Cause for Concern on CPOMs should follow the CRA methodology:

C: Concern - what are you concerned about, remembering to be factual, accurate, clear and timely

R: Risk - what is the risk of the above?

A: Action - what have you done/what is the outcome thus far?



SAFEGUARDING GUIDANCE AND LINKS

Government Guidance

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
https://www.saferrecruitmentconsortium.org/_files/ugd/f576a8_0d079cbe69ea458e9e99fe462e447084.pdf
<https://www.gov.uk/government/publications/prevent-duty-guidance>
<https://www.gov.uk/government/publications/serious-violence-strategy>
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/747709/Mental_health_and_wellbeing_provision_in_schools.pdf
https://assets.publishing.service.gov.uk/media/65d62b02188d770011038855/UKCIS_sharing_nudes_and_semi_nudes_advice_for_education_settings__Web_accessible.pdf

Lancashire County Council

<https://www.lancashire.gov.uk/practitioners/supporting-children-and-families/safeguarding-children/requesting-support-from-childrens-services/>
<https://www.lancashire.gov.uk/children-education-families/keeping-children-safe/family-safeguarding/>
<https://lancashiresafeguardingpartnership.org.uk/>
https://panlancashirescb.proceduresonline.com/chapters/p_female_mutilation.html
<https://panlancashirescb.proceduresonline.com/chapters/contents.html>

Other useful guidance

https://proceduresonline.com/trixcms2/media/22154/brook_traffic_light_tool.pdf
<https://traumainformedlancashire.co.uk/>
<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>

**AT BURNLEY HIGH
SCHOOL,
ALL OF OUR STAFF ARE
ENCOURAGED TO
THINK
“IT COULD HAPPEN
HERE”
AND
“IF IN DOUBT, THERE IS
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