



Child Protection and Safeguarding Policy

Date of review:	September 2025
Approved by:	B&A Committee
Date Approved:	26 November 2025
Date of next review:	September 2026

Named personnel with designated responsibility for Child Protection		
School	Designated Safeguarding Lead (DSL)	Nominated Safeguarding Governor
Titus Salt School DSL	Mrs Hannah McKenzie (DSL Lead) Ms Sandy Docherty (DSL Wellbeing) Philippa Jarvis (DSL Inclusion) Mrs Lynsey Bloor (DSL CIC) Miss Gemma Longbottom (DSL SEND) Mrs Katy Wilby (DSL Transition)	Mrs Louise Dale
Safer Recruitment Staff	Mr Phil Temple (Headteacher) Mrs Hannah McKenzie (Deputy Headteacher) Mrs Claire Willis (Deputy Headteacher) Mr Richard Field (Assistant Headteacher) Mr Max Robinson (Assistant Headteacher) Miss Gemma Longbottom (SENDCo) Mrs Jane Collett (HR Operations Manager) Mrs Shirley Craven (Chair of Governors) Mr John Drinkall (Vice Chair of Governors) Mr Michael Pollard (Governor) Mrs Lorraine Lucas (Governor) Mrs Alana Hall (Governor) Mrs Kate Lightstead (Governor)	
Prevent Team	Mrs Hannah McKenzie (Deputy Headteacher)	Mrs Louise Dale

1. Introduction

Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- 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, and
- taking action to enable all children to have the best outcomes
- Children includes everyone under the age of 18.

This Child Protection and Safeguarding Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school.

In particular this policy should be read in conjunction with the Recruitment and Selection Policy, Behaviour Policy, Care and Control Policy, Anti-Bullying Policy, Code of Conduct, Cyber Security (E-safety) Policy and ICT Acceptable Use Policy.

1.1. Purpose of a Child Protection and Safeguarding Policy

- To inform staff, parents, carers, volunteers and governors about the school's responsibilities for safeguarding children
- To enable everyone to have a clear understanding of how these responsibilities should be carried out
- To ensure staff understand that safeguarding the welfare of children (anyone under the age of 18) is 'everyone's responsibility'
- To ensure that staff working with children maintain the attitude that 'it could happen here' where safeguarding is concerned and that when concerned about the welfare of a child, staff should always act in the best interests of the child

1.2. Bradford District Safeguarding Children Partnership (Safer Bradford)

The BDSCP operates in line with the requirements of the Children and Social Work Act, 2017 and the statutory guidance Working Together to Safeguard Children, 2023.

It covers the geographical area of the Bradford district as defined by Local Authority boundaries. The safeguarding partners and other relevant agencies and organisations included in these arrangements are committed to fulfilling their statutory duties to safeguard and promote the welfare of children from the Bradford District who live in or are placed outside the local authority area.

The Partnership continues to seek assurance that all relevant partners meet their duties under Section 11 of the Children Act, 2004 (via the Organisational Safeguarding Assessment) where this applies, or have equivalent standards.

The three safeguarding partners jointly leading the partnership are:

- Bradford Local Authority – Represented by the Chief Executive
- West Yorkshire Police – Represented by District Commander
- Bradford District and Craven Health and Care Partnership - Represented by Director of Quality and Nursing

All three safeguarding partners have equal and joint responsibility for local safeguarding arrangements. These arrangements are discharged through the BDSCP. The governance structure includes subgroups to ensure scrutiny arrangements are in place for core business and addressing priority areas.

1.3. School Staff and Volunteers

All school staff have a responsibility to provide a safe environment in which children can learn.

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour, and failure to develop because they have daily contact with children.

All school staff will receive appropriate safeguarding children training, which is updated regularly so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition, all staff members should receive safeguarding and child protection updates (for example, via weekly email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the HR Operations Manager, including relevant Child Protection and Safeguarding Policies and staff code of conduct.

1.4 Our Commitment

Titus Salt School takes account of the principles of 'Keeping Children Safe in Education' (September 2025). It is acknowledged that the effective safeguarding arrangements are underpinned by key principles which are as follows:

- **All staff adopt a zero-tolerance approach to child-on-child abuse.**
- Safeguarding is everyone's responsibility
- Safeguarding requires a clear child centred approach
- Safeguarding incidents can happen anywhere, all staff must be alert to possible concerns being raised in school
- All staff may raise concerns directly with Children's Social Services:
 - During office hours (8.30am - 5.00pm Monday to Thursday, 4.30pm on Friday) call Children's Social Services Initial Contact Point - 01274 437600
 - At all other times, Social Services Emergency Duty Team - 01274 431010
 - If you have reason to believe that a child is at IMMEDIATE RISK OF HARM, contact the police on 999
 - For all general enquiries, please contact Children's Specialist Services on 01274 435182
 - For more information visit the Safeguarding Children Partnership - [Safer Bradford](#)

We recognise that for children, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevent abuse. Our school will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to
- Ensure that children know there are adults in the school they can approach if they are worried or are in difficulty
- Deliver preventative education on sexual violence and sexual harassment through planned, high-quality Relationship and Sex Education (RSE) during Personal, Social, Health and Economic Education (PSHE) lessons. At Titus Salt School these lessons are referred to as 'Personal Development' lessons
- Include in the curriculum, activities and opportunities for Personal, Social and Health Education (PSHE) which equip children with the skills required to stay safe from all forms of abuse, including an awareness of e-safety and radicalisation

- Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- Ensure that all pupils are prepared for life in modern Britain
- Ensure that, wherever possible, every effort will be made to establish effective working relationships with parents/carers and colleagues from other agencies
- Notify Children's Social Care as soon as there is a serious concern
- Support internal and external actions to address individual child protection issues
- Provide continuing support to a child about whom there have been concerns who leaves the school, by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority

1.5 Implementation, Monitoring and Review of the Child Protection Policy

The governing body will review the policy annually. It will be implemented through the school's induction and training programme, and as part of day-to-day practice. Compliance with the policy will be monitored by the DSL. Further monitoring of safeguarding at the school is completed annually through completion of the Section 175 Safeguarding Audit review process and termly monitoring visit by the named Governor for safeguarding.

1.6 Filtering and Monitoring

Titus Salt School employs several layers of filtering and monitoring systems designed to keep our students safe when using ICT.

ICT Monitoring

We deploy a constant keystroke monitoring system to all school ICT devices which utilises a combination of Artificial Intelligence (AI) and human moderation. The system continuously monitors all keystrokes for abbreviations, words, phrases and alerts school as appropriate when a potential breach is detected. Threats are ranked based on seriousness/frequency and alters range from automated logging to a moderator making a telephone call to the school DSL/approved contacts.

Filtering

The school takes a multilevel approach to filtering. Our specialist school internet provider maintains top level filtering whilst a local on-premises device allows for a level of granularity and configurability to allow access to locally approved sites (whilst remaining compliant to top level filtering). All filters which keep the school network safe are compliant with the DfE filtering and monitoring standards for schools and colleges and are tested regularly to ensure they continue to comply.

2. Statutory Framework

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- [The Children Act 2004](#)
- [Education Act 2002 \(Section 175\)](#) outlines that Local Authorities and School Governing Bodies have a responsibility to "ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils"
- Safer Bradford <https://www.saferbradford.co.uk/children/>
- [Keeping Children Safe in Education](#) (September 2025)
- [Working Together to Safeguard Children](#) (DfE 2023)
- [What to do if you're worried a child is being abused - Advice for practitioners](#)
- [The School Staffing \(England\) Regulations 2009](#), which sets out what must be recorded on the Single Central Register (SCR) and the requirement for at least one person conducting an interview to be trained in Safer Recruitment
- The [Rehabilitation of Offenders Act 1974](#) which outlines when people with criminal convictions can work with children

- Section 35 of the [Safeguarding Vulnerable Group Act 2006](#) which defines regulated activity in relation to children
- [The Education \(Pupil Information\) \(England\) Regulations 2005](#)
- [Information Sharing](#) July 2018
 - [The Data Protection Act](#) 2018 (DPA) and UK General Data Protection Regulation (UK GDPR)
- [Sexual Offences Act \(2003\)](#)
- Section 26, [The Counter Terrorism and Security Act 2015](#) (PREVENT duty)
- [Female Genital Mutilation Act 2003](#) (Section 74 -Serious Crime Act 2015)
- [Sharing-nudes-and-semi-nudes-advice-for-education-settings-Sharing-nudes-and- semi-nudes-how-to-respond-to-an-incident](#)

Working Together to Safeguard Children (DfE 2023) requires each school to follow the procedures for protecting children from abuse, which will be supported by the Safeguarding Children Partnership/safeguarding partners (Bradford local authority, chief officers of police, and clinical commissioning groups).

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which:

- a) a child may have been abused or neglected or is at risk of abuse or neglect
- b) a member of staff has behaved in a way that has or may have harmed a child or that indicates they would pose a risk of harm

3. The Designated Safeguarding Lead

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.

The designated safeguarding lead should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

The Designated Safeguarding Lead for Child Protection in Titus Salt School is:

NAME: **Mrs Hannah McKenzie**

DSL and Deputy Headteacher

Within this role the Lead DSL directly reports to Mr Phil Temple, Headteacher.

There should be at least one Deputy Designated Senior Lead (DDSL) to act in the absence of the lead DSL.

The Deputy Designated Senior Leads for Child Protection in this school are:

- Mrs Philippa Jervis – Assistant Headteacher, Inclusion
- Ms Sandy Docherty - Child Protection & Welfare Officer
- Mrs Lynsey Bloor – Children in Care (CiC) Leader
- Miss Gemma Longbottom – SENDCo
- Mrs Katy Wilby – Transition Coordinator

3.1.1. The broad area of responsibility for the DSL is to oversee the Safeguarding team inc:

3.1.2. Managing referrals and cases

- Refer all cases of suspected abuse or neglect to the Bradford Local Authority Children's Services (Safeguarding and Specialist Services), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern
- Liaising with the Headteacher to inform them of any child protection issues- especially on-going enquiries under Section 47 of the Children Act 1989 and police investigations
- When making a referral, provide as much information as possible as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm
- Acting as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Where a person is dismissed or left due to risk/harm to a child, a referral to the Disclosure and Barring Service as required
- Supporting staff who make referrals
- Sharing information with appropriate staff in relation to a Child in Care (CiC) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility
- Ensuring they have details of the CiC social worker and the name of the virtual school Head Teacher in the authority that looks after the child

3.1.3. Training and Induction of New Staff

The DSL and DDSs should undergo formal training every two years. The DSL should also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually to:

- Understand the assessment process of the **Bradford District Safeguarding Children Partnership Continuum of Need and Risk Identification Tool** for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Understand and support the school with regards to the requirements of the Prevent
- Duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation. Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

3.1.4. As part of their role the DSL should:

- Ensure all staff, trainee teachers and volunteers, receive appropriate child protection and safeguarding training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (via email, e-bulletins, staff meetings) as required and at least annually
- Ensure each member of staff, trainee and volunteer has access to and understands the school's safeguarding and child protection policy and procedures and has read and acknowledged Part 1, part 5 and Annex B of Keeping Children Safe in Education 2024
- Ensure all staff, trainees and volunteers are aware of the process of making referrals to

Early Help and to Children's Social Care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments

- Ensure that new staff, trainees, volunteers and staff returning from long term absence (12 months or more), receive a robust induction programme which includes:
 - Copies of the school Child Protection and Safeguarding Policy.
 - Copies of Part 1 and Annex B of Keeping Children Safe in Education 2025
 - Copies of the school Behaviour Policy
 - Child Protection – including names and roles of the DSL and DDSLs
 - Online safety and the school's Acceptable Use Policy
 - Whistleblowing policy and procedures
 - Staff Code of Conduct
- Ensure that volunteers who do not hold an enhanced DBS are subjected to a robust risk assessment prior to starting work. In line with the school's Recruitment and Selection Policy. Volunteers will also be required to complete an application form and provide two references for their voluntary post

3.1.5. Disqualification by Association Sept 2018

The DSL and Senior Leadership Team must be aware that a change in the law means that Disqualification by Association will only apply on domestic premises. However, Disqualification under the Childcare Act 2006, still applies to staff themselves. As a result of this change Titus Salt School will no longer ask about the cautions or convictions of someone living or working in an employee's household.

3.1.6. Raising Awareness

The DSL should:

- Ensure the school or policies are known, understood and used appropriately
- Ensure the school Safeguarding and Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this
- Ensure the Safeguarding and Child Protection Policy is available publicly and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this Link with the local Bradford District Safeguarding Children Partnership (Bradford local authority, chief officers of police, and clinical commissioning groups)
- Ensure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school, ensure the safeguarding file* and any child protection information is sent to any new school/college as soon as possible but transferred separately from the main pupil file
- *the safeguarding file refers to any information which has been recorded about a child in relation to school actions, family support work, professional partnership work, Early Help referrals, Child in Need, Child Protection Plans or and contextualised safeguarding concerns the school may have.*
- The school should obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with GDPR and data protection guidelines

4. The Governing Body

Governing bodies must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.

The Nominated Safeguarding Governor (NSG) and PREVENT Governor is:

NAME: Mrs Louise Dale

The responsibilities placed on governing bodies include:

- their contribution to inter-agency working, which includes providing a coordinated offer of Early Help when additional needs of children are identified
- ensuring that an effective Child Protection Policy is in place, together with a staff code of conduct
- ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2025) and Annex B and are aware of specific safeguarding issues
- ensuring that staff induction is in place with regards to child protection and safeguarding
- appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead. It is a matter for individual schools as to whether they choose to have one or more Deputy Designated Safeguarding Leads
- ensuring that all of the Designated Safeguarding Leads (including deputies) should undergo formal child protection training every two years (in line with KCSiE 2025 guidance) and receive regular (annual) safeguarding refreshers (for example via email, e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments)
- prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- ensuring that children are taught about safeguarding in an age-appropriate way
- ensuring appropriate filters and appropriate monitoring systems (Forensic Monitoring) are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support governing bodies is provided in Keeping Children Safe in Education (September 2025)

5. When to be concerned

5.1. A child centred and coordinated approach to safeguarding:

Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Schools and their staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the best interests of the child at all times.

5.2. Children who may require Early Help

[Families First](#) is Bradford's programme of early help services for families. A directory of early help services is available at localoffer.bradford.gov.uk (last accessed August 2024) and will help practitioners and families find information and support to prevent escalation of needs and crisis.

All staff should be aware of the Early Help process, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the DSL or DDSL's any ongoing/escalating concerns so that consideration can be given to a referral to Early Help/Children's Services (Safeguarding and Specialist Services) if the child's situation doesn't appear to be improving.

Staff can make an Early Help Referral via the **Gateway (Tel: 01274 435600)** and on a MARF

(Multi-Agency Referral Form) available on the Bradford District Safeguarding Children Partnership website [Safer Bradford - Report a Concern](#) (last accessed August 2024) and also held in school.

Staff and volunteers working within the school should be alert to the potential need for early help for children also who are more vulnerable. For example:

- Children with a disability and/or specific additional needs
- Children with special educational needs
- Children who are acting as a young carer
- Children who have experienced multiple suspensions, are at risk of being permanently excluded from schools, or in Alternative Provision
- Children who are showing signs of engaging in anti-social or criminal behaviour
- Children whose family circumstances present challenges, such as substance abuse, poor adult mental health or domestic violence (DV)
- Children who are showing early signs of abuse and/or neglect

School and staff members should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect**. They should also be aware of the indicators of maltreatment and specific contextual safeguarding issues so that they are able to identify cases of children who may be in need of help or protection. These include: Children Missing in Education; Radicalisation; Child Sexual Exploitation; Female Genital Mutilation; County Lines; Honour Based Violence; Child on child Abuse including Sexual Violence and Sexual Harassment Between Children in School; Children showing signs of mental illness

See Appendix 1 for specific safeguarding issues and Appendix 3 for indicators of abuse.

Children with a mental health concern:

- 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
- All staff must be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one
- If a member of staff has a mental health concern about a child that is also a safeguarding concern, take immediate action and speak to a DSL or DDSL so a referral can be made
- If a member of staff has a mental health concern that is **not** also a safeguarding concern speak to the relevant Year Team, the Wellbeing Officer or one of the school's Mental Health Champions so that the child can be signposted to the correct support

5.3. Children with special educational needs and disabilities:

Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs
- Communication barriers and difficulties
- Reluctance to challenge carers: professionals may over empathise with carers because of the perceived stress of caring for a disabled child
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased
- A disabled child's understanding of abuse
- Lack of choice/participation
- Isolation

5.4. Child on Child Abuse and Sexual Violence and Harassment

(Please refer to the schools Policy on Sexual Violence and Harassment. This policy follows the advice provided by the Department for Education on [sexual violence and sexual harassment between children in schools and colleges](#) (September 2021) and in line with the [Human Rights Act 1998](#) and the [Equality Act 2010](#).)

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

The school adopts a Zero Tolerance approach to negative behaviours, including all forms of bullying; emotional, physical, prejudice based and discriminatory, including racial, faith based, gendered (sexist) homophobic/bi-phobic, transphobic, disability based, sexual (including sexual harassment), direct or indirect verbal bullying and cyber-bullying.

Child on child abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender-based violence/ sexual assaults, sexting, teenage relationship abuse, child-on-child exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service will be used to help professionals; assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at Brook.org.uk (last accessed August 2024).

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as "banter", or as "part of growing up". As this can lead to a culture of unacceptable behaviour, and unsafe environment for children and a culture that normalises abuse.

Staff should understand that even if there are no reports of child-on-child abuse in their schools, this does not mean it is not happening. If staff have any concerns about child-on-child abuse, they should speak to their designated DSL or deputy.

In order to minimise the risk of child on child abuse the school:

- Provides a developmentally appropriate PSHE curriculum which develops pupils understanding of acceptable behaviour and keeping themselves safe
- The school will deliver preventative education on sexual violence and sexual harassment through planned, high-quality Relationship and Sex Education (RSE) during Personal, Social, Health and Economic Education (PSHE) lessons. At Titus Salt School these lessons are referred to as 'Personal Development'
- Have systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued
- Develop robust risk assessments where appropriate
- Have relevant policies in place (e.g. behaviour policy, Sexual Violence and Harassment Policy and procedures)

5.5. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. The school recognises 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 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

5.6. Specific safeguarding issues

All staff should have an awareness of the safeguarding issues listed below and in Annex B of Keeping Children Safe in Education (September 2025). Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

- Child abduction and community safety incidents
- Children and the court system
- Children missing from education and children absent from education
- Children with family members in prison
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- Modern Slavery and the National Referral Mechanism
- Cybercrime
- Domestic abuse
- Homelessness
- So called 'honour based' abuse including FGM and Forced Marriage
- FGM and FGM mandatory reporting duty
- Forced marriage
- Preventing radicalisation
- The Prevent Duty
- Channel
- Additional support
- Child on child abuse
- Upskirting
- Sexual violence and sexual harassment between children in schools and colleges
- The response to a report of sexual violence or sexual harassment
- Additional advice and support

Reference - Annex B KCSIE 2025 contains important additional information about specific forms of abuse and safeguarding issues.

6. Dealing with Disclosures

If a child discloses that he or she has been abused in some way, the member of staff/volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child
- Reassure them that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the DSL or DDSL without delay

6.2. Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for themselves and discuss this with the DSL or DDSL.

If a school staff member receives a disclosure about potential harm caused by another staff member, they should see Section 12 of this policy – Allegations involving school staff/volunteers.

7. Contextual Safeguarding

Staff should be aware that as well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including: exploitation by criminal gangs and organised crime groups such as county lines; trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Extremist groups make use of the internet to radicalise and recruit and to promote extremist materials. Any potential harmful effects to individuals identified as vulnerable to extremist ideologies or being drawn into terrorism should also be considered

Staff making assessments of children in such cases should consider whether wider environmental factors are present in a child's life and are a threat to their safety and/or welfare

If a school staff member receives a disclosure concerning the welfare of a child in relation to contextual safeguarding, a referral will be made to the relevant agency (Social Services, West Yorkshire Police, Channel) to assess the extent to which identified individuals are vulnerable to being drawn into CSE, organised crime gangs, terrorism, and, where appropriate, arrange for support to be provided.

8. Record Keeping

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the DSL or DDSL.

When a child has made a disclosure, the member of staff/volunteer should:

- Record the disclosure as soon as possible after the conversation by emailing the DSL. This will then be placed on the school's CPOMS system
- Do not destroy the original notes – these should be scanned and passed to the DSL or DDSL in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the DSL or DDSL promptly. No copies should be retained by the member of staff or volunteer.

The DSL or DDSL will ensure that all safeguarding concerns are acted on appropriately by recording:

- Details of how the case was followed up and resolved
- A note of any actions taken, decisions reached and outcomes

If a child who is/or has been the subject of a child protection plan changes school, the DSL or DDSL will inform the social worker responsible for the case and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child's academic file.

If a child leaves school who has not been subject to a Child Protection Plan/CIN but is considered by the school to be vulnerable, then the DSL or DDSL will inform the DSL in the receiving school and transfer the appropriate safeguarding file* to the new school in a secure

manner and separate from the child's academic file.

** The safeguarding file refers to any information which has been recorded about a child in relation to school actions, family support work, professional partnership work, Early Help referrals, Child in Need, Child Protection Plans or and contextualised safeguarding concerns the school may have.*

The school will obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with GDPR and data protection guidelines.

The Governing Body should ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare (KCSiE 2025).

The Governing Body and DSLs must ensure that relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information as provided for in the Data Protection Act 2018 and UK GDPR (ref. paragraph 118 KCSiE 2025).

It must be noted that the Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to get in the way of the need to safeguard or protect the welfare and safety of children.

9. Confidentiality

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police)
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts

10. School Procedures

Please see Appendix 2: What to do if you are worried a child is being abused: flowchart.

If any member of staff is concerned about a child, they must inform the DSL or DDSL. The DSL or DDSL will decide whether the concerns should be referred to Children's Services, Specialist Services – Prevention and Early Help, including mental health support organisations. If it is decided to make a referral to Children's Social Care, this will be discussed with the parents/carers, unless to do so would place the child at further risk of harm.

While it is the DSL or DDSLs role to make referrals, any staff member can make a referral to Children's Social Care. If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM, at risk of radicalisation), a referral should be made to the appropriate Children's Social Care and to the Police/Channel etc. immediately. Where referrals are not made by the DSL or DDSL, the DSL or DDSL should be informed as soon as possible.

If a teacher/member of staff (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl

under the age of 18 the teacher must report this to the police. **This is a mandatory reporting duty.** See Appendix 5 - Keeping Children Safe in Education (DfE 2025)

Bradford Children's Services Initial Contact Point 01274 435600 (Mon-Fri 8:30 – 17:00) Out of

Hours Emergency Duty Team 01274 431010

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations.

Particular attention will be paid to the attendance, mental health and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

If a pupil who is/or has been the subject of a child protection plan changes school, the DSL or DDSL will inform the social worker responsible for the case and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child's academic file.

(The same procedures will be followed for a child who has not been subject to a Child Protection Plan/CIN, but is considered by the school to be in a vulnerable category)

The DSL or DDSL is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

10.1. Referrals

Safeguarding referrals should be made to Social Care and will be accompanied by an Early Help referral form.

Useful Telephone Numbers:

Children's Social Care Initial Contact Point: 01274 433999 Emergency Duty Team: 01274 431010

Education Safeguarding Officers: 01274 437043

Police: Javelin House, Child Protection Unit: 01274 376061

10.2. Prevent

Referrals for children who are at risk of being exposed to radicalisation should be made via the Channel referral process.

Bradford Prevent Team: 01274 376215

11. Communication with Parents/Carers

Titus Salt School will ensure the Safeguarding and Child Protection Policy is available publicly via the school website and by a paper copy in school.

Parents/Carers should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g., a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed
- Leading to an unreasonable delay
- Leading to the risk of loss of evidential material

(The school may also consider not informing parent(s)/carer(s) where it would place a member of staff at risk).

- Ensure that parents/carers have an understanding of the responsibilities placed on the school and staff for safeguarding children

12. Allegations involving school staff/supply staff/volunteers

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates they would pose a risk of harm if they work regularly or closely with children
- Is aware that someone may have been involved in an incident outside of school which didn't involve children but could have an impact on their suitability to work with them (e.g. domestic violence)

This applies to any child the member of staff/supply staff/volunteer has contact within their personal, professional or community life.

12.2. What school staff should do if they have concerns about safeguarding practices within school?

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements.

Appropriate whistleblowing policy and procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the school senior leadership team.

If staff members have concerns about another staff member then this should be referred to the Headteacher. Where there are concerns about the Headteacher, this should be referred to the Chair of Governors as appropriate.

Chair of Governors: Mrs Shirley Craven

In the absence of the Chair of Governors, the Vice Chair should be contacted.

Vice Chair of Governors: Mr John Drinkall

Named Safeguarding Governor: Mrs Louise Dale

In the event of allegations of abuse being made against the Headteacher or where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO) or to the Bradford Safeguarding Team – Reference the Bradford Safeguarding Team Flowchart for contact numbers

Staff may consider discussing any concerns with the DSL and if appropriate make any referral via them.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. They should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised, and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Headteacher.

The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Headteacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (LADO) or the Bradford Education Safeguarding Team (See Appendix 7 for contact numbers).

If the allegation meets any of the criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer (LADO) without delay.

If it is decided that the allegation meets the threshold for safeguarding, an investigation will take place by the local authority.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be considered a low level concern and handed back to the employer for consideration via the school's internal procedures.

The Headteacher should, as soon as possible, following briefing from the Local Authority Designated Officer (LADO) inform the subject of the allegation.

Where a staff member feels unable to raise an issue with their employer/through the whistleblowing procedure or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

12.3. Safer Working Practice

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/staff code of conduct and Safer Recruitment Consortium document: [Guidance for safer working practice for those working with children and young people in education settings](#) (last accessed August 2024)

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment ([School Standards and Framework Act 1998](#)).

APPENDIX 1:

Annex A: Safeguarding information for school and college staff

The following is a condensed version of Part one of Keeping children safe in education. It can be provided (instead of Part one) to those staff who do not directly work with children, if the governing body or proprietor think it will provide a better basis for those staff to promote the welfare of and safeguard children.

The role of school and college staff

1. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children has an important role to play.
2. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. It is important all staff (including those who do not work directly with children) recognise the important role they play in protecting children.

What school and college staff need to know

3. For the purposes of safeguarding, a child is anyone under the age of 18. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
 - providing help and support to meet the needs of children as soon as problems emerge
 - protecting children from maltreatment, whether that is within or outside the home, including online
 - 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, and
 - taking action to enable all children to have the best outcomes

All staff should:

- Be aware of the systems in their school or college which support safeguarding, and these should be explained to them as part of staff induction. As a minimum this Annex and the child protection policy should be shared with staff at induction.
- Receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (including online safety) (for example, via emails, e-bulletins and staff meetings), as required, and at least annually, to provide them with the skills and knowledge to safeguard children effectively.
- Know the identity of the designated safeguarding lead (and any deputies) and

how to contact them.

- Know what to do if a child tells them they are being abused, neglected or exploited. This includes understanding they should never promise a child that they will not tell anyone else about a report of abuse, as this is unlikely to be in the best interests of the child.
- Should be able to reassure all victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report.
- Should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non- consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

What school and college staff should look out for

Abuse, neglect and exploitation

4. Knowing what to look for is vital to the early identification of abuse, neglect and exploitation. All staff should be aware of indicators of abuse, neglect and exploitation, so that they are able to identify cases of children who may be in need of help or protection. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.
5. If staff are unsure, they should always speak to the designated safeguarding lead (or a deputy).

Forms of abuse and neglect

6. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused by other children or adults, in a family or in an institutional or community setting by those known to them or, more rarely, by others.
7. **Physical abuse:** a form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.
8. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
9. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Females can also be abusers as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and **all** staff should be aware of it and their school or colleges policy and procedures for dealing with it.

10. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

11. **All** staff should be aware that child sexual and child criminal exploitation are forms of child abuse.

Safeguarding issues

12. **All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos¹⁴⁸ (also known as youth produced sexual imagery) put children in danger.

Child-on-child abuse

13. **All** staff should be aware that children can abuse other children at any age (often referred to as child-on-child abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of abuse and know how to identify it and respond to reports.

¹⁴⁸ Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. [UKCIS](#) provides detailed advice about sharing of nudes and semi-nude images and videos.

14. **All** staff should be clear as to the school or college's policy and procedures with regards to child-on-child abuse. Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')

- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment

What school and college staff should do if they have concerns about a child

15. Staff working with children should maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best interests** of the child.

16. Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe.

17. If staff have **any concerns** about a child's welfare, they should act on them immediately. They should follow their school or college's child protection policy and speak to the designated safeguarding lead (or a deputy). In the absence of the designated safeguarding lead (or a deputy) staff should speak to a member of the school or college's senior leadership team.

18. The designated safeguarding lead (or a deputy) will generally lead on next steps, including who else, if anyone, in the school or college should be informed and whether to pass a concern to local authority children's social care and/or the police. In some instances, staff may be expected to support the local authority children social care assessment process. If this is the case, the designated safeguarding lead (or a deputy) will support them.

Why all of this is important

19. It is important for children to receive the right help at the right time to address safeguarding risks and prevent issues escalating and to promote children's welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective and immediate action. Examples of poor practice includes failing to act on and refer the early signs of abuse and neglect.

What school and college staff should do if they have a safeguarding concern or an allegation about another staff member who may pose a risk of harm to children

20. If staff have a safeguarding concern or an allegation is made about another member of staff (including supply staff, contractors, volunteers, and visitors) harming or posing a risk of harm to children, they should speak to the headteacher or principal (unless it relates to the headteacher or principal, in which case they should speak to the chair of governors, chair of the management committee, or the proprietor of an independent school).

What school or college staff should do if they have concerns about safeguarding practices within the school or college

21. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

22. Appropriate whistleblowing procedures should be in place for concerns to

be raised with the school or college's senior leadership team.

23. Where staff feel unable to raise an issue with the employer or feel that their genuine safeguarding concerns are not being addressed [NSPCC whistleblowing advice line](#) is available. Staff can call 0800 0280285 – 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends. The email address is: help@nspcc.org.uk. Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.

APPENDIX 2: WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE FOR PRACTITIONERS

Be Alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation
- Know what systems the school have in place regarding support for safeguarding e.g. induction training, staff behaviour policy/code of conduct and the role of the Designated Safeguarding Lead (DSL).

Question Behaviours

- Talk and listen to the views of children, be non-judgemental
- Observe any change in behaviours and question any unexplained marks/injuries
- To raise concerns about poor or unsafe practice, refer to the Headteacher. If the concerns is about the Headteacher, report to Chair of Governors
- Utilise whistleblowing procedure

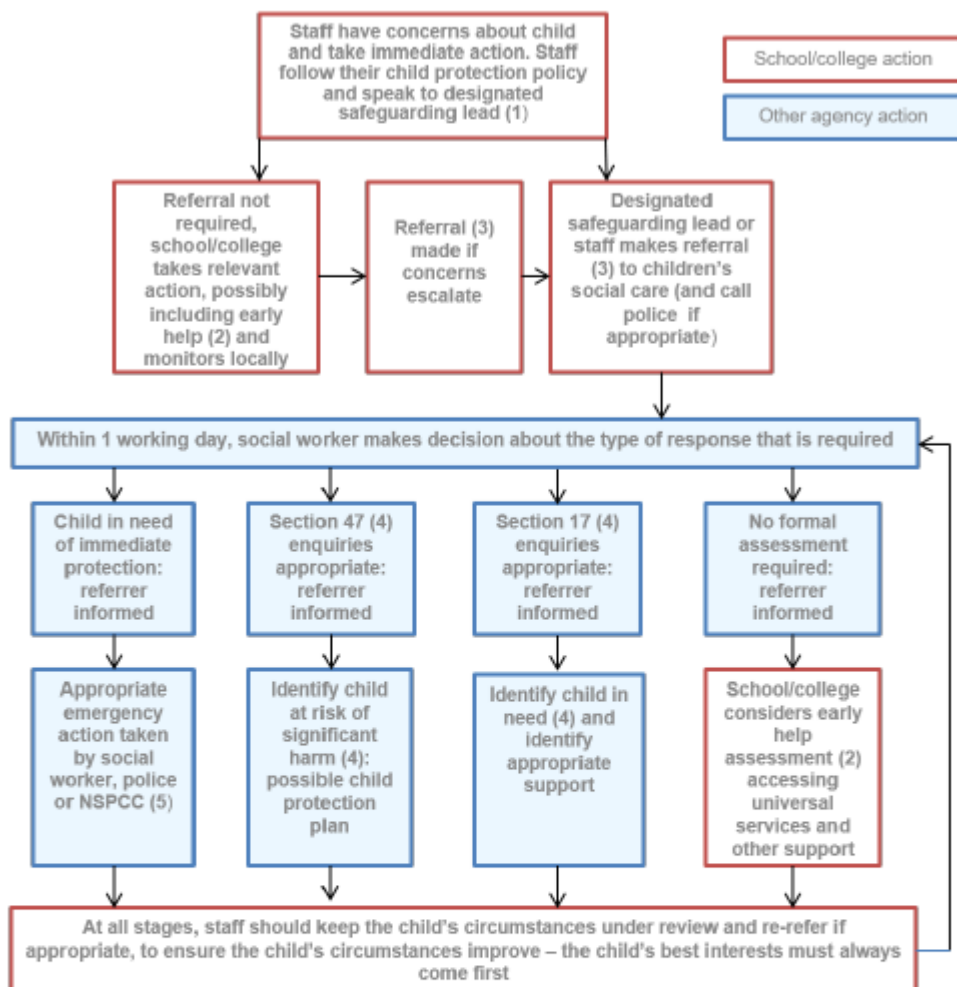
Ask for Help

- Record and share information appropriately with regard to confidentiality
- If staff members have concerns, raise these with the school's Designated Safeguarding Lead (DSL)
- Responsibility to take appropriate action, do not delay

Refer

- DSL will make referrals to children services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Services on 0300 1234043

Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(2) 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. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) 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. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

APPENDIX 3: INDICATORS OF ABUSE AND NEGLECT

The framework for understanding children's needs:



Working Together to Safeguard Children (DFE, 2023)

APPENDIX 4: DEFINITIONS OF ABUSE

Physical Abuse	
<p>Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.</p> <p>Physical harm may also be caused when a parent or carer fabricated the symptoms of, or deliberately induces, illness in a child.</p>	
Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of the body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness
Parent	Family/environment
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community
Fear of medical help/parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement
Over chastisement of a child	

Emotional abuse

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

Child

Self-harm	Over-reaction to mistakes/ Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour

Parent

Family/environment

Observed to be aggressive towards child or	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings
History of abuse or mental health problems	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at
Dry sparse hair	Abnormal voracious appetite at school or
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships

Parent**Family/environment**

Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual
Unkempt presentation	Lack of opportunities for child to play and
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from
Mental health, alcohol or drug difficulties	

Sexual Abuse

Sexual abuse: involving 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) on non-penetrative acts such as masturbation, kissing, rubbing and touching outside 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. The sexual abuse of children by other children is a specific safeguarding issue in education – child on child abuse.

Child

Self-harm – eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctance to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention/concentration (world of their own) Sudden changes in schoolwork habits
Pain, bleeding, bruising or itching in genital and/or anal area	Truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	Family/environment
History of sexual abuse	Marginalised or isolated by the community
Excessively interested in the child	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual
Comments made by the parent/carer about the child	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement

APPENDIX 5: KCSiE 2025 ANNEX B

Annex B: Further information

Annex B contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this Annex.

As per Part one of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or a deputy).

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately.

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Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Child criminal exploitation (CCE) and child sexual exploitation (CSE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

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

Children who have been exploited will need additional support to help keep them in education.

Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: [Child sexual exploitation: guide for practitioners](#)

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CCE and CSE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing (from school or home) and are subsequently found in areas away from their home
- have been the victim, perpetrator or alleged perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office and The Children's Society County Lines Toolkit For Professionals](#) .

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Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#).

The guides explain each step of the process, support and special measures that are

available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children who are absent from education

All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school or college's unauthorised absence procedures and children missing education procedures.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent

offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: [Cyber Choices](#), '[NPCC- When to call the Police](#)' and [National Cyber Security Centre - NCSC.GOV.UK](#).

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass

[Operation Encompass](#) operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs.

Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

Operation Encompass provides an advice and helpline service for all staff members

from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8:00 to 13:00, Monday to Friday on 0204 513 9990 (charged at local rate).

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [Safe Young Lives: Young people and domestic abuse | Safelives](#)
- [Domestic abuse: specialist sources of support](#) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- [Home : Operation Encompass](#) (includes information for schools on the impact of domestic abuse on children)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department for Levelling Up, Housing and Communities have published joint statutory guidance on the provision of accommodation for 16- and 17-year-olds who may be homeless and/or require accommodation: [here](#).

Mental health

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout 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, attendance and progress at school.

More information can be found in the [Mental health and behaviour in schools guidance](#), colleges may also wish to follow this guidance as best practice. Public Health England.¹⁴⁹ has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See [Better Health Every Mind Matters](#) for links to all materials and lesson plans.

Modern slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

¹⁴⁹Public Health England: has now been replaced by the UK Health Security Agency and the Office for Health Improvement and Disparities (OHID), which is part of the Department of Health and Social Care, and by the UK Health Security Agency. However, the branding remains unchanged.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance. [Modern slavery: how to identify and support victims - GOV.UK](#)

Preventing radicalisation

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

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

Radicalisation¹⁵⁰ is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism¹⁵¹ is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are [factors that may indicate concern](#).

It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) [making a Prevent referral](#).

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard¹⁵² to the need to prevent people from becoming terrorists or supporting terrorism”.¹⁵³ This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in education settings should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 141-210, which are specifically concerned with education (and also covers childcare). The guidance is set out in terms of three general themes: leadership and partnership, capabilities and reducing permissive environments.

The school or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

¹⁵⁰ As defined in the [Government's Prevent Duty Guidance](#) for England and Wales.

¹⁵¹ As defined in the Terrorism Act 2000 (TACT 2000) <http://www.legislation.gov.uk/ukpga/2000/11/contents>

¹⁵² [Counter-Terrorism and Security Act 2015 \(legislation.gov.uk\)](#)

¹⁵³ "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

Statutory guidance on Channel is available at: [Channel guidance](#) and [Channel training from the Home Office](#).

Additional support

[The Department has published further advice for those working in education settings with safeguarding responsibilities on the Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- [Prevent awareness e-learning](#) offers an introduction to the Prevent duty.
- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are **robust, informed** and with **good intention**.

- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

[Educate Against Hate](#), is a government website designed to support school and college teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the [Prevent for FE and Training](#). This hosts a range of free, sector specific resources to support further education settings to comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The [Safeguarding and Prevent - The Education and Training Foundation \(et-foundation.co.uk\)](#) provides online training modules for practitioners, leaders and managers, to support staff and governors/Board members in outlining their roles and responsibilities under the duty.

London Grid for Learning has also produced useful resources on Prevent ([Online Safety Resource Centre - London Grid for Learning \(lgfl.net\)](#)).

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Detailed advice is available in Part five of this guidance.

Serious violence

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment and having been involved in offending, such as theft or robbery.

A fuller list of risk factors can be found in the Home Office's [Serious Violence Strategy](#).

Professionals should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Advice for schools and colleges is provided in the Home Office's [Criminal exploitation of children and vulnerable adults: county lines](#) guidance. The [Youth Endowment Fund \(YEF\) Toolkit](#) sets out the evidence for what works in preventing young people from becoming involved in violence.

Home Office funded Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as measured by hospital admissions for injury with a sharp object. A list of these locations can be found [here](#). As the strategic co-ordinators for local violence prevention, each VRU is mandated to include at least one local education representative within their Core Membership group, which is responsible for setting the direction for VRU activity. Schools and educational partners within these areas are encouraged to reach out to their local VRU, either directly or via their education Core Member, to better ingrain partnership working to tackle serious violence across local areas and ensure a joined up approach to young people across the risk spectrum.

[Police, Crime, Sentencing and Courts Act 2022](#) introduced a new duty on a range of specified authorities, such as the police, local government, youth offending teams, health and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities.

Educational authorities and prisons/youth custody authorities will be under a separate duty to co-operate with core duty holders when asked, and there will be a requirement for the partnership to consult with all such institutions in their area.

The Duty is not intended to replace or duplicate existing safeguarding duties. Local partners may choose to meet the requirements of the Duty through existing multi-agency structures, such as multi-agency safeguarding arrangements, providing the correct set of partners are involved.

So-called 'honour'-based abuse (including female genital mutilation and forced marriage)

So-called 'honour'-based abuse (HBA) 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 (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. 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.

Actions

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or a deputy). As appropriate, the designated safeguarding lead (or a deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**¹⁵⁴ that requires a different approach (see below).

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.

FGM mandatory reporting duty for teachers

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 may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, 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: [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.¹⁵⁵ Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college's designated safeguarding lead (or a deputy) and involve local authority 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

¹⁵⁴ Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

¹⁵⁵ Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

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: [FGM Fact Sheet](#).

Further information can be found in the [Multi-agency statutory guidance on female genital mutilation](#) and the [FGM resource pack](#) particularly section 13.

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 perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (chapter 8 provides guidance on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at [The right to choose: government guidance on forced marriage - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/the-right-to-choose-government-guidance-on-forced-marriage) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Additional advice and support

There is a wealth of information available to support schools and colleges. The following list is not exhaustive but should provide a useful starting point:

Abuse

Centre of Expertise on Child Sexual Abuse has introduced new resources to help education professionals identify and respond to [concerns of child sexual abuse and abusive behaviours](#).

[What to do if you're worried a child is being abused](#) – DfE advice

[Domestic abuse: Various Information/Guidance](#) – Home Office advice

[Faith based abuse: National Action Plan](#) – DfE advice

[Forced marriage resource pack](#)

[Disrespect NoBody campaign – GOV.UK](#) – Home Office website

[Tackling Child Sexual Abuse Strategy](#) – Home Office policy paper

[Together we can stop child sexual abuse](#) – HM Government campaign

Bullying

[Preventing bullying including cyberbullying](#) – DfE advice

Children missing from education, home or care

[Children missing education](#) – DfE statutory guidance

[Children who run away or go missing from home or care](#) – DfE statutory guidance

[Missing Children and Adults strategy](#) – Home Office strategy

Children with family members in prison

[National Information Centre on Children of Offenders](#) – Barnardo's in partnership with HM Prison and Probation Service

Child exploitation

[Safeguarding children who may have been trafficked](#) – DfE and Home Office guidance

[Care of unaccompanied migrant children and child victims of modern slavery](#) – DfE statutory guidance

[Modern slavery: how to identify and support victims](#) – HO statutory guidance

[Child exploitation disruption toolkit](#) – HO statutory guidance

[Preventing Child Sexual Exploitation](#) – The Children's Society and Home Office

[County Lines Toolkit For Professionals](#) – The Children's Society in partnership with Victim Support and National Police Chiefs' Council

[Multi-agency practice principles for responding to child exploitation and extra-familial harm](#) – Non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, funded by the Department for Education and supported by the Home Office, the Department for Health and Social Care and the Ministry of Justice

Confidentiality

[Gillick competency Fraser guidelines](#) – Guidelines to help with balancing children's rights along with safeguarding responsibilities.

Drugs

[From harm to hope: A 10-year drugs plan to cut crime and save lives](#) – Home Office strategy

[Honest information about drugs](#) – Talk to Frank website

[Drug and Alcohol education – teacher guidance & evidence review](#) – PSHE Association

(So-called) 'honour'-based abuse, including FGM and forced marriage

[Female genital mutilation: information and resources](#) – Home Office guidance

[Female genital mutilation: multi agency statutory guidance](#) – DfE, Department for Health, and Home Office

[Forced marriage](#) – Forced Marriage Unit (FMU) resources

[Forced marriage](#) – Government multi-agency practice guidelines and multi-agency statutory guidance

[FGM resource pack](#) – HM Government guidance

Health and well-being

[Rise Above: Free PSHE resources on health, wellbeing and resilience](#) – Public Health England

[Supporting pupils at schools with medical conditions](#) – DfE statutory guidance

[Mental health and behaviour in schools](#) – DfE advice

[Overview - Fabricated or induced illness](#) – NHS advice

Homelessness

[Homelessness code of guidance for local authorities](#) – Department for Levelling Up, Housing and Communities guidance

Information sharing

[Government information sharing advice](#) – Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers.

[Information Commissioner's Office: Data sharing information hub](#) – Information to help schools and colleges comply with UK data protection legislation including UK GDPR.

Online safety advice

[Childnet](#) – Provides guidance for schools on cyberbullying

[Educateagainsthate](#) – Provides practical advice and support on protecting children from extremism and radicalisation

[London Grid for Learning](#) – Provides advice on all aspects of a school or college's online safety arrangements

[NSPCC E-safety for schools](#) – Provides advice, templates, and tools on all aspects of a school or college's online safety arrangements

[Safer recruitment consortium](#) – 'Guidance for safe working practice', which may help

ensure staff behaviour policies are robust and effective

[Searching screening and confiscation](#) – Departmental advice for schools on searching children and confiscating items such as mobile phones

[South West Grid for Learning](#) – Provides advice on all aspects of a school or college's online safety arrangements

[Use of social media for online radicalisation](#) – A briefing note for schools on how social media is used to encourage travel to Syria and Iraq

[Online Safety Audit Tool](#) – From UK Council for Internet Safety to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring

[Online safety guidance if you own or manage an online platform](#) – DCMS advice
[A business guide for protecting children on your online platform](#) – DCMS advice

[UK Safer Internet Centre](#) – Provides tips, advice, guides and other resources to help keep children safe online

Online safety relating to remote education, virtual lessons and live streaming

[Guidance Get help with remote education](#) – Resources and support for teachers and school leaders on educating pupils and students

[Departmental guidance on safeguarding and remote education](#) – Including planning remote education strategies and teaching remotely

[London Grid for Learning](#) – Guidance, including platform-specific advice

[National Cyber Security Centre](#) – Guidance on choosing, configuring and deploying video conferencing

[UK Safer Internet Centre](#) – Guidance on safe remote learning

Online safety – support for children

[Childline](#) – For free and confidential advice

[UK Safer Internet Centre](#) – To report and remove harmful online content

[CEOP Safety Centre](#) – to report online child sexual abuse

Online safety- parental support

[Childnet](#) – Offers a toolkit to support parents and carers of children of any age to start discussions about their online life, and to find out where to get more help and support

[Commonsensemedia](#) – Provides independent reviews, age ratings, & other information about all types of media for children and their parents

[Government advice](#) – About protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying

[Internet Matters](#) – Provides age-specific online safety checklists, guides on how to set parental controls, and practical tips to help children get the most out of their digital world

[How Can I Help My Child?](#) – Marie Collins Foundation – Sexual abuse online

[London Grid for Learning](#) – Provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online

[Stopitnow](#) resource from [The Lucy Faithfull Foundation](#) – Can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)

[CEOP Education](#) – Provides information, guidance and resources for support for parents and carers, helping them to protect their child(ren) from online sexual abuse

[Parentzone](#) – Provides help for parents and carers on how to keep their children safe online

[Talking to your child about online sexual harassment: A guide for parents](#) – This is the Children's Commissioner's parental guide on talking to their children about online sexual harassment

Private fostering

[Private fostering: local authorities](#) – DfE statutory guidance

Radicalisation

[Prevent duty guidance](#) – Home Office guidance

[Prevent duty: additional advice for schools and childcare providers](#) – DfE advice

[Educate Against Hate website](#) – DfE and Home Office guidance

[Prevent for FE and Training](#) – Education and Training Foundation (ETF)

[Extremism and Radicalisation Safeguarding Resources](#) – Resources by London Grid for Learning

[Managing risk of radicalisation in your education setting](#) – DfE advice

Serious violence

[Serious violence strategy](#) – Home Office strategy

[Factors linked to serious violence and how these factors can be used to identify individuals for intervention](#) – Home Office

[Youth Endowment Fund](#) – Home Office

[Gangs and youth violence: for schools and colleges](#) – Home Office advice
[Tackling and girls strategy](#) – Home Office strategy

[Violence against women and girls: national statement of expectations for victims](#) – Home Office guidance

Sexual violence and sexual harassment Specialist organisations

[Barnardo's](#) – UK charity caring for and supporting some of the most vulnerable children and young people through their range of services.

[Lucy Faithfull Foundation](#) – UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline.

[Marie Collins Foundation](#) – Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse.

[NSPCC](#) – Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse.

[Rape Crisis](#) – National charity and the umbrella body for their network of independent member Rape Crisis Centres.

[UK Safer Internet Centre](#) – Provides information to children, young people, parents, carers and schools about staying safe online.

Harmful sexual behaviour

[Rape Crisis \(England & Wales\)](#) or [The Survivors Trust](#) – For information, advice, and details of local specialist sexual violence organisations.

[NICE guidance](#) – Contains information on, amongst other things: developing

interventions; working with families and carers; and multi-agency working.

[HSB toolkit](#) – The Lucy Faithfull Foundation – designed for parents, carers, family members and professionals, to help everyone play their part in keeping children safe. It has links to useful information, resources, and support as well as practical tips to prevent harmful sexual behaviour and provide safe environments for families.

The Lucy Faithfull Foundation also run [shorespace.org.uk](#) which provides a safe and anonymous place for young people to get help and support to prevent harmful sexual behaviours.

[NSPCC Learning: Protecting children from harmful sexual behaviour](#) and [NSPCC - Harmful sexual behaviour framework](#) – Free and independent advice about HSB.

[Contextual Safeguarding Network – Beyond Referrals \(Schools\)](#) – Provides a school self-assessment toolkit and guidance for addressing HSB in schools.

[Preventing harmful sexual behaviour in children - Stop It Now](#) – Provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.

Support for victims

[Anti-Bullying Alliance](#) – Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support.

[Rape Crisis](#) – Provides and signposts to a range of services to support people who have experienced rape, child abuse or any kind of sexual violence.

[The Survivors Trust](#) – UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse.

[Victim Support](#) – Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was.

[Childline](#) – Provides free and confidential advice for children and young people.

Toolkits

[NSPCC](#) – Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children.

[NSPCC](#) – Resources which help adults respond to children disclosing abuse.

NSPCC also provide free and independent advice about HSB: [NSPCC - Harmful sexual behaviour framework](#)

[Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire](#) – Peer-on-Peer Abuse toolkit provides practical guidance for schools on how to prevent, identify early and respond appropriately to peer-on-peer abuse.

[Contextual Safeguarding Network](#) – Self-assessment toolkit for schools to assess their own response to HSB and levers for addressing HSB in schools.

[Childnet - STAR SEND Toolkit](#) – Equips, enables and empowers educators with the knowledge to support young people with special educational needs and disabilities (SEND).

[Childnet - Just a joke?](#) – Provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12 year olds.

[Childnet - Step Up, Speak Up](#) – A practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.

[NSPCC - Harmful sexual behaviour framework](#) – An evidence-informed framework for children and young people displaying HSB.

Farrer & Co: [Addressing child on child abuse: a resource for schools and colleges](#) – This resource provides practical guidance for schools and colleges on how to prevent, identify early and respond appropriately to child-on-child abuse.

Sharing nudes and semi-nudes

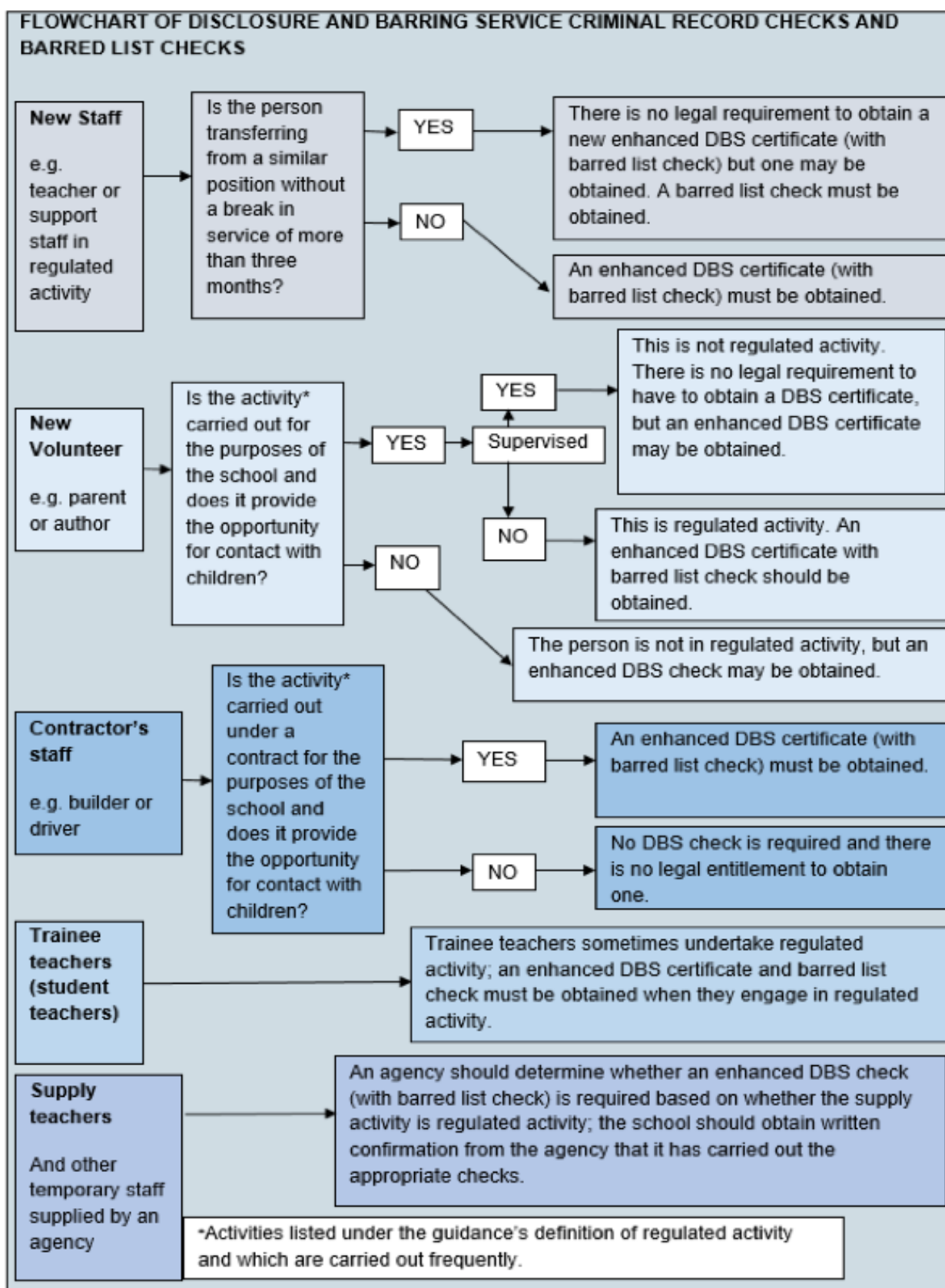
[London Grid for Learning-collection of advice](#) – Various information and resources dealing with the sharing of nudes and semi-nudes.

[UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) – Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes.

Support for parents/carers

National Crime Agency's [CEOP Education Programme](#) – Provides information for parents and carers to help protect their child from online child sexual abuse, including [#AskTheAwkward - help to talk with your children about online relationships](#) – Guidance on how to talk to their children about online relationships

APPENDIX 6: FLOWCHART OF DISCLOSURE AND BARRING SERVICE CRIMINAL RECORD CHECKS AND BARRED LIST CHECKS



APPENDIX 7: BRADFORD EDUCATION SAFEGUARDING TEAM CONTACT DETAILS

Education Safeguarding Head of Service: Kate Hopton

Education Safeguarding Service Manager - Attendance Prosecution and CEEL: John Leese

Education Safeguarding Service Manager - EHE, CME and Safeguarding Compliance: Robin Woods

Attendance Team Manager: Paul Harkin

Prosecution Team Manager: Lindsey Fallon

CEEL Team Manager: Tara Watson

Lead Officer Out of School Safeguarding: Salim Akhtar

Education Safeguarding Team Manager: Maryam Shaheen

Training, Compliance and Curriculum Manager: Jenny Fox

Education Safeguarding Officer: Jasdeep Kaushal

Education Safeguarding Officer: Rashida Hussain

Education Safeguarding Officer: Aisha Sharif Khan

Education Safeguarding Officer: Anthony Williams

Education Safeguarding Officer - IFD: Fiona Parkinson

Education Safeguarding Officer - CE Hub: Naveed Mushtaque

Local Authority Designated Officer (LADO): lado@bradford.gov.uk

Children's Social Care Initial Contact Point: 01274 433999

Children's Social Care Emergency Duty Team: 01274 431010

Education Safeguarding Team: 01274 437043

Access Team: 01274 439393

CME Team: 01274 438877

Attendance & Prosecution Team: 01274 439651

Elective Home Education: 01274 439340

APPENDIX 8: TITUS SALT SCHOOL CHILD PROTECTION FLOWCHART REPORTING

Child Protection – Everyone’s Responsibility

Child Protection relates to children who are in need or at risk of abuse. Abuse relates to physical injury, sexual or emotional abuse, neglect or witnessing domestic violence.

What do I do?

If I suspect that a pupil is being abused

because of:

- marks/ bruising
- behaviour
- comments a pupil has written or said
- hearsay from others

then it is my responsibility to pass on my concerns.

- Tell one of the Designated Safeguarding Leads or Year Team as soon as possible
- I do not need to question the child myself, but may make an enquiry if the pupil is clearly upset or their behaviour is of concern
- Maintain confidentiality – don't tell others who do not need to know

If a pupil tells me he/she has been subject to physical or sexual abuse, emotional abuse or neglect or has witnessed domestic violence

- Never agree to keep 'secrets' /confidentiality even if the pupil is very persuasive
- Listen carefully to the pupil and allow them to say what they need to
- Use questions for clarification; avoid leading questions
- Reassure the pupil that they have done the correct thing by telling someone
- Tell the pupil this information must be passed on to the Designated Safeguarding Lead
- When the pupil has finished speaking, write down what has happened, including where possible, the exact words or phrases the pupil used and hand the notes to the Designated Safeguarding Lead

If I suspect/receive information about any adult who may be abusing a pupil/pupils

- Notify a Designated Safeguarding Lead
- Write down what you know and pass it on to a Designated Safeguarding Lead

Designated Safeguarding Leads:

Hannah McKenzie – Deputy Headteacher and DSL (mkz@titussaltschool.co.uk - Ext: 116)

Philippa Jervis – Assistant Headteacher, Inclusion (jev@titussaltschool.co.uk – Ext 198)

Sandy Docherty – Child Protection and Welfare (dty@titussaltschool.co.uk – Ext: 113)

Lynsey Bloor – CiC Lead (blo@titussaltschool.co.uk – Ext: 179)

Gemma Longbottom – SENDCo (lon@titussaltschool.co.uk – Ext: 139)

Katy Wilby – Transition Coordinator (wby@titussaltschool.co.uk – Ext. 112)

In emergency (if none of the above are available) contact:

Phil Temple – Headteacher (Email: tem@titussaltschool.co.uk – Ext: 106)