Child Protection and Safeguarding Policy

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Named personnel

Personnel with designated responsibility for Child Protection and Safeguarding		
	Designated Safeguarding Lead (DSL)	**Nominated Safeguarding Governor**
Titus Salt School DSL	Mrs Hannah McKenzie (DSL Lead) Ms Sandy Docherty (DSL Wellbeing) Mrs 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) Philippa Jervis (Assistant Headteacher) Greg Truselle (Assistant Headteacher) Mr Richard Field (Assistant Headteacher) Miss Gemma Longbottom (SENDCo) Mrs Jane Collett (HR Operations Manager) Mr John Drinkall (Chair of Governors) Mrs Louise Dale (Governor) Mr Michael Pollard (Governor) Ms 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/BDSCP)

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, 2026.

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 2026). 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
- Record and share information appropriately through secure systems, such as CPOMS

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. See Cyber Security and Protection Policy.

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 2026)
- Working Together to Safeguard Children (DfE 2026)
- 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. The broad area of responsibility for the DSL is to oversee the Safeguarding Team inc:

3.1.1 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

3.1.2 Training and Induction of New Staff

The DSL and DDSLs 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

3.1.3 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 of Keeping Children Safe in Education 2026
  - 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 all volunteers hold an enhanced DBS 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

3.1.4 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.

3.1.5 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 2026) 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 2026 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 2026)

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)**

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
- Children who are pregnant or parents themselves

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 disproportionally 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 in Keeping Children Safe in Education (September 2026and 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 September 2026).

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 2026). 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 A KCSIE 2026 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

6.1. 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 themself 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 on CPOMS:

- 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, via CPOMS, and separate from the child's academic file. CPOMS will also be used to transfer safeguarding information for any other child that moves school.

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 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 2026).

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 144 KCSiE 2026).

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 4 - Keeping Children Safe in Education (DfE 2026)

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.

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.

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).

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.

12.1 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: Mr John Drinkall
In the absence of the Chair of Governors, the Vice Chair should be contacted.

Vice Chair of Governors: Mrs Alana Hall

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 6 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

12.2 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 September 2026)

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

KCSiE 2026 Part One

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.

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.

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.

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

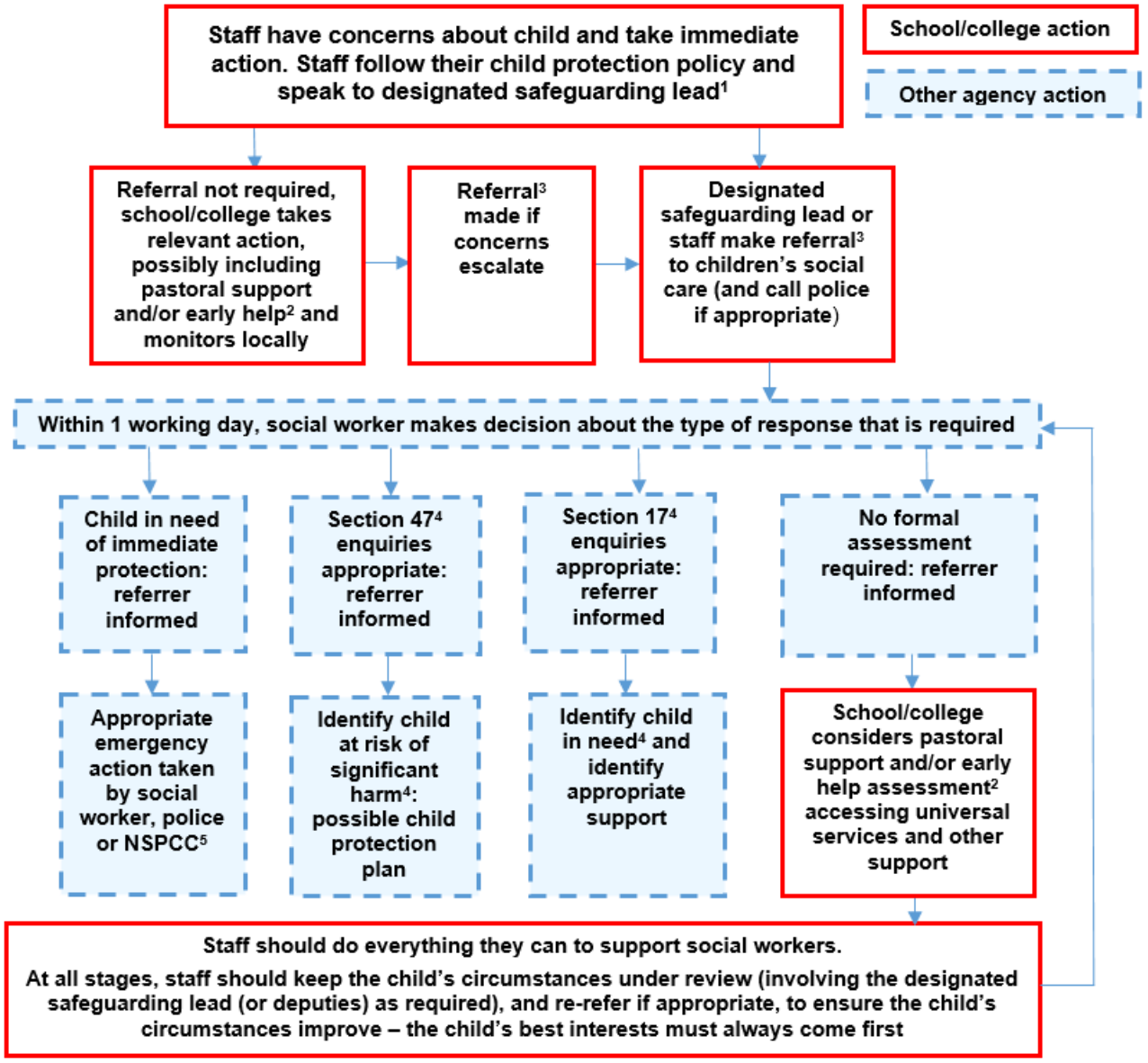
20. If staff have a safeguarding concern or an allegation is made about another member of staff (including supply staff, contractors, volunteers, and visitors) harming or posing a risk of harm to children, they should speak to the headteacher or principal (unless it relates to the headteacher or principal, 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: flowchart.

Figure 1: Flowchart setting out the actions taken where there are concerns about a child



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

2 Family 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 Family Help, a family help inter-agency assessment should be arranged. Working Together to Safeguard Children provides detailed guidance on the Family Help process.

3 Referrals should follow the process set out in the local threshold document and local protocol for assessment. See 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. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in 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:

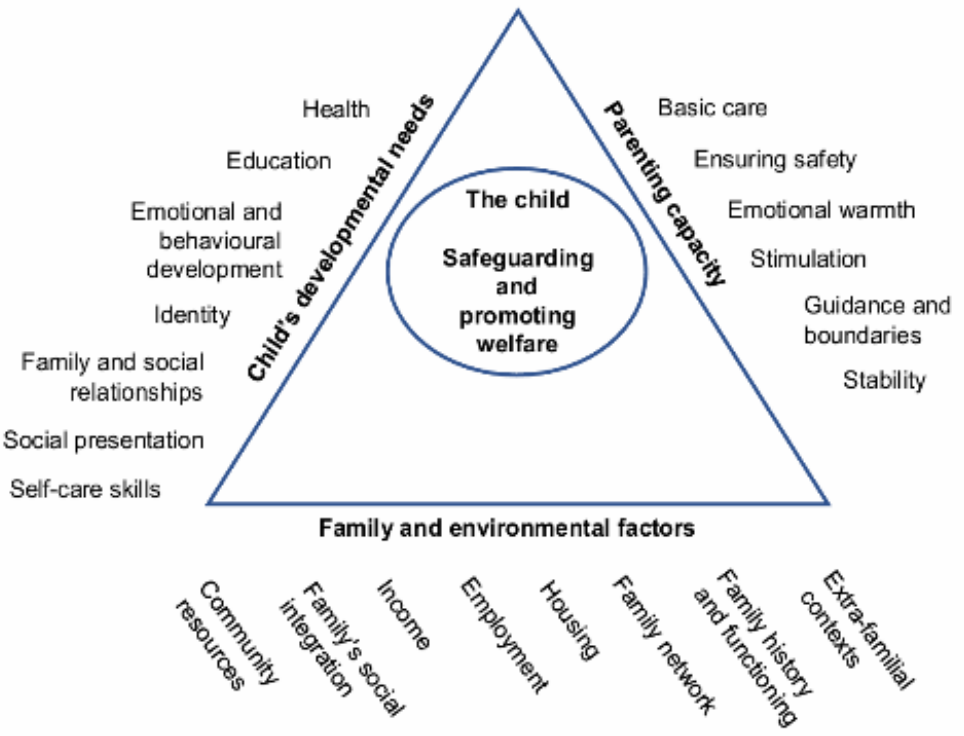


Figure 1: Assessment framework

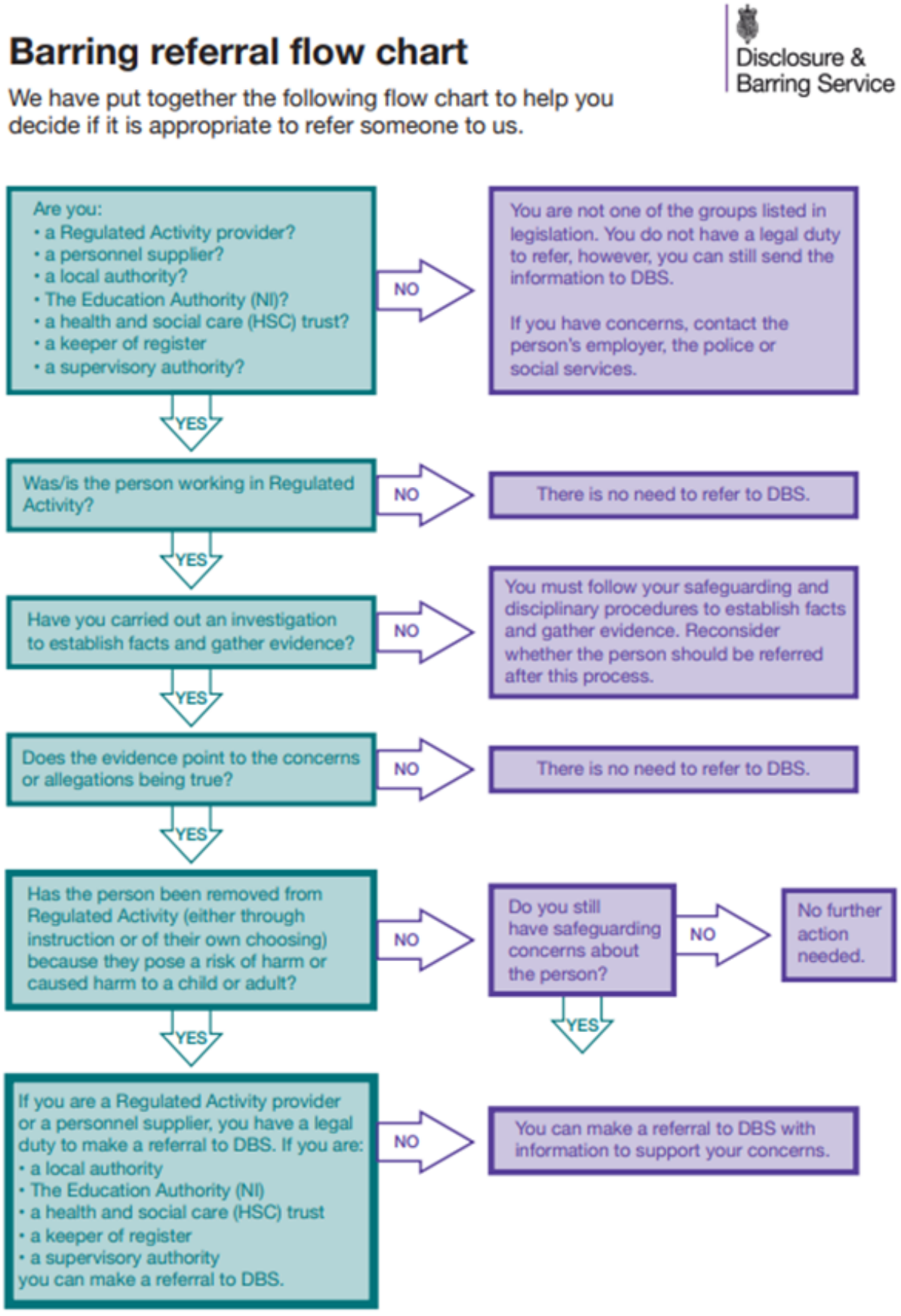
Working Together to Safeguard Children (2026)

APPENDIX 4: KCSiE 2026 ANNEX A Further information

Annex A 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.

Keeping Children Safe in Education from page 155

APPENDIX 5: FLOWCHART OF DISCLOSURE AND BARRING SERVICE CRIMINAL RECORD CHECKS AND BARRED LIST CHECKS



APPENDIX 6: 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 & 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 7: 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 in person or via safeguarding@titussaltschool.co.uk

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)