



BLYTHE BRIDGE HIGH SCHOOL
& SIXTH FORM

Safeguarding Procedure 2026/2027

Procedure Owner: Mrs S Owen,
Designate Safeguarding Lead

Implementation: September 2026

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**Person Responsible for Review
and Day-to Day Management:**
Mrs S Owen



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1.Key Contacts

Role in school	Name	Date and level of safeguarding training
Headteacher	Mrs Rachael Johnson	June 2026 Level 1
Designated Safeguarding Lead (DSL)	Mrs Susan Owen	November 2024 Level 3
Deputy Designated Safeguarding Lead(s) (DDSL)	Miss Claire Alford Mrs Laura Cartlidge Miss Kathryn Fargher Mrs Sophie Davies	December 2024 Level 3 January 2025 Level 3
Nominated Governor for Safeguarding	Miss Sophie Deaville	September 2025 Level 1
Chair of Governors	Mr John Boumford	September 2026 Level 1
Designated teacher for Looked After Children	Mrs Susan Owen	November 2024 Level 3
Prevent Lead	Mrs Susan Owen	November 2024 Level 3
Mental Health Lead	Mrs Susan Owen	November 2024 Level 3
SENDCo	Mrs Emily Avons	June 2026 Level 1
Curriculum leader - THRIVE (Citizenship & RSHE)	Mr Kris Knight	June 2026 Level 1
Strategic Attendance Lead - Senior Deputy Headteacher	Mrs Sally Kadri	June 2026 Level 1

2. Links to other procedures and agencies

This procedure should be read in conjunction with the JTMAT Safeguarding Policy, JTMAT Attendance Policy, JTMAT Behaviour Policy and Antibullying Policy as well as the JTMAT Home Visits policy.

The JTMAT Safeguarding Policy and other noted policies can be accessed using the link below:

<https://jtmata.co.uk/privacy/policies/>

As outlined in the JTMAT Safeguarding Policy, the key legislation that underpins the safeguarding work of all JTMAT Schools is Keeping Children Safe in Education (KCSIE, last updated September 2026) which can be accessed here:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

We also use the guidance in Working Together to Safeguard Children, 2023 (last updated March 2026):

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

This procedure should be read in conjunction with the following Blythe Bridge High School & Sixth Form Procedures and Policies:

Culture & Ethos Policy (Behaviour for Learning and Behaviour Management Procedure)

Online Safety Procedure

RSHE Procedure

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

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

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

- Termly Safeguarding Newsletters
- Online Safety Updates- NSPCC Caspar Newsletter
- Staffordshire Safeguarding Children Partnership/Stoke on Trent Safeguarding Children Partnership
- The Safeguarding Network

Further information and guidance can be found on the Staffordshire and Stoke-on-Trent safeguarding websites:

Staffordshire Safeguarding Children Partnership

<https://www.staffsscp.org.uk/>

Stoke on Trent Safeguarding Children Partnership

<https://safeguardingchildren.stoke.gov.uk/>

We also follow the government legislation on after school clubs, community activities and tuition:

[After-school clubs, community activities and tuition: safeguarding guidance for providers](#)

3. Ethos and Culture

Blythe Bridge High School & Sixth Form is committed to safeguarding and promoting the welfare of children. We recognise that this is everyone's responsibility. At Blythe Bridge High School & Sixth Form, we pay due regard to new legislation when carrying out our duties to safeguard and promote the welfare of children.

We work with the procedures set out by the Staffordshire Safeguarding Children Partnership, Working Together to Safeguard Children (2023, last updated March 2026) and Keeping Children Safe in Education (2026). We do this by:

- Ensuring that safeguarding and promoting the welfare of children is everyone's responsibility.
- Ensuring children in our school can share their concerns and ensure that they have a 'voice'.
- Ensuring our staff are trained, regularly and rigorously.
- Ensuring children in our school are educated through a broad and balanced curriculum offering advice and guidance which allows them to make decision to help keep themselves safe.
- Ensuring we work collaboratively, knowing that no one agency can have the full picture, sharing information in a timely and accurate way and ensuring that when required, we are not afraid to challenge professionals to ensure the best outcomes for children and young people.

At Blythe Bridge High School & Sixth Form, we ensure we adhere to the guidance contained in [After-school clubs, community activities and tuition: safeguarding guidance for providers](#)

All staff are trained in the use of MyConcern (our recording and reporting portal) and the data and trends from this system are fed back into staff training any changes to the curriculum and assemblies as needed.

We pride ourselves on the delivery of a well-structured Relationships, Sex & Health Education and citizenship programme through Thrive, our personal development curriculum which teaches fundamental British values and develops students spiritually, morally, socially and culturally.

4. Safeguarding Training for Staff

At Blythe Bridge High School & Sixth Form we have a programme of continual professional development. This includes an annual update and Level 1 Safeguarding Awareness Training – delivered by the Designated Safeguarding Lead (DSL) and focused on the procedures and information contained in Keeping Children Safe in Education and contextual safeguarding. This uses information from the previous academic year and outcomes from the 175/157 audit and JTMAT safeguarding audit; this is then followed up with a staff and governor knowledge audit where ongoing training needs are identified.

To evidence staff engagement, staff must sign off the JTMAT Safeguarding Policy and our local procedures and KCSiE Part One (Keeping Children Safe in Education 2026) via Microsoft Forms to evidence that they have read and understood the key information to support keeping children and young people safe. Additional courses and webinars are signposted to all staff through Myconcern

and local safeguarding childrens' partnerships as well as emerging trends such as generative artificial intelligence.

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

The Senior Leadership Team have completed Safer Recruitment training and renew this every three years. All staff training is recorded in a Safeguarding Training Tracker with completion dates and expiry dates. This allows effective communication with staff when refresher training is required.

Blythe Bridge High School & Sixth Form has a thorough Safeguarding Induction Process for all staff, volunteers and governors including recorded safeguarding training for new staff that covers the requirements of KCSiE 2026, the induction process also includes a meeting with the DSL and/or DDSL, as well as a reading list to ensure that new staff are aware of policies, procedures, and legislation. All new staff must complete an induction checklist and return this to a DSL/DDSL with any further training needs to be identified.

The DSL attends local safeguarding updates through the Staffordshire Safeguarding and Stoke-on-Trent Safeguarding Childrens' Partnership, as well as Multi-Agency Criminal Exploitation Panels and works with the local policing teams to identify any local contextual safeguarding issues and patterns. The MyConcern data dashboard also informs this analysis and helps make curriculum changes and informs assemblies, briefings and information shared with parents/carers and the wider community.

All staff are aware of the internal and local escalation policies in regard to the Safeguarding Childrens' Partnerships. This training also includes information and advice on the NSPCC Whistleblowing Advice Line.

6.Roles and Responsibilities of the DSL/DDSL

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

The DSL/DDSLs have access to training information and resources from the Staffordshire Learning Net and information shared by the Staffordshire Safeguarding Children Partnership. The DSL/DDSLs all have access to certified courses as a continued source of professional development.

The DSL is available for consultation via email out of term time and the DSL or DDSL and another member of the senior team is available on call for trips and visits and the annual summer school.

7. Local Governing Body

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

8. Working with Parents/Carers

At Blythe Bridge High School & Sixth Form we update parents about safeguarding through our website and have developed a specific safeguarding page within this. We also use Bromcom and social media to communicate more frequently with parents about contextual safeguarding and community issues. We include safeguarding information for parents at our Year Ahead and meet the form tutor meetings in September.

9. Specific Safeguarding Risks Training

Child on Child Abuse

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

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

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

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

Children Missing Education

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

- The Attendance Officer will check with pastoral offices, First Aid, the Assisted Learning Department (ALD) and Reception to see if they know the location of a child.
- The Attendance Officer will complete a lesson check.
- Pastoral Staff may be required to speak to other students to ascertain the location of a missing child.

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

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

The Attendance Officer will then liaise with the relevant pastoral staff and the DSL. If a member of staff is concerned that a student has left a lesson without permission or not returned to a lesson, they must email missing@bb-hs.co.uk.

Child Sexual Exploitation(CSE) and Child Criminal Exploitation (CCE)

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

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

Domestic Abuse

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

Mental Health

Mental Health Lead- Mrs S Owen, Designated Safeguarding Lead

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

The information below outlines our **Wellbeing Graduated Response**.

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

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

Phase 3- The students who have been identified by Safeguarding Team (DSL/DDSLs) or Heads of Year where the student's needs can be supported by interventions led in school. Where student needs have changed or become more significant the member of staff who has been supporting the student will meet with the Mental Health Lead/DSL or DDSL to discuss the next steps for support. These may include 1:1 or small group interventions and support.

Phase 4- Signposting to early external intervention. If the DSL has identified that needs cannot be met in school, they may decide to refer to an external agency. This is likely to be the Mental Health Support Team worker or the School Nurse, following consultation. If the DSL/DDSL feels that a student's level of need/risk is already at this stage, they may refer to Mental Health Support Team worker or the School Nurse without completing previous stages. We would like to try and intervene at the earliest point; however, we recognise that situations can escalate quickly and needs can be more complex. Referrals will all be recorded on MyConcern.

Phase 5- If in discussion the DSL/DDSLs feel the need is too significant for a referral to the School Nurse or Mental Health Support Team, or the student does not meet the criteria of these services,

they will complete a referral to an external agency with the consent of the student and family. Parents/students will be encouraged to engage in group work if offered as this helps reduce waiting times for further services and can be very successful. The DSL/DDSL may feel that needs meet this phase without any prior involvement, this will be a judgement made on the basis of the concern raised. Referrals will all be recorded on MyConcern.

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

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

Online Safety

At Blythe Bridge High School & Sixth Form we have an online safety procedure. This procedure outlines all of the information regarding online safety.

Prevent

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

At Blythe Bridge High School & Sixth Form we annually review our Prevent Risk Assessment and share this with staff. We also use the Prevent Self-Assessment tool to establish what we can continue to do to ensure that we protect our children and young people from radicalisation and extremism. The self-assessment tool outcomes are also shared with staff.

10.Site Security

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

- Gates are kept closed during the school day; visitors gain access through the main entrance via intercom to the main reception
- Visitors, volunteers, and students must only enter through the main entrance(s) and after signing in at the office will be issued with a school visitor's pass including their photograph, contractors will wear a visitors' armband. The school has a clear system of ensuring staff are accompanied / supervised by regulated staff member. Any visitor on site who is not identifiable by a visitor's pass will be challenged by any staff member and this will be reported to a member of the Senior Leadership Team.
- Parents, carers, and grandparents attending functions have access only through the designated and supervised entrances, with tickets for visitors for appropriate school events.
- Students will only be allowed home with adults with parental responsibility or confirmed permission.

- Students should never be allowed to leave school alone during school hours unless collected by an adult such as a parent who is doing so for a valid reason. They should report to Reception to do this.
- Multiple members of staff are always on duty at break and lunch times.
- A health and safety audit is completed annually with risk assessment/safety planning and forms part of the Governors annual report. This will include a fire evacuation and lockdown risk assessment.
- The risk management of site security is managed by senior leaders/governance, and we have a clear system of risk assessments and review timescales of these.

11. Allegations Management and low level concerns

All staff must be aware of low-level concerns, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the Local Authority Designated Officer (LADO).

Examples of such behaviour could include, but is not limited to:

- being over friendly with children
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
- humiliating pupils.

Low-level concerns can arise in several ways from various sources, e.g. suspicion, complaint or a disclosure. All staff should share any low-level concerns they have using our safeguarding procedures. We also encourage staff to self-refer if they find themselves in a situation that could be misinterpreted. If staff are not sure whether behaviour would be deemed a low-level concern, we encourage staff to report it. All reports will be handled in a responsive, sensitive and proportionate way.

11.Safeguarding Induction Checklist

All staff will be made aware of the systems we have in place to support safeguarding. These are explained as part of staff induction, including:

- The JTMAT Safeguarding Policy and Blythe Bridge High School & Sixth Form local procedures
- The Culture & Ethos (Behaviour) Procedure
- The Attendance Procedure
- Child on Child Abuse Procedure (contained in the JTMAT Safeguarding Policy and Blythe Bridge High School & Sixth Form local procedures)
- The Staff Code of Conduct
- The safeguarding response to children who go missing from education (contained in the Blythe Bridge High School & Sixth Form local procedures)
- The role of the DSL (including the identity of the DSL and any deputies)
- Part One of KCSiE 2026.

If staff,visiting staff, visitors, volunteers, or parent helpers are working with children alone, they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors should have a clear glass panel in them and where possible be left open. No visitors, volunteers or parent helpers, will be left unsupervised with children or out of sight of the teacher or member of staff in charge. It is the responsibility of the member of staff to ensure this is the case.

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action

12. Specific Safeguarding Risks

12.1 Domestic Abuse- Operation Encompass

We are an Operation Encompass school and act appropriately when we receive an alert to support the children in our school.

12.2 Online Safety

This procedure can be found here: <https://www.bb-hs.co.uk/policies/>

12.3 Radicalisation and Extremism

The name of the PREVENT Lead can be found on Page 3 of this protocol.

12.4 Children who are absent from education including Children Missing Education

This policy can be found here: <https://itmat.co.uk/wp-content/uploads/2026/09/JTMAT-Attendance-and-Punctuality-Policy-2026.pdf>

In order to carry out Safeguarding responsibilities, when a pupil is absent from school for more than 5 days a member of school staff will be required to carry out a safe and well check-in on the child.

Home visits are important in helping the school to make contact with all new or hard to reach families. They are particularly useful as they enable parents, carers or guardians to have contact with school, but in their own environment.

The safeguarding duty of schools

- Pupils are refusing to come to school.
- When there are attendance issues/concerns.
- When pupils are being educated at home.
- When all other means of contact with the family has failed.
- To try and establish that a child is safe if they are absent from school and attempts to contact parents, carers or guardians have not elicited a response and we have any welfare or safeguarding concerns for the pupil.
- To work with parent(s)/carer(s) or guardians to support a child with an attendance issue.
- To collect from or drop off a child where there are concerns for a child's welfare if they travelled by other means.
- To drop off or collect work for a child when they are completing schoolwork from home e.g. following a suspension, exclusion, or medical issue.
- To visit a child who has been off school for a period of time, for example due to medical issues, so that they do not feel isolated from school.
- To investigate situations where there are suspicions that someone may be on holiday contrary to earlier indications.
- Where there are safeguarding concerns about a pupil – on the first day of absence where no reason for absence has been ascertained.
- Where there are no safeguarding concerns about a pupil – on the third day of absence where no reason for absence has been ascertained.
- For pupils who are absent from school for 3 days where no reason for absence has been ascertained, this can be completed earlier if there are concerns raised.

Where a child is absent from school due to illness the school will contact the parent by telephone on the fourth consecutive day of absence to discuss plans for the child to return to school. If the child does not return by the sixth day a home visit will be arranged by the school.

13.Opportunities to Teach Safeguarding

We pride ourselves on the delivery of a well-structured Relationships, Sex & Health Education and citizenship programme, Personal Development: THRIVE. which teaches fundamental British values and develops students spiritually, morally, socially and culturally. The information on this programme can be found on our website. We believe that preventative education is most effective in the context of a whole school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.

14.Responsibilities of all Staff

All school staff and adults in school, are expected to:

- Recognise signs of abuse, neglect, exploitation, and mental health concerns.
- Respond appropriately to disclosures from children.
- Report concerns to the Designated Safeguarding Lead (DSL).
- Maintain accurate records of concerns and actions taken