



Child Protection and Safeguarding Protocol

Leadership of safeguarding

Role	Name	School role
Designated Safeguarding Lead	Aneesa Hussain	Assistant Head teacher (Personal Development)
Deputy Designated Safeguarding Lead	Zoe Howard	DDSL
Deputy Designated Safeguarding Lead	Michelle Celino	DDSL

- We have three named members of staff who are trained to the Level 3 Designated Safeguarding Lead standard.
- The team is led by the Designated Safeguarding Lead who is also the qualified Senior Mental Health Lead and Assistant Headteacher.
- The DSL works closely with two full-time non-teaching DDSLs.

Organisation of safeguarding

- There is a dedicated safeguarding office on the ground floor, in a quieter area, to allow for privacy but also accessibility
- There are fortnightly supervision meetings between the DSL and DDSL's to discuss key students, key entries, and review actions. These meetings are logged on CPOMS. Where appropriate additional key pastoral staff are also invited to attend these meetings
- The two non-teaching DDSL's work as peer buddies to provide professional challenge and share best practice.

CPOMS

- All staff have direct access to CPOMS.
- All staff receive training on how to use CPOMS.
- The DDSL and Safeguarding Admin triages all concerns logged on CPOMS, assigns actions and recategorises any concerns that require it.
- All CPOMS entries are quality assured, including their recatgeorisation, by the DSL /DDSL.

Child protection training and updates

- All are required to read documentation as listed in the Trust Safeguarding Policy. They confirm they have done so via 'signing' on Every Compliance.
- We also utilise the daily and weekly staff bulletin to provide reminders and pose questions which ensure they actively adhere to KCSIE.
- Staff are also required to complete a rolling programme of online training on Every eLearning. Key staff also complete Safer Recruitment in Education and Safeguarding Students Level 2 as required.
- Safeguarding is a standing feature of our mid-week whole-staff face-to-face morning briefings. The DSL/DDSL gives key reminders face-to-face to staff. This is always based on a current contextual need of the community/families we serve and therefore supports our response to both local, nationally and international safeguarding climate.
- Safeguarding features heavily with the annual CPD calendar. Pertinent topics are explored in detail with staff during CPD sessions, for example child on child abuse and the impact on mental health.
- We have eleven first aiders who have completed First Aid at Work and Combined First Aid.
- We take the opportunity to respond to contextual safeguarding e.g. In September 2021, the focus was Everyone's Invited, Ofsted's Review of Sexual Abuse in Schools & Colleges, harmful sexual behaviour, and child-on-child abuse. In June 2022, the focus was the Prevent Duty which was also shared Trust-wide. In September 2022, the focus was on the updated KCSIE guidance.

How students report their worries and concerns

- Students can report allegations or concerns of child-on-child abuse to any staff member and that staff member will pass on the allegation to the DSL in accordance with this policy. To ensure students can report their concerns easily, the school has the following system in place for students to confidently report abuse:
- Students can report their concerns or worries to any member of staff in school. In addition to this there is:
 - A pastoral lead dedicated to every year group
 - A key stage lead assigned to each key stage
 - Two wellbeing practitioners which are available to all students
 - Two non-teaching DDSLs who are based in a confidential space within school. The DHT Behaviour and Culture is visible throughout the school day to all students.
- The DSL is a Senior Mental Health Lead.
- Every member of the safeguarding team is highly visible and accessible to students, with duties before school, at break time, lunch time, and after school
- There are displays around school in high traffic areas which highlight to students how to report worries and concerns.
- The safeguarding team have a dedicated email address, accessible to all students, which goes to the safeguarding team, this is another means by which to report abuse.

Preventative curriculum

- The Preventative Curriculum is planned by the DSL, Assistant Headteacher for Personal Development. This includes the PSHCE curriculum, broader curriculum, and assembly programme
- PSHCE education is a planned, developmental programme of learning through which students and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHCE education develops the qualities and attributes students need to thrive as individuals, family members and members of society.

- PSHCE education equips students to live healthy, safe, productive, capable, responsible, and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning, and career choices and in achieving economic wellbeing. A critical component of PSHCE education is providing opportunities for students and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.
- PSHCE education contributes to personal development by helping students to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help students to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.
- PSHCE education can help schools to reduce or remove many of the barriers to learning experienced by students, significantly improving their capacity to learn and achieve. The PSHCE education programme makes a significant contribution to students' spiritual, moral, social, and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote students' wellbeing. In addition, the learning provided through a comprehensive PSHCE education provision is essential to safeguarding students, as Ofsted has set out.
- For further information on PSHCE and to view our current PSHCE map please visit the PSHCE section of the Beckfoot Upper Heaton website.

SMSC and British Values

- SMSC and British Values Our core purpose is to inspire BUH learners to embrace learning in all its forms and to use their educational experience to make a real difference to their own lives, and to the lives of others.
- Our ambition is to support and inspire all our learners to be confident, respectful, reflective, creative, selfless, leaders, resilient, collaborative, inquisitive and aspirational.
- SMSC including British Values are consciously developed through the culture and ethos of BUH, through the content of our core curriculum where understanding of values are explored in wide ranging ways, and this is mapped in detail across the whole school.
- We believe that education can inspire and develop positive attitudes to others.
- For further examples of how we promote these values in our school community, visit the SMSC and British Values section on the Beckfoot Upper Heaton website.

Online Safety

- It is essential that students are safeguarded from potentially harmful and inappropriate online material.
- As well as educating students about online risks, we have appropriate filtering and monitoring systems in place to limit the risk of students being exposed to inappropriate content, subjected to harmful online interaction with other users and to ensure their own personal online behaviour does not put them at risk. These filtering and monitoring systems are reviewed regularly to ensure their effectiveness. Currently, all Trust schools use Smoothwall filtering as part of the Bradford Learning Network and Smoothwall monitoring reports incidents to CPOMS.
- We tell parents and carers what filtering and monitoring systems we use, so they can understand how we work to keep students safe.
- We also inform parents and carers of what we are asking students to do online, including the sites they need to access, and with whom they will be interacting online.
- Online safety risks can be categorised into four areas of risk:

- Content: being exposed to illegal, inappropriate, or harmful content such as pornography, fake news, misogyny, self-harm, suicide, radicalisation, and extremism.
- Contact: being subjected to harmful online interaction with other users such as peer to peer pressure and adults posing as students or young adults to groom or exploit students.
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm such as making, sending and receiving explicit images, sharing other explicit images and online bullying.
- Commerce: risks such as online gambling, inappropriate advertising, phishing or financial scams.
- All staff are aware of these risk areas and should report any concerns to the DSL via CPOMS and/or in person

How Beckfoot Trust works with multi-agency partners

Beckfoot Trust has a pivotal role to play in multi-agency safeguarding arrangements.

Beckfoot Trust must ensure its schools contribute to multiagency working in line with statutory guidance Working Together to Safeguard Children. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. It is especially important that schools and colleges understand their role in the three safeguarding partner arrangements.

Beckfoot Trust shares a purpose with parents/carers to keep children safe from harm and to have their welfare promoted. Beckfoot Trust takes child protection and safeguarding very seriously. If your child informs staff members at their school of any issues which cause us concern, we may request the help of outside agencies. Depending on the nature of the concern and the severity of the issue, we may or may not contact parents/carers regarding the disclosure the child has made.

Please be aware that our aim is always to act professional with the child's safety and best interest at the forefront. We are committed to working positively, open, and honestly with parents/carers. We ensure that all parents/carers are treated with respect, dignity, and courtesy. We respect parents/carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so to protect a child.

Each school will share with parents/carers any concerns we may have about their child unless to do so may place the child at risk of harm. Schools will endeavour to discuss all concerns with parents/carers about their child/ren. However, there may be exceptional circumstances when a school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Safeguarding Partnership's Child Protection Procedures). Our schools will, of course, always aim to maintain a positive relationship with all parents/carers. The Beckfoot Trust's Child Protection and Safeguarding Policy is available to all parents/carers upon request and online. We will seek ways to communicate with parents and carers to make them aware of the risks children face online, and how they can safeguard their children online at home.

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. Although inter agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual and/or criminal exploitation. Beckfoot Trust recognises that 'working together' with a 'shared endeavour' is essential to establish positive and effective working relationships with other agencies. These include safeguarding partners who work for the Local Authority, Health and Police, Health.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Safeguarding within Bradford Metropolitan District Council

Bradford Metropolitan District Council are part of the West Yorkshire Consortium, which consist of Bradford, Leeds, Wakefield, Kirklees and Calderdale. Schoolstaff, DSLs and parents/carers can access this site for further information on each safeguarding processes.

[West Yorkshire Consortium Inter Agency Safeguarding and Child Protection Procedures](#)

The Bradford Partnership is a multi-agency partnership established under the Children Act 2004 and subsequent legislation such as Working Together 2018. They are not an operational body – our role is to monitor the quality and consistency of safeguarding practice and training across all our partner agencies, ensuring continuous improvement in practice and contributing to the broader planning, commissioning, and delivery of services.

Their latest annual report, outlining priorities for partnership working can be found here.

[Safer Bradford - Home](#)

Bradford Children’s Social Care

Bradford Children and Families Trust has been established as a community interest company limited by guarantee, wholly owned by Bradford Council, to provide a long-term and sustainable platform to realise improved performance and deliver high-quality and innovative social care services to children, young people and their families within the Bradford Metropolitan District. Bradford Council continues to have statutory and professional responsibility for the strategy and effectiveness of children’s services, but has contracted the Trust to provide those services on the Council’s behalf.

[Bradford Children and Families Trust](#)

Trust schools must refer to Bradford Social Care if they feel a child is at risk or harm or abuse. Beckfoot Trust Schools have their own local safeguarding protocol, which outlines the steps to take if you are concerned about a child.

Beckfoot Trust schools work in partnership with Bradford Children’s Social Care by attending networks, DSL training, referring to the integrated front door team and working with locality based social workers.

DSL’s or members of the Safeguarding Team can make direct referrals to the Integrated Front Door/MASH team.

Schools must reference the Bradford Continuum of Need when deciding whether to make a referral or not.

saferbradford.co.uk/media/0fabac30/con-10-02-23update.pdf

Harmful sexual behaviour

Beckfoot Trust Schools use the Bradford Protocol to support their work when considering a child may be displaying harmful sexual behaviour.

saferbradford.co.uk/media/vnqdcmtg/harmful-sexual-behaviours-protocol-april-2021.pdf

Child exploitation

Beckfoot Trust Schools can refer directly to the CE hub, using the risk assessment document.

[ce-risk-assessment-feb-2023](#)

Health

The Bradford District and Craven Health Care Partnership is one of the Statutory Safeguarding partners. They have an obligation to attend strategy meetings and Initial Child Protection Case Conferences (ICPCC). If any health needs are identified for a child or family, health must work with them to resolve the outcomes.

[Bradford District and Craven Health and Care Partnership - Bradford District and Craven Health and Care Partnership](#)

Police

Members of the police sit within the MASH, and are part of discussions when practitioners make initial contact regarding concerns about a child. Members of the Police also attend Initial Child Protection Case Conferences (ICPCC) and strategy meetings.

[Home page | West Yorkshire Police](#)

Domestic abuse

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time. Definition The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other: (a) physical or sexual abuse; (b) violent or threatening behaviour; (c) controlling or coercive behaviour; (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and (e) psychological, emotional or other abuse. People are 'personally connected' when they are or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person. This can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. (The definition can be found here: [Domestic Abuse Act 2021](#))

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0800 2000 247

Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare.

Resolving disagreements and escalation

At times, Beckfoot Trust schools may disagree with decisions made by Bradford Children's Social Care. Currently, the first step for resolution is over the phone via the front door. However, if DSL's wish to make a further complaint and escalate, the process can be found here.

[Safer Bradford - Resolving Multi Agency Professional Disagreements and Escalation](#)

DSL's are able to make a direct complaint to the West Yorkshire Consortium.

[West Yorkshire Consortium Inter Agency Safeguarding and Child Protection Procedures](#)