

Child Protection and Safeguarding Protocol

Leadership of Safeguarding

The safeguarding team



Mrs Denham
Designated Safeguarding Lead
& Deputy Headteacher



Miss Backhouse
Deputy Designated
Safeguarding Lead



Mr Barnes
SENDCo



Mr Midgley
Head of KS3



Mrs Wade
Assistant Headteacher
KS4



Dr Wright
Associate Assistant HT
KS5



Mr Mehmood
Y7 Pastoral Manager



Mr Khan
Y8 Pastoral Manager



Mrs Jeffrey
Y9 Pastoral Manager



Mrs Conway
Y10 Pastoral Manager



Mr Wheeler
Y11 Pastoral Manager



Miss Bannon
Sixth Form Assistant FL



Mrs Towers
Sixth Form Pastoral Lead

- Thirteen named persons are trained to DSL requirements and assigned to specific year groups/key stages as Pastoral Managers.
- The team is led by the DSL who is also the qualified MH Lead, Operation Encompass Lead and DHT. The DSL works closely with the full-time non-teaching DDSL, leaders with responsibility for key stages, and a SENDCo who is also the CIC Designated Lead Teacher.
- The DSL has also undertaken the Advanced Certificate in Online Safety for DSLs & Deputy DSLs and Prevent Train the Trainer training in March 2023 with Prevent Education Officer, Assia Hussain. Sixteen colleagues, including eight members of the safeguarding team, had Team Teach training in June 2022 (valid until June 2025).

Organisation of Safeguarding

Line management and supervision

- There is a dedicated safeguarding office on the ground floor, in a quieter area, to allow for privacy but also accessibility.
- There is weekly supervision between DSL and DDSL to discuss key students, key entries and review actions. These meetings are logged on CPOMS.
- There is also fortnightly supervision between DSL, Head of Post-16 and Sixth Form Pastoral Lead to discuss key students, key entries and review actions. These meetings are logged on CPOMS.
- There is half-termly Named Persons supervision to respond to contextual safeguarding matters both within school and in our wider community and share best practice focusing on internal and external case studies.

- In addition, we operate a buddy system within the Named Persons team to encourage peer support, promote sharing best practice, and provide continuous professional development.
- There is also termly individual supervision for the DSL and DDSL with the MHST. The DSL completed KCSIE Supervision Skills Training with Carolyn Eyres on 20 January 2023.
- There is well-established and experienced governance via Yvonne Sinclair (Trust Safeguarding Director/Trustee). The Trust Board liaises closely with the Central Improvement Team (CIT) Leads for safeguarding and CP (S&CP) who have responsibility for the quality assurance and support to Trust Schools. The CIT leads bridge the gap between the governance responsibilities of the Board and operational requirements of schools.

Use of CPOMS

- All staff have direct access to CPOMS.
- All staff receive annual training on how to use CPOMS.
- All staff receive a 'Guide to CPOMS' which includes details of how to access CPOMS and how to record a concern on CPOMS.
- All CPOMS entries are re-categorised by the Safeguarding Team leads for each year group.
- All CPOMS entries are quality assured, including their re-categorisation, by the DSL and/or DDSL.

Categories on CPOMS

1. Abuse and Neglect	2. Child-on-Child Abuse (KPI)	3. Attendance	4. Mental and emotional wellbeing	5. Medical Incidents	6. Incident	7. CSC Status	8. Record keeping	9. Cause for concern – raise a concern category for all staff
<ul style="list-style-type: none"> • Emotional • Neglect • Physical • Sexual • Home/Parenting Issues • Presentation/Hygiene • Domestic abuse/violence • Forced marriage • FGM • Breast ironing • CSE (KPI) • CCE (inc County Lines and gangs) (KPI) • DV/DA • Trafficking • Radicalisation or extremism (KPI) 	<ul style="list-style-type: none"> • Cyberbullying • Inciting others • Initiation/hazing • Physical assault • Verbal assault • Harmful sexual behaviour • Problematic sexual behaviour • Sexual violence • Sexual harassment • Teenage relational abuse (KPI) • Online sexual harassment • Abilism • Biphobia • Homophobia • Queer+ • Racism • Sexism • Transphobia 	<ul style="list-style-type: none"> • Door-knock • Persistent concern • Elective Home Education (KPI) • Child Missing Education (KPI) • Part-time timetable (KPI) • Alternative Provision (KPI) 	<ul style="list-style-type: none"> • Low mood • Tiredness • Anxious • Agitated • Eating issues • Identity issues • Self-harm • Self-harm requiring emergency medical intervention • Talk of suicide • Attempted suicide • Bereavement 	<ul style="list-style-type: none"> • Hospitalised • DNA appoint/lack of engagement • Pregnancy • Overdosing 	<ul style="list-style-type: none"> • Possessing a weapon • Possessing substance/s • In the home • In the community • Outside the UK • TeamTeach • Smoothwall 	<ul style="list-style-type: none"> • Open Case (KPI) • Closed Case (KPI) • Referral – accepted (KPI) • In the community • Outside the UK • TeamTeach • Smoothwall • Initial Assessment • CGM • Early Help CSC (KPI) • Early Help Lead Practitioner (KPI) • CIN (KPI) • CPP (KPI) • LAC (KPI) • STRAT/ICPC • TAC/TAF 	<ul style="list-style-type: none"> • Passed to Pastoral • Risk Assessment • Comms with home • Barnado's • CAMHS • Police/SSPO • P2B • Prevent • MHST • MNHES • SEND • Supervision • Young Carer • YIM • Other external agency 	

Child protection training and updates

Relevant staff and/or staff teams 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 twice 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 (every two years) and Safeguarding Children Level 2 (annual). In addition, we have twenty-two first aiders who have completed First Aid at Work and Combined First Aid, five of whom are also trained in Paediatric First Aid. All first aiders will complete Paediatric First Aid along with their training is renewed

Bi-annual face-to-face whole-staff training always feature Safeguarding and Health and Safety training. 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.

In addition, the DSL meets with sub-teams within the school community e.g. SEND team, CSA team, kitchen staff, AMEY site staff, AMEY cleaning staff, reception team, admin, finance and Trust team, science technicians, LRC team, careers team including Connexions, peripatetic music teachers.

Safeguarding is a standing feature of our bi-weekly whole-staff face-to-face morning briefings. The HT or DSL give key reminders face-to-face to staff. In addition, we have a feature called 'Monday's Must-Know Question' and 'Friday's Must-Know Answer' around a specific safeguarding question. This is also emailed to all staff via a bulletin. Examples of topics include: What is disguised compliance? What are the signs that a student is at risk of FGM? What is the difference between domestic abuse and parental conflict? This supports our response to contextual safeguarding in our local community, nationally and internationally and raises staff knowledge of niche areas as well as common areas of safeguarding.

We are also developing a permanent informative display in our staff room to provide further reading and reminders for staff.

How students report their worries and concerns

Children 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 children can report their concerns easily, the school has the following system in place for children to confidently report abuse:

- Every year group, from years 7 to 13, has two dedicated pastoral leads including a non-teaching Head of Year and a DSL-trained Pastoral Manager. There are two Named Persons in the sixth form team.
- In addition, we have a DSL-trained senior leader for each key stage who are based close by the year group offices they oversee.
- We have a non-teaching full-time Deputy DSL who has a dedicated confidential safeguarding space in a quieter, but accessible, area of school.
- We also have a DSL who has completed DfE Senior Mental Health Lead training.
- 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 'It's Ok Not To Be Ok' displays on every floor of school, outside the toilets, and within the sixth form space, to remind all students of how to report abuse and access support.
- We have a dedicated email address stop@beckfoot.org, accessible to all students, which goes to the safeguarding team. This is another means by which to report abuse.
- As part of the STOP campaign, we have annual assemblies and additional termly reminders through tutor time.
- We also have 'STOP' posters in offices, workrooms, tutor bases and (at their request) as optional badges that students and staff can wear on their lanyards.
- The STOP campaign also features every week on our whole-staff bulletin to remind staff to keep this high profile. It is also embedded within our annual KCSIE Safeguarding Training for all staff.

Preventative Curriculum

PSHCE

PSHCE education is a planned, developmental programme of learning through which children 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 pupils need to thrive as individuals, family members and members of society.

PSHCE education equips pupils 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 children 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 pupils 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 pupils 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 pupils, significantly improving their capacity to learn and achieve. The PSHCE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition, the learning provided through a comprehensive PSHCE education provision is essential to safeguarding pupils, as Ofsted has set out.

The programme of study covers Key Stages 3 to 5 and is based on three core themes within which there is broad overlap and flexibility:

- Core theme 1. Health and Wellbeing
- Core theme 2. Relationships
- Core theme 3. Living in the Wider World

For further information on PSHCE and to view our current PSHCE map please visit [Beckfoot School - PSHCE](#).

SMSC and British Values

Our core purpose is to inspire Beckfoot 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 Beckfoot, 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 [Beckfoot School - SMSC and British Values](#).

Online Safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. As well as educating children about online risks, we have appropriate filtering and monitoring systems in place to limit the risk of children 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 children safe.

We will also inform parents and carers of what we are asking children 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 children or young adults to groom or exploit children
- **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.