

Child Protection and Safeguarding Protocol

Leadership of Safeguarding



Mrs Denham
Designated Safeguarding Lead
& Deputy Headteacher



Miss Backhouse
Deputy Designated
Safeguarding Lead



Mrs Smith
SENDCo



Mr Midgley
Head of KS3



Mrs Wade
Assistant Headteacher
KS4



Dr Wright
Assistant Headteacher
KS5



Mrs Conway
Named person



Mrs Jeffrey
Named person



Mr Khan
Named person



Mr Mehmood
Named person



Mrs Towers
Named person



Miss Webber
Named person

The safeguarding team

- Thirteen named persons, including the Headteacher, are trained to Designated Safeguarding Lead (DSL) requirements with Pastoral Managers assigned to specific year groups and key stage senior leaders.
- The team is led by the DSL who is also the Deputy Headteacher for Vulnerable Learners. The DSL works closely with the full-time non-teaching Deputy DSL (DDSL), key stage senior leaders, and a SENDCo who is also the CIC Designated Lead Teacher.
- The DSL has undertaken the Department for Education Mental Health Lead qualification, Operation Encompass Lead qualification, Advanced Certificate in Online Safety for DSLs & Deputy DSLs, and Prevent Train the Trainer training with a Prevent Education Officer.
- Twenty-five colleagues, including twelve Named Persons from the safeguarding team, had Team Teach training in June 2025 (valid until July 2028).

Organisation of Safeguarding

Line management and supervision

- There is a dedicated safeguarding office on the ground floor, in a quieter area, to allow for some 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 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 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.
- CPOMS entries may be assigned to key staff within the Safeguarding Team to support prioritisation and swift action.
- All CPOMS entries are quality assured, including their re-categorisation, by the DSL and DDSL with oversight from key stage senior leaders.

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
• 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)	• Cyberbullying • Inciting others • Initiation/hazing • Physical assault • Verbal assault • Harmful sexual behaviour • Problematic sexual behaviour • Sexual violence • Sexual harassment • Teenage relational abuse • Online sexual harassment • Ablism • Biphobia • Homophobia • Queer+ • Racism • Sexism • Transphobia	• Door-knock • Persistent concern • Elective Home Education (KPI) • Child Missing Education (KPI) • Part-time timetable (KPI) • Alternative Provision (KPI)	• Low mood • Tiredness • Anxious • Agitated • Eating issues • Identity issues • Self-harm • Self-harm requiring emergency medical intervention • Talk of suicide • Attempted suicide • Bereavement	• Hospitalised • DNA • appoint/lack of engagement • Pregnancy • Overdosing	• Possessing a weapon • Possessing substance/s • In the home • In the community • Outside the UK • TeamTeach • Smoothwall	• Open Case (KPI) • Closed Case (KPI) • Referral – accepted (KPI) • Referral – not accepted (KPI) • Initial Assessment • CGM • Early Help CSC (KPI) • Early Help Lead Practitioner (KPI) • CIN (KPI) • CPP (KPI) • LAC (KPI) • STRAT/CPIC • TAC/TAF	• Passed to Pastoral • Risk Assessment • Comms with home • Barnardo'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-seven first aiders, ten have completed ITC Level 3 in First Aid Sport, Exercise and Fitness, two in Outdoor First Aid, and the remainder in Emergency first aid including Paediatric.

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 2023, the focus was on taking a preventative approach, especially in relation to the preventative fence, staff code of conduct, standards of behaviour, online safety and our mental health strategy. In March 2024, the focus was on Prevent in response to government updated guidance. In September 2025, the focus was on updates to KCSIE and Trust policy, Care and Control, Data Protection and Cyber-Security.

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. The DSL has also led training with our LSC.

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 also undertake monthly low stakes safeguarding quizzes to inform and enhance our CPD offer for all staff.

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 11, has two dedicated pastoral leads including a non-teaching Head of Year and a DSL-trained Pastoral Manager. There are also two Named Persons in the sixth form team, including the Pastoral Lead.
- 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 is also the Deputy Headteacher for Vulnerable Learners.
- 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 directly to the DSL and DDSL. This is another means by which to report abuse and all emails are logged on CPOMS.

- 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.

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 professionally 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. School staff, 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 \(proceduresonline.com\)](https://proceduresonline.com)

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 \(bradfordcft.org.uk\)](http://bradfordcft.org.uk)

A poster for Bradford Children's Social Care. The top section has a dark background with white text asking if the reader needs to talk about a concern for a child or young person. Below this is a photo of a man on the phone. The middle section has a light blue background with text about the dedicated practitioners' advice and referral contact number, and provides the phone number 01274 433999. It also lists opening hours: Monday to Thursday 8.30am to 5.00pm, and Fridays 8.30am to 4.30pm. The bottom section has a dark background with the text 'children's heart all we do' and the Bradford Council logo. It also mentions that the wording can be made available in other formats like large print and Braille, and provides the phone number 01274 439255.

Do you need to talk to us about a concern you have about a child or young person?

Bradford Children's Services
now has a dedicated practitioners' advice and referral contact number.

Call 01274 433999 if you want to seek support and/or raise a concern about a child or young person. If you are not sure whether a child is at risk, you can call us and discuss the circumstances.

Before contacting us, have you done everything you can to help and support the family?

Opening hours
Monday to Thursday 8.30am to 5.00pm
Fridays 8.30am to 4.30pm
Our Emergency Duty Team will continue to take emergency out of hours calls on 01274 431010

children's heart all we do

The wording in this publication can be made available in other formats such as large print and Braille. Please call 01274 439255

CITY OF BRADFORD

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.

DSLs 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.

[con-10-02-23update.pdf \(saferbradford.co.uk\)](https://saferbradford.co.uk/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.

- [harmful-sexual-behaviours-protocol-april-2021.pdf \(saferbradford.co.uk\)](https://saferbradford.co.uk/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](https://saferbradford.co.uk/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 \(bdcpartnership.co.uk\)](https://bdcpartnership.co.uk)

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: <https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

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 0808 2000 247

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](#)

DSLs also are able to make a direct complaint to the West Yorkshire Consortium.

- [West Yorkshire Consortium Inter Agency Safeguarding and Child Protection Procedures \(proceduresonline.com\)](#)