

Child Protection and Safeguarding Protocol

Our Safeguarding Intent

- We are committed to safeguarding and promoting the welfare and wellbeing of students to ensure no child is left behind.
- We expect every member of staff to keep safeguarding at the forefront of their mind, be professionally curious, and to operate with hyper-vigilance, under the assumption that, “it is happening here.”
- We provide a safe and supportive environment where students are listened to, and their individuality is respected and embraced.
- Our rich and varied curriculum is preventative and responsive to the needs of our students, reacting to contextual safeguarding of our school and community, to enable students to keep themselves safe online and offline.
- We ensure staff understand their responsibility to protect students from harm by taking every disclosure seriously, reporting them swiftly, and signposting to support.
- We engage with CSC and local support services tenaciously to take swift and appropriate action, always acting in the best interests of our students.

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 Jeffrey Named person	 Mr Mehmood Named person	 Mr Nash Named person	 Mrs Towers Named person	 Miss Webber Named person	

Our safeguarding team

- Twelve 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, designated Allergy Lead and designated Mental Health Champion.
- The DSL works closely with the full-time non-teaching Deputy DSL (DDSL), key stage senior leaders, the SENDCo and the Deputy 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.

Reporting concerns

How staff report concerns about children

- All staff have direct access to CPOMS.
- All staff receive annual training on how to use CPOMS to record safeguarding concerns and are also reminded of when to see the DSL or DDSL in person.
- Their training also stipulates that if a child is at immediate risk of harm and/or the disclosure or concern requires immediate action, they must use On Call to request a member of the safeguarding team immediately, and/or see the DSL or DDSL in person to share their concern in person.
- 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/ICPC - TAC/TAF	- 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	

How children report concerns to staff

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, designated Allergy Lead and designated Mental Health Champion.
- 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 our child-on-child abuse 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.
- Every PSHCE session with safeguarding implications has a reminder of all the ways that children can report concerns to staff.

How families/external agencies and visitors can report concerns to school

We want every child in our school community to feel safe, supported and listened to. We understand that, as a parent or carer, you may sometimes have a concern about a child's wellbeing or safety. We encourage you to share any concern with us; all safeguarding concerns are taken seriously. Our safeguarding team will listen carefully, consider the information provided and take appropriate action to ensure that children are protected and supported. Where necessary, we will work with other professionals and agencies to help keep children safe.

If you have a safeguarding concern, please contact our reception team and clearly state that your enquiry relates to safeguarding.

You can get in touch by calling 01274 771444 or by emailing admin@beckfoot.org

- When contacting us, please clearly state whether your enquiry is urgent or non-urgent. This helps our safeguarding team to assess and prioritise the response appropriately.
- Our safeguarding team manages a wide range of concerns throughout the school day. This includes responding to issues arising directly with students in school, as well as information and concerns received from parents, carers and other professionals or agencies. Clearly identifying the urgency of your enquiry helps us to balance these responsibilities and ensure that the most immediate concerns receive an appropriate and timely response.
- Please provide as much information as you feel able to, including what you have noticed, who the concern relates to and any relevant dates or details. You do not need to be certain that abuse or harm has taken place before reporting a concern. It is our responsibility to listen to the concern, consider the information and determine what action is needed.
- We appreciate that raising a safeguarding concern can sometimes feel difficult or worrying. Please be reassured that we will treat your concerns sensitively, respectfully and seriously. Information will be shared appropriately with those who need to know in order to help safeguard and support the child.
- If you are worried, please tell us. Your concern may make an important difference to a child's safety and wellbeing.
- For advice on how to report a safeguarding concern out-of-hours or during school holidays, please refer to the information on the final page of this protocol document.

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 AT THE heart OF 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



Mental Health and Safeguarding

“Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.” (World Health Organization)

- At Beckfoot School, we aim to promote positive mental health and wellbeing for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students. Our Emotional Wellbeing Provision Map, which is listed as Appendix A, was developed in conjunction with Bradford Mental Health in Schools Team and their Guidance, and via DfE Senior Mental Health Lead Training.
- Research indicates that three children in any average classroom will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for students affected both directly and indirectly by mental ill health.

- In addition to promoting positive mental health, we aim to ensure that students and staff are equipped to manage times of change and stress, and that they are supported to reach their potential or access help when they need it.
- We also have a role to ensure that all members of our school community learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.
- For further information on our Mental Health and Wellbeing strategy, please refer to our Mental Health and Wellbeing Protocol document which is accessible through the policy page on our website.

Preventative Curriculum (including online safety)

- At Beckfoot School, our preventative curriculum is an important part of our whole-school approach to safeguarding. Through planned, progressive and age-appropriate learning, we equip students with the knowledge, skills and confidence to recognise risk and harmful behaviour, keep themselves and others safe, make informed choices, report concerns and access appropriate support.
- Our preventative curriculum is delivered through PSHE, Relationships, Sex and Health Education (RSHE), British Values and Spiritual, Moral, Social and Cultural (SMSC) education, supported by tutor time, assemblies, Wider Learning Days, external visitors and the wider curriculum. Together, these develop students' understanding of healthy relationships, health and wellbeing, equality and diversity, rights and responsibilities, the rule of law, individual liberty, mutual respect and life in modern Britain.
- Students learn about healthy and unhealthy relationships; consent and boundaries; child-on-child abuse; sexual harassment and harmful sexual behaviour; domestic abuse and coercive control; exploitation and grooming; forced marriage and FGM; bullying and discrimination; mental health; substance misuse; knife crime; county lines; radicalisation and extremism; and personal safety. Students are taught that abuse is never the victim's fault, how to recognise abusive, harmful or exploitative behaviour, how to challenge harmful attitudes safely, and how to report concerns or seek support for themselves or others.
- Online safety is an integral part of our preventative curriculum, addressing the four areas of online risk: content, contact, conduct and commerce. Learning includes online relationships and consent, privacy, grooming and exploitation, pornography and harmful content, online sexual harassment, sharing sexual images, image-based abuse, sextortion, misinformation, social media and algorithms, scams, and AI-generated or manipulated content. Students are taught how to recognise and manage online risks, report harmful material and access support.
- Safeguarding learning takes place within a safe and supportive environment. Students are regularly reminded of trusted adults, safeguarding staff and the support available within school. They understand that concerns and disclosures will be taken seriously and that confidentiality cannot be guaranteed where there are concerns about their safety or the safety of others. Any safeguarding concerns arising through curriculum delivery are reported promptly in line with the school's safeguarding procedures.

- Assemblies, Wider Learning Days and carefully selected external providers complement and reinforce taught learning and allow provision to respond to emerging issues and the contextual safeguarding needs of our students and community.
- For further information, including curriculum content, sequencing and coverage of PSHCE, RSHE, British Values, SMSC, safeguarding and online safety, please refer to our RSHE Policy, PSHCE Curriculum Overviews, Tutor Time Curriculum Overviews and Visitors and Assemblies Overview, available through the school website.

Medical Needs

- We recognise that effective management of medical needs is an important part of keeping children safe. The school follows the Beckfoot Trust Medical Needs Policy (V4, December 2024), which sets out arrangements for identifying, recording and managing pupils' medical conditions, including healthcare plans, medication, staff training and emergency arrangements.
- Jackie Drew, Healthcare Lead, has oversight of the school's medical needs systems and works with pupils, families, staff and relevant healthcare professionals to ensure appropriate arrangements are in place. Alex Denham, Designated Safeguarding Lead and Senior Allergy Lead, provides safeguarding oversight of medical needs and allergy arrangements, including ensuring that relevant training, registers and procedures are monitored.
- Where a medical condition presents a safeguarding risk, or there are concerns that a child's medical needs are not being appropriately met, these concerns will be managed in accordance with this Safeguarding Policy and the school's child protection procedures. This includes concerns relating to access to medication, failure to follow an agreed healthcare plan, neglect of medical needs, repeated medical incidents, or bullying or discrimination related to a medical condition.
- Allergy and anaphylaxis arrangements are set out in the school's Allergy and Anaphylaxis Safety Protocol, which should be read alongside the Trust Medical Needs Policy. This provides further detail on the Allergy Register, Health Action Plans, communication of allergy information to staff, risk assessment, staff training, emergency response and the management of adrenaline auto-injectors.
- Parents and carers are asked to provide accurate and up-to-date information about their child's medical needs and to inform the school promptly of any changes. The school works in partnership with families to ensure appropriate arrangements are in place to protect children and enable them to participate safely in school life.
- For further information, please see the Beckfoot Trust Medical Needs Policy, Allergy and Anaphylaxis Safety Protocol, available through the school website.

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.

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 safeguarding their children online at home.

Beckfoot Trust recognises that 'working together' with a 'shared endeavour' is essential to establish positive and effective working relationships with other agencies.

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. 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.

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.

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.

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)

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.

Police

Home page | West Yorkshire 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.

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.

Safeguarding contact details including out of hours and school holidays

- If you are concerned about the safety or welfare of your child or another child during school open hours and/or term-time, please follow the advice earlier in this protocol entitled: **How families/external agencies and visitors can report concerns to school.**
- If you are concerned about the safety or welfare of your child or another child out-of-hours or during school holidays, please call Children's Social Care Initial Contact point on 01274 433999 (8.30am-5pm Monday to Thursday, 8.30am-4.30pm on Friday). At all other times, please call Social Services Emergency Duty Team on 01274 431010.
- If you have reason to believe your child or another child is at immediate risk of harm, please call the Police on 999.
- In case of urgent Mental Health support, please call First Response on 0800 952 1181.
- **If you are concerned that a child is being harmed, you must not keep these concerns to yourself; contact the numbers above to ensure that you speak to a suitable person who can listen to and record your concerns and take appropriate action.**