





# Child Protection and Safeguarding Protocol

## Leadership of Safeguarding

We have a number of staff in school who have been trained to support children, staff and families with safeguarding and child protection. These staff are:

			IMAGE NEEDED	
<b>Zoe Mawson</b>	<b>Laura Burgin</b>	<b>Louise Sugden</b>	<b>Angela Morgan</b>	<b>Davina Blanshard-Jones</b>
Headteacher and Deputy Designated Safeguarding Lead	Deputy Headteacher and Designated Safeguarding Lead	Assistant Headteacher and Designated Safeguarding Lead	Child Protection Officer and Deputy Designated Safeguarding Lead	Assistant Headteacher, SENDCO, Deputy Designated Safeguarding Lead

## Organisation of Safeguarding

All staff in school have access to CPOMs and have regular training on how to use it. Lunchtime staff, office staff and others who may not use CPOM's regularly are offered additional support to add entries to CPOMs should this be required at the time.

All staff add to CPOMs using the categories Safeguarding Cause for Concern, Behaviour or Parents. Teams of DSL/DDSLs then read and respond to the entries.

DSL and DDSLs then re-categorise entries as necessary. This ensures key staff have all information and can see the whole picture, either for individual children, across families or year groups.

Safeguarding staff from across the Trust meet termly as a Collective Efficacy Teams to ensure alignment and consistency in all schools. DSLs from across the Trust attend half termly online briefings. These share updates on legislation, training and protocols, ensuring DSLs have up to date knowledge of safeguarding, whilst maintaining consistency across the Trust.

Monthly safeguarding meetings as an SLT, including the site manager are held to discuss all safeguarding across school. The team can discuss any concerns, carry out walkthroughs of the site 2 and perform spot checks, such as on the SCR, CPOMs, staff files. This is then followed up by relevant teams as required.

The DSL meets weekly with the child protection officer for line management and supervision. This allows for line management conversations, training etc and then supervision in alternative weeks. Notes and updates from these meetings are recorded on CPOMs.

## Child Protection Training and Updates

**All staff take part in regular and up to date safeguarding training.**

Course	Frequency	Staff
<b>Keeping Children Safe in Education</b>	Annual	All Staff, Trustees and LSC
<b>Online Safety</b>	Annual	All Staff, Trustees and LSC
<b>Initial Safeguarding and Child Protection</b>	Induction	New Staff, Trustees and LSC
<b>Fair Inclusive Recruitment (includes safer recruitment, unconscious bias)</b>	Biannual	Senior Leaders and other staff involved in recruiting
<b>Safer Recruitment</b>	Biannual	HR Staff
<b>FGM and Honour Based Abuse</b>	Triannual	All Staff, Trustees and LSC
<b>Radicalisation, Extermism and PREVENT</b>	Triannual	All Staff, Trustees and LSC
<b>Teaching about relationships, sex and health (RSHE)</b>	Triannual	Teaching Staff
<b>Training for Mental Health Leads</b>		Mental Health Leads
<b>LAC Designated Safeguarding Training</b>	Biannual	LSC Designated Teachers

<b>Designated Safeguarding Lead Training (level 3)</b>	Biannual	Designated Safeguarding Leads
<b>Safeguarding children with SEND</b>	Biannual	Special Needs Co-Ordinators
<b>Supporting Pupils with medical needs</b>	Biannual and on arrival of child with new medical need	Staff responsible for the support of medical needs

Weekly staff briefings always include a safeguarding section. This includes recent updates to legislation, reminders of key facts and knowledge or quizzes.

## How children report their worries and concerns

We work hard to develop trusted relationships with children and children may disclose something to any adult working with them in school.

Class teachers, Inclusion team staff and the Safeguarding team are all aware - If a child reports a concern or incident to a member of staff they will:

- Remain calm and not overreact
- Allow the child to speak freely
- Not be afraid of silences
- Not ask investigative questions
- Give reassuring nods or words of comfort - 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me
- Not automatically offer physical touch as comfort
- Let the pupil know that in order for help they must pass the information on to the DSL
- Tell the pupil what will happen next
- Add as a new incident to CPOM's or verbally speak to the DSL/DDSL as soon as possible

If a child reports a concern or incident to an adult working in school who is not a member of staff they will:

- Follow the steps above and then as soon as possible speak to the school staff member they are working with or speak to the DSL/DDSL to share the concern

When adding an entry to CPOM's the staff member will:

- Add a new incident by adding the full name of the child. If the child is not automatically found, check the spelling of the child's name. Speak to the DSL if the child cannot be found
- Write a clear account of what the child has said. Where possible using the exact language the child has used
- Be concise and accurate. NO story telling

- Use ABC (If appropriate)
- Antecedent - what happened directly before the behaviour event
- Behaviour - what was the specific behaviour
- Consequence - what happened directly after the behaviour event
- Add a category to the incident. Safeguarding Cause for Concern, Behaviour Incident, Parent Contact. If staff are unsure, they will choose Safeguarding for Concern.

School have a skilled inclusion team who support all children with concerns or worries. They can also work with Individual children who need further support.

The schools safeguarding team are actively visible in school, working with all children. They are available on the play grounds at the beginning and end of days and at lunchtimes, giving further opportunities for children to share any worries or concerns they may have.

In liaison with West Yorkshire Police, we also have 'Bobby the Bear', a soft toy based in Early Years and used by the Inclusion team. The idea is that children can report worries from home or the community and school staff will follow this up.

## Preventative Curriculum

We use a mixture of published curricular - Jigsaw, Pol Ed and Evolve. We also plan for visitors and special safety assemblies and focus weeks (anti-bullying, internet safety week etc) to teach our preventative curriculum which is published on our website.

## Online Safety

It is essential that we protect and safeguarded children 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. We currently use Smoothwall filtering as part of the Bradford Learning Network. As a Trust these filtering and monitoring systems are reviewed regularly to ensure their effectiveness

We tell parents and carers what filtering and monitoring systems we use, so they can understand how we work to keep children safe. We also speak with parent should their child be putting themselves at risk online in any way.

Staff receive regular up to date online safety training. Discussing new risks and preventative measures to keep children safe when 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 risks and report any concerns to the DSL/DDSL

## 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)

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.

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

## **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.docx \(sharepoint.com\)](#)

## **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 \(bdcpartnership.co.uk\)](#)



## Police

Members of the police sit within the MASH, and are part of discussions when practitioner 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 \(legislation.gov.uk\)](#))

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](#)

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

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