





Child Protection and Safeguarding Protocol

Leadership of Safeguarding

The safeguarding team

			
Lisa Little	Jo Dowson	Charlotte Bray	Jonnie Czternastek

- Four named persons are trained to DSL requirements
- The team is led by the Designated Safeguarding Lead, Jonnie Czternastek.

Organisation of Safeguarding

Line management and supervision

- There are weekly meetings between DSL and DDSLs to discuss key students, key entries, and review actions. These meetings are logged on CPOMS.
- There is also fortnightly supervision between DSL and attendance/parent liaison lead
- 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.

- 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 and have regular reminders.
- All staff receive a 'How to' 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 area of school and overseen by the DSL.
- Actions are updated on CPOMS by the Safeguarding Team and others who have been invited on a need-to-know basis.

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.
- There is annual safeguarding training for all staff on updates to KCSIE.
- We have weekly safeguarding briefings, these focus on student information sharing one week, which alternates with reminders and questions related to KCSIE and safeguarding issues that are arising in school following analysis of CPOMS entries.
- Key staff complete Safer Recruitment in Education training (every two years)

How students report their worries and concerns

- At Hazelbeck, we promote a culture of listening and train our staff on developing highly professional, trusting relationships. Because of this, most students report their worries orally to staff. Staff will:
 - Listen attentively and remember the details of what is being said.
 - Reassure the student and tell them that you cannot keep this a secret and will pass it onto a trusted adult.
 - Make a written record as soon as possible after a disclosure then record on CPOMS
 - Seek advice from a DSL/DDSL.
- Some students may write down a worry or concern and pass this to staff, this may be in the form of notes or journals where appropriate.
- 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.

Preventative Curriculum

Our Preventative Curriculum is age and stage-appropriate and flexible enough to respond to contextual issues; it ties together the core curriculum (including all taught subjects), PSHCE, RSE, life skills and SMSC and British Values. In addition, we are acutely aware of those children that are at risk in each base.

SMSC and British Values

Our core purpose is to support everyone to overcome barriers and flourish in their life. Our ambition is to support and inspire all our learners to be confident, independent, inspired, successful and safe young people. SMSC including British Values are consciously developed through the culture and ethos of Hazelbeck. For examples of how we promote these values in our school community, visit Hazelbeck School - SMSC and British Values.

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 appropriate to each individual. 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 contributes to personal development by helping pupils to build their confidence, resilience, and self-esteem, to identify and manage risk, make informed choices and, where appropriate, understand what influences their decisions. It supports them, at an appropriate level for each individual, to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate 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 and develop the essential skills for life. 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.

RSE

It is our priority to ensure that all students access a curriculum that supports them to overcome barriers to learning. This includes the interactions they have with those around them. Relationship and Sex education (RSE) forms a key part of their curriculum experience that supports them to develop personally. Today's young people are growing up in an increasingly complex world. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy, both physically and mentally, including risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex. These subjects represent a huge opportunity to help our children and young people develop and learn how to look after their wellbeing.

Life skills and Understanding the World

We want our young people to leave Hazelbeck being as confident, safe and independent in their community as possible. Many of young people have limited opportunities to learn how to keep safe in their environment and need to be explicitly taught these skills. In our Life skills lessons, young people learn about how to travel safely (including road safety) and problem solve, how to stay safe in the community (including water safety), safe in the home (including cooking and food hygiene, keeping healthy and electrical safety) and how to manage their finances (where appropriate). With the knowledge and skills taught in these lessons we help our young people to better manage their environment beyond school and the home.

Online Safety

We know the world is fast changing in terms of our technology and many of our young people have access to devices. We teach internet and digital safety is throughout the year as part of our ICT curriculum to support our young people to keep safe at an age and stage that is appropriate to them. We know which students are most vulnerable to inappropriate use of devices and put additional support in where needed.

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.

All staff are aware of online 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. 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 \(bradfordcft.org.uk\)](https://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](#)

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](#)

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 \(proceduresonline.com\)](#)