Child Protection and Safeguarding Protocol

Leadership of Safeguarding

Hazelbeck Safeguarding Team		
		
Jonnie Czternastek Designated Safeguarding Lead /Assistant Headteacher	Lisa Little Headteacher	Kirstie Coughlan Deputy Headteacher
		
Saika Shaheen Attendance and family Support Team	Vicky Ullah Attendance and Family Support Team	Julie Rabeche Care team Manager

- Six named persons are trained to DSL requirements and are part of the Beckfoot Hazelbeck Safeguarding Team
- 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 and Family Support 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.

Reporting concerns

How staff report concerns about children

When a concern arises, school-based staff must:

- record the concern on CPOMS promptly, ideally immediately following the incident, disclosure or observation
- use clear, factual and professional language
- record the child's exact words where a disclosure has been made
- distinguish between what was seen, heard, reported and any professional opinion
- include dates, times, locations, witnesses and actions taken
- attach any relevant documents or evidence where appropriate
- alert the DSL and/or deputy DSL through the CPOMS notification system

The 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 and are 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.

How children report concerns to staff

- 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.

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

All Families, external agencies and visitors have a responsibility to safeguard and promote the welfare of children. Any concern, suspicion, disclosure or allegation relating to a child's welfare must be acted upon immediately and reported to the designated safeguarding lead (DSL) or, in their absence, a deputy DSL. Staff must never assume that another person has taken action.

Families, external agencies and visitors without access to a CPOMs account are required to record concerns using a safeguarding concern form. The recording form should be easily accessible to visitors in paper form in our school reception and is available on request.

Additionally, Families, external agencies and visitors can also report concerns via safeguarding email address (INSERT EMAIL).



Mental Health and Safeguarding

All staff should recognise that mental health concerns can become safeguarding issues and may indicate that a child is at risk of abuse, neglect, or exploitation. We recognise that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect, exploitation or other adverse experiences. While only appropriately trained professionals can diagnose mental health conditions, all staff should be alert to children whose behaviour, presentation or emotional wellbeing may suggest they need help or protection. Early intervention is important, and staff will work with the designated safeguarding lead to identify, assess and respond to concerns. The school promotes positive mental health and wellbeing for all pupils and will provide appropriate support, referrals and access to external services where required. Concerns about a child's mental health will be considered alongside wider safeguarding issues and responded to in accordance with safeguarding procedures.

- Possible indicators may include:
- persistent sadness, anxiety or low mood
- withdrawal from friends, activities or learning
- significant changes in behaviour or attendance
- self-harm or suicidal thoughts
- excessive worry, distress or emotional dysregulation
- changes in eating or sleeping patterns
- risk-taking or harmful behaviours
- Each trust school is committed to promoting positive mental health and wellbeing and will work with families and external agencies to ensure pupils receive appropriate support when needed.

In many of our schools, specific localised support is in place for children with either:

- emotionally based school avoidance (EBSA)
- anxiety-driven attendance difficulties

We are aware that safeguarding vulnerabilities for such children requires additional support beyond the universal safeguarding and attendance offer. Further details about the

graduated response to managing mental health is detailed in school child protection and safeguarding protocols.

All concerns relating to a child's mental health and wellbeing will be reported and managed in line with the school's safeguarding procedures. Early identification allows for timely support and intervention.

If there are safeguarding concerns, staff must report to the DSL. In emergencies, they should seek immediate help (999 or A&E), and for urgent but non-emergency support, contact NHS 111 (mental health option).

Preventative Curriculum (including online safety)

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.

Medical Needs

Beckfoot Hazelbeck is committed to ensuring arrangements are in place to support pupils with medical needs. All pupils with medical conditions, in terms of both physical and mental health, receive appropriate support allowing them to play a full and active role in school life, remain healthy, have full access to education.

We are committed to ensuring parents and pupils are supported with a range of medical conditions including long-term complex medical conditions which may require on-going support. Complex medical conditions can be life threatening, and they can have a significant impact on a pupil's ability to learn.

Beckfoot Hazelbeck believes it is important that parents/carers of pupils with medical needs feel confident that the school provides effective support for their child's medical condition, and that pupils feel safe in the school environment.

To ensure that the needs of our pupils with medical conditions are fully understood and effectively supported, we work closely with our Clinical Lead Practitioner, commissioned through the NHS, and consult with health and social care professionals, pupils and their parents/carers.

School staff,

- May be asked to provide support to pupils with medical conditions, including the administering of medicines, but are not required to do so
- The exception to this is to follow the Allergy and Anaphylaxis policy and protocol. All staff are trained in the recognising and responding to a pupil who is having an allergic reaction and showing signs of anaphylaxis.
- Take into account the needs of pupils with medical conditions in their lessons when deciding whether or not to volunteer to administer medication
- Receive sufficient training and achieve the required level of competency before taking responsibility for supporting pupils with medical conditions
- Know what to do and respond accordingly when they become aware that a pupil with a medical condition needs help, following that child's individual health care plan
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The School Care Team,

In consultation with the SENCo, the Care Team Lead in school will ensure that the medical needs register is up to date. They will have an overview of the pupils' health needs and will co-ordinate their care and their IHCPs in partnership with the SENCo and the CLP.

The Care Team leads will:

- Keep training records up-to-date and arrange training for staff annually and specifically for pupils with more complex needs in consultation with the CLP.
- Oversee and co-ordinate the safe storage of medicines and will have oversight of records, liaising with administrators to ensure that pupil records are kept up to date.
- Where appropriate, care team members will meet the Clinical Lead Practitioner monthly for supervision and or training.

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 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.

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 practitioner 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

There is always suitable safeguarding leadership available during school or college hours, with arrangements in place for out-of-hours activities where necessary. Beckfoot Hazelbeck have a safeguarding mailbox that is confidentially accessed all members of the safeguarding team and during holiday periods by select senior leaders of staff in school, including the Headteacher of respective schools.

This email address is

Schools place out of office information below when school is closed to ensure external agencies know who to contact where appropriate.

If you are concerned about the safety or welfare of your child or another child, 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.