

Child Protection and Safeguarding Protocol

Leadership of Safeguarding



Designated
Safeguarding Lead (DSL)

Katy Walsh
Headteacher



Deputy Designated
Safeguarding Lead (DDSL)
& Prevent Lead
Rebecca Wardell
Deputy Headteacher



Deputy Designated
Safeguarding Lead (DDSL) &
Family Help Lead
Practitioner, Allergy leader

Elizabeth Fletcher
Assistant Headteacher



Deputy Designated
Safeguarding Lead (DDSL) &
Early Years Safeguarding
Lead

Faye Phillips Early Years
Leader



Deputy Designated
Safeguarding Lead (DSL)

Rachael Bland
Key Stage 1 Leader



Deputy Designated
Safeguarding Lead (DSL)

Lauren Hopps
Lowr Key Stage 2 Leader

Organisation of Safeguarding

The safeguarding team meet monthly to review key children and cases, ensure the right support is in place, agree any next steps needed and undertake supervision sessions.

The DSL monitors outstanding actions, allocates cases and monitors open cases.

Reporting concerns

How staff report concerns about children

All staff are expected to report concerns verbally to a DSL/ DDSL and log concerns on CPOMs. All staff can log a cause for concern on CPOMs and they receive training on how to do this succinctly, timely and accurately.

A good CPOMs entry will:

- Be clear and concise - bullet point style (avoid long sentences)
- Provide details of the concern
- Include what the child has said plus any TED questions you have used (Tell me..., Explain...Describe)
- Include which DSL/ DDSL you have spoken to about your concern
- Use full name, then use initials

On receiving a concern, the DSL/ DDSL will advise on next steps and actions. The safeguarding team re-categorise each record/ log and if appropriate assigns it to a member of the team. When required, logs are linked to previous concerns or actions.

Child on child logs

All staff complete child on child logs following an incident. DDSLs review logs, support victims, perpetrators and families and agree appropriate next steps and log these on CPOMs.

How children report concerns to staff

At Beckfoot Allerton, 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:

- Use the 'TED' approach (Tell me... Explain... Describe) to find out details
- 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 there are several ways they can do this:

Worry boxes:

Each classroom has a worry box which is checked daily by the class teacher or adult in charge that day. Disclosures are passed onto DSL/DDSL

Journals:

UKS2 have journals which they write in daily after lunch. These are also regularly checked and concerns are also passed onto DSL/DDSL.

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

There is a designated safeguarding section on the school website that provides information for families and external agencies. There is a drop in every day that families can come to and a DSL/ DDSL is always available if families come to share a concern.

Posters of the safeguarding team are displayed in and around the school site, these also display the generic safeguarding email address that families can report to.



Mental Health and Safeguarding

Staff are vigilant and monitor children on a day-to-day basis, they have received training on recognising, reporting and responding to children who might be struggling with their mental health. The training highlighted the link to changes in behaviour that staff might observe and know the link to safeguarding and the need to report this.

Our SENCO is the trained mental health lead for children in school. She leads assemblies, supports children, arranges check ins for key children and refers children to a range of support services including the Mental Health Team in Bradford, EBSA team and counselling services.

Additionally, we have a trained art therapist and play therapist who work on site for part of the week, and we refer children to this service.

Preventative Curriculum (including online safety)

We use a mixture of published curricular - My Happy Mind and The Story Project, these are supplemented with visitors and special safety assemblies and focus weeks (anti-bullying, safety week etc) to teach our preventative curriculum which is published on our website.

Smoothwall monitoring is used to protect student and staff devices. Any device that accesses dangerous material immediately alerts the IT team and the headteacher/DSL. Additionally, the overview is shared with the HT on a weekly basis. The IT team regularly test different devices both onsite and remotely to check the system.

For our online safety curriculum we use 'Project Evolve' which is bespoke to the needs of each class for each year group curriculum area. The students have a quiz at the start of the unit and focus on weaker areas over each unit.

Monitoring of the curriculum is carried out by the computing lead and training/feedback is provided to all staff.

Remote education is now provided through Oak National Academy for students who are not able to learn in the school building but are well enough to learn at home.

Medical Needs

Children with medical needs have an Individual Healthcare Plan (IHCP). The office manager is the health lead for the school and meets with families to create and review the plans.

Medical information is shared with staff who come into contact with the children. The allergy and anaphylaxis protocol sets out more information for staff and families.

Children are taught about medical needs through the PSHE curriculum and assemblies.

Staff receive training on different medical conditions as relevant to the children's needs in school. Further training is provided for key staff members who administer medication or first aid.

Early Years Foundation Stage (if applicable)

At Beckfoot Allerton, the Early Years Leader is the named safeguarding lead for EYFS. We meet with families on entry to school; contact any other providers children have attended and carry out home visits to meet children and families in their familiar environment. All staff working in EYFS have the relevant qualifications and receive induction training when they start.

The EYFS leader carries out and reviews risk assessments to ensure the site and provision is safe and secure. There is always at least one paediatric first aider based in Early Years, training is kept up to date for all trained staff.

We ensure the statutory ratios are adhered to, the EYFS leader monitors this and reports any concerns or changes needed to the headteacher.

We support children who are not yet potty trained, require the support of an adult and need to be changed. We have a designated changing space in EYFS, and staff follow the intimate care policy when changing

children, one member of the team changes children with another adult close by, respecting the dignity of the child. Staff remain vigilant when changing children and report any concerns to the DSL.

At Beckfoot Allerton, EYFS staff have been trained on the supervision of safer eating practices. Staff are on duty at snack time and lunch time and maintain a high level of vigilance as they observe children at these times.

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

There is always suitable safeguarding leadership available during school or college hours, with arrangements in place for out-of-hours activities where necessary. Beckfoot Allerton have a safeguarding mailbox that is confidentially accessed by 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 safeguarding@beckfootallerton.org

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.