



Child Protection and Safeguarding Protocol

Leadership of Safeguarding

Safeguarding Role	Name	School Role
Designated Safeguarding Lead	Aneesa Hussain	Assistant Headteacher (Personal Development) Designated Safeguarding Lead
Deputy Designated Safeguarding Lead	Zoe Howard	DDSL
Deputy Designated Safeguarding Lead	Lou Nutton	DDSL

- We have three named members of staff who are trained to the Level 3 Designated Safeguarding Lead standard.
- The team is led by the Designated Safeguarding Lead who is also the qualified Senior Mental Health Lead and Assistant Headteacher.
- The DSL works closely with two full-time non-teaching DDSLs

Organisation of Safeguarding

The Designated Safeguarding Lead (DSL) provides strategic oversight, support, and supervision to the Deputy Designated Safeguarding Leads (DDSLs). The safeguarding team meets weekly to review new and ongoing safeguarding concerns, monitor

vulnerable students, identify emerging trends, and evaluate the effectiveness of interventions. Formal safeguarding supervision is conducted at least half-termly and is appropriately recorded to support reflective practice, quality assurance, professional development, decision-making, and staff wellbeing. Additional supervision, case discussion, and professional consultation are provided as required, particularly in relation to complex, high-risk, or multi-agency cases.

DDSLs play a key operational role within the safeguarding team. They are responsible for the timely triage of safeguarding concerns recorded on CPOMS, assessing risk, allocating actions to the most appropriate staff members, and ensuring that all concerns receive a timely and proportionate response. DDSLs monitor the progress and quality of follow-up actions, maintain oversight of case management, and escalate concerns to the DSL where necessary to ensure that students receive the appropriate support and protection.

Reporting concerns

How staff report concerns about children

All staff have direct access to CPOMS and are expected to record any safeguarding concerns promptly, regardless of their perceived significance. No concern is too small to report. Where there is an immediate concern for a child's safety or welfare, staff must speak directly with a member of the Safeguarding Team without delay, in addition to recording the concern on CPOMS.

How children report concerns to staff

To ensure that students can raise concerns easily and confidently, the school has a range of reporting mechanisms in place. Students are encouraged to share any worries, concerns, or safeguarding issues with any member of staff, all of whom are trained to respond appropriately and take concerns seriously.

In addition, the following support systems are available:

- Every year group has a designated **Head of Year** who provides pastoral support and can be approached by students at any time.
- Two non-teaching **Deputy Designated Safeguarding Lead (DDSL)**, are based in a confidential and accessible location within the school and is available and visible throughout the school day.
- The **Designated Safeguarding Lead (DSL)** maintains a visible presence across the school, particularly at the start of the school day, during break and lunchtime periods, and at other key times when students may wish to seek support.
- Students can also raise concerns through the dedicated safeguarding email address safeguarding@beckfootupperheaton.org should they feel more comfortable communicating their concerns electronically.
- Safeguarding displays are located throughout the school, clearly identifying key safeguarding staff and providing information on how concerns can be reported.

- Students receive regular safeguarding information and signposting through assemblies, PSHCE lessons, and other pastoral opportunities, ensuring they understand who they can speak to and how to access support.

There is also a personalised email address safeguarding@beckfootupperheaton.org where students can email their concerns if they feel more comfortable doing this

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

Families are encouraged to report any concerns directly to the school by contacting the school office and ensuring that the information is shared promptly with the appropriate member of staff.

A visitor safeguarding information sheet is displayed at reception and provides clear guidance on the process for reporting a safeguarding concern. All visitors are expected to follow this procedure and report any concerns without delay.

Families are also able to access support directly through Bradford Children's Services, with information on how to make a referral clearly displayed at reception. In addition, the school website provides signposting to a range of support services and agencies, enabling families to access appropriate advice, guidance, and intervention for safeguarding, wellbeing, and family support needs. This ensures that families are aware of both school-based and external sources of support and can seek assistance at the earliest opportunity



Mental Health and Safeguarding

The school adopts a graduated response to mental health needs, ensuring that support is provided at the earliest opportunity and increased according to the level of need.

Concerns may include anxiety, emotionally based school avoidance (EBSA), low mood, self-harm, suicidal ideation, eating disorders, obsessive compulsive disorder (OCD), and other emotional or mental health difficulties. These concerns may be identified through pastoral monitoring, safeguarding referrals, attendance processes, staff observations, student self-referral, or information shared by families.

The graduated approach includes:

- Universal Support through the school's preventative curriculum, PSHCE/RSE programme, assemblies, and pastoral systems, which promote positive mental health, resilience, emotional literacy, and help-seeking behaviours.

- Targeted Support for students requiring additional intervention, including pastoral support, trusted adult check-ins, mentoring, attendance support for EBSA, and reasonable adjustments to meet individual needs.
- Specialist Support where concerns are more complex or persistent. This may involve referrals to the Mental Health Support Team (MHST), counselling services, Early Help, CAMHS, educational psychology services, or other relevant external agencies and charities.
- Safeguarding Intervention where there are concerns relating to self-harm, suicidal ideation, significant emotional distress, or other factors that place a student at risk of harm. In such cases, the safeguarding team will coordinate an appropriate multi-agency response and develop support and safety planning in partnership with families and professionals, including a risk assessment where appropriate.

Through this graduated approach, the school seeks to provide timely support, reduce barriers to learning, and ensure that all students receive the help they need to remain safe, well, and able to achieve their full potential.

Preventative Curriculum (including online safety)

The school's preventative curriculum is strategically planned and overseen by the Designated Safeguarding Lead (DSL) and Assistant Headteacher for Personal Development. It encompasses the PSHCE and Relationships and Sex Education (RSE) curriculum, wider curriculum opportunities, assemblies, external visitors, and enrichment activities, ensuring students receive consistent and age-appropriate safeguarding, wellbeing, and personal development education.

Through a comprehensive PSHCE and RSE programme, students develop the knowledge, understanding, and skills needed to lead healthy, safe, and responsible lives. The curriculum supports students to build resilience, confidence, self-esteem, and positive relationships, while enabling them to identify and manage risk, make informed decisions, and seek support when needed.

The preventative curriculum is underpinned by the school's core values of Excellence, Integrity, and Kindness. These values are woven throughout curriculum delivery, assemblies, pastoral activities, and wider school experiences, encouraging students to strive for their best, act with honesty and responsibility, and show respect, empathy, and compassion towards others.

Safeguarding themes are reinforced through assemblies, themed awareness events, curriculum learning, and contributions from external agencies and specialist visitors. This whole-school approach promotes students' spiritual, moral, social, and cultural (SMSC) development, supports wellbeing, and helps remove barriers to learning.

The preventative curriculum plays a central role in safeguarding by equipping students with the awareness, skills, and confidence to recognise concerns, stay safe both online and offline, and understand how to access support. Through this approach, students are

empowered to make positive choices, contribute positively to their community, and embody the values of Excellence, Integrity, and Kindness in all aspects of school life.

Further information, including the current PSHCE curriculum map, is available on the Beckfoot Upper Heaton website.

Medical Needs

The school is committed to ensuring that students with medical needs are appropriately supported and that staff are equipped with the information required to safeguard their health and wellbeing. The school's medical needs systems are overseen by the Healthcare Lead, Steph Warner who works closely with families, staff, and external agencies to ensure that appropriate support and arrangements are in place. Further guidance relating to the management of allergies can be found in the school's Allergy Policy and Procedures.

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 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 Upper Heaton 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 Safeguarding@beckfootupperheaton.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.