













Child Protection and Safeguarding Protocol

Updated 30th August 2024

Leadership of Safeguarding

The following Oakbank staff have received specific safeguarding training which is updated on a 2-year cycle.

Level of responsibility	Tim Shearn – Designated Safeguarding Lead, Assistant Headteacher	Neil Moules – Deputy Designated Safeguarding Lead, Deputy Headteacher (Behaviour and Inclusion)	Liz Hart – Headteacher
Level 1: Whole school responsibility. Trained to DSL level.	 Wellbeing coordinator, CPOMS administrator, Smoothwall Monitoring, Senior mental health lead, coordinating external agencies, external provision, all in-house safeguarding training.	 CPOMS administrator	 Safeguarding named person
Level 2: Working across all year groups, managing individual CP and wellbeing cases. Trained to DSL Level	Sue Peyton – Higher level wellbeing mentor, safeguarding named person  CPOMS administrator, Smoothwall Monitoring	Katie Dormer – Wellbeing mentor, Safeguarding named person  Trained mental health first aider	Lisa Myers-Roberts  Wellbeing mentor, safeguarding named person

Level 3: In house trained to identify and report to CSC if levels 2 and 2 aren't available	Emma Ellis	Lottie Rhodes	Linda Tomlinson-Askham	James Gill	Nicola Farrar	Matthew Smith
						
	Post 16 Pastoral Lead – named Safeguarding Person	Head of Yr 11 – Named Safeguarding Person	Head of Yr 10 – Named Safeguarding Person	Head of Yr 9 – Named Safeguarding Person	Head of Yr 9 – Named Safeguarding Person	Head of Yr 7 – Named Safeguarding Person

Organisation of Safeguarding

The responsibility for safeguarding our students is shared by all adults who work in our school community.

This process is overseen by Tim Shearn (DSL), Neil Moules (Deputy DSL) and the members of the Wellbeing Team. All staff are given initial face-to-face training on joining the school and granted CPOMS access to record concerns once they have reported them to a Safeguarding person.

The Wellbeing Team work closely together in a shared office and formally meet weekly to discuss concerns, raise issues, engage in training updates, and receive supervision.

Team around the Child meetings (TAC) take place weekly where the school leaders of Safeguarding, Inclusion, SEND and Attendance discuss individual students requiring support from across teams.

The Senior Leadership Team are updated weekly on significant Safeguarding issues (Thurs AM). Scheduled training updates on all areas of Safeguarding are also undertaken by SLT led by the DSL (Thurs PM).

Low level concerns about staff are reported directly to Liz Hart (Headteacher) or in her absence, Chris Ray/Neil Moules (Deputy Heads). If the concerns relate to the Headteacher, these should be reported to Shirly Watson (CEO Beckfoot Trust). If concerns relate to the CEO, they should be reported to John Winkley (Chair of Trustees for Beckfoot Trust).

Line management/Supervision of the DSL is held fortnightly and led by the Headteacher.

The Safeguarding Central Efficacy Team meet half termly for updates and direction from the Trust.

Bradford DSL Network meeting are organised Termly by Bradford Education Safeguarding Team and attended by the DSL.

CPOMS is used as the recording tool for all Safeguarding & Wellbeing concerns at Beckfoot Oakbank.

Rebecca Lonsdale (SENDSCO) supports the safeguarding work in school by ensuring that individual students with additional educational or health needs are given the additional support they require. Students in OFSTED registered Alternative Provision are overseen by Tim Shearn (DSL) and the provisions Safeguarding policies and procedures are checked before places are taken up. Regular visits are made to ensure safe practise, these are monitored by Chris Phillips (Assistant Head i/c Attendance). Sharing of safeguarding information between professionals in other institutions is on a need-to-know basis, with the needs of the student put first.

The school attendance team and family engagement workers make daily home visits to non-attending students and their families. Those with safeguarding concerns are given priority and the Vulnerable Learners list (i.e., students with Social Care or Early Help involvement) is shared with the wider attendance team.

Child protection training and updates

For Teaching Staff, focused weekly safeguarding discussions are to take place as part of faculty planning with follow-up support from the Wellbeing Team. Support staff teams will have the same discussions with their line manager and Lisa White.

All staff will undertake the scheduled safeguarding quizzes, set by the Trust Safeguarding Team. The results will be monitored, and appropriate follow-up and training organised by the DSL.

Annual September training for all staff will include KCSIE updates, emerging trends and important reminders of procedures and who to speak to with concerns. All training resources as well as latest KCSIE part 1 & annexe B, Trust safeguarding policy and School protocols will be saved on EVERY HR package and all staff required to read and electronically sign in the first 4 weeks.

Mid-year CPOMS training will utilise fact-based scenarios for staff to unpick and practise record to CPOMS in training mode.

The importance of reporting low level concerns about staff and who to report to is shared with staff in Monday briefings by the Headteacher on a half termly basis.

Safeguarding posters for staff which includes procedural reminders, and the names and photographs of trained safeguarding staff are displayed in all offices, staff toilets and the staffroom.

How students report their worries and concerns

Students are encouraged to speak to any adult in school they feel comfortable with. Staff are instructed to report any concerns directly to a trained safeguarding member of staff immediately, after this they will be asked to record their report directly to CPOMS. It is stressed that CPOMS is for recording incidents and actions taken NOT for reporting them.

The trained safeguarding staff names and photographs are displayed in multiple places around the building including all the atrium, student & main reception, student planners and most toilets.

Every assembly presentation to students concludes with a slide on who to talk to if you have a concern.

The Wellbeing Office is staffed throughout the week for students to call in plus there is a post-box outside for students who wish to raise concerns but feel unable to knock on the door or wish to highlight worries about their friends. The safe@oakbank.org.uk email is recorded in all student planners and is an alternative route to report concerns or worries. This email goes directly to both the DSL and Deputy DSL.

In addition, many external agencies have trained staff who come into school and directly support our students on a regular basis - these include MHST, Safer Schools Police, RELATE Counsellor, Bradford Youth Service, Young Carers, Social Prescriber, Children's Social Care, Early Help, Bereavement Charities, Roshni Ghar and many more.

Preventative curriculum

A key part of our excellent provision is Open Minds (to be retitled RE from Sept 24), a tailored and bespoke blended curriculum which exceeds statutory requirements. Open Minds blends Religious Education, Citizenship, Prevent agenda, British values, SMSC values and also includes our relationships health and sex education. It is informed and supported by our membership of the PSHE Association, The Linking Network, it reflects the local Bradford SACRE advice and guidance, especially on diversity, we gather up to date information and advice and resources from Chameleon PD, West Yorkshire Police, Stonewall, and the Brook sexual health charity. We also work with James Project, St Giles Trust and Step2 local groups commissioned to

impact on sexual health through working with our students and training our staff team. Half-termly the DSL supports to ensure the curriculum is flexible and responsive to emerging needs and threats. This allows us to put in front of students the most up to date data and thinking in these crucial areas to keep them safe and help them understand risk taking and manage themselves independently whilst know how/who to report concern to.

Open Minds promotes theological resilience, dispels poisoned narratives, and promotes students' media literacy as well as helping them with their mental health and wellbeing. We tackle local issues head on grooming and child sexual exploitation, teenage pregnancy in our local wards, social inequality and racial prejudice. Open Minds is delivered by subject specialists in the Humanities team following a tiered curriculum these are experienced staff who can provide a platform for discussion and debate around topical and controversial current affairs. The Tutor programme is an effective provision which is age-appropriate, centrally planned curriculum which is delivered daily by tutors. This includes Votes for Schools which give students an experience of a democratic vote each week thereby promoting British Values. We also have a weekly oracy Tutor time where students have a current affairs article read to them, and this supports pedagogical innovation in promoting students' literacy within school as does the word of the week.

The programme is devised to develop students' reflection, attitude to risk, identification of dangers, build debate, challenge, and questioning skills. All students take an hour per week in Y7-11. There are Schemes of Work and lessons for all five-year groups. Open Minds is fully embedded in the life and mission of the School as well as the Curriculum. At Post 16, Open Minds is delivered by specialist teachers and complements the 'Journey for life' programme delivered by form tutors in morning registration slots.

We are lighting a fire of learning about different beliefs, cultures, and worldviews, about different lives and practices, including the lives our young people will want to lead as adults. Students will study a blend of RE (philosophy and theology) with PSHCE, British Values, RSE, Citizenship and SMSC which will develop a deep understanding of different worldviews, especially those beliefs of our local community, and beyond looking at Eastern worldviews. By its end they will be seekers of truth and meaning, they will recognise propaganda, fake news and harmful narratives and their purposes. They will be able to engage in debate with a range of views and disagree with points of view. They will be able to articulate why different people hold different views about emotive and controversial issues. Students will be able to recognise danger signs in events and one another and know how to act as an active citizen.

The growth and personal development of our students is integral to all that we do: in lessons, through effective tutoring and through opportunities beyond the classroom.

Online safety

Beckfoot Oakbank uses Smoothwall monitoring to protect student and staff devices. Any device that accesses dangerous material immediately alerts the DSL and Higher level Wellbeing mentor. The IT team regularly test different devices both onsite and remotely to check the system. Training for all teaching staff was completed in September 2023 and 2024 on the importance of Online Safety and Keeping Children safe in their IT rooms.

Scheduled assemblies and Open Minds Lessons deal with the range Online dangers for all students and students in KS3 receive additional instruction through IT/Computer Science lessons.

Remote education is now provided through Microsoft Teams where lessons are set by either the classroom teacher or Oak National Academy (where appropriate) for students who are not able to learn in the school building but are well enough to learn at home.

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](#)

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](#)

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.

- saferbradford.co.uk/media/Ofabac3o/con-10-02-23update.pdf

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](#)

Child exploitation

Beckfoot Trust Schools can refer directly to the CE hub, using the risk assessment document.

- [ce-risk-assessment-feb-2023.docx](#)

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](#)

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. 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](#))

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

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 are also able to make a direct complaint to the West Yorkshire Consortium
- [West Yorkshire Consortium Inter Agency Safeguarding and Child Protection Procedures](#)