



# Pilgrims School

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## Safeguarding Children Policy

November 2020

Next review date: November 2021

Please note: 'School' refers to Early Years Foundation Stage (Little Pilgrims and Pre School) and Pilgrims Main School.

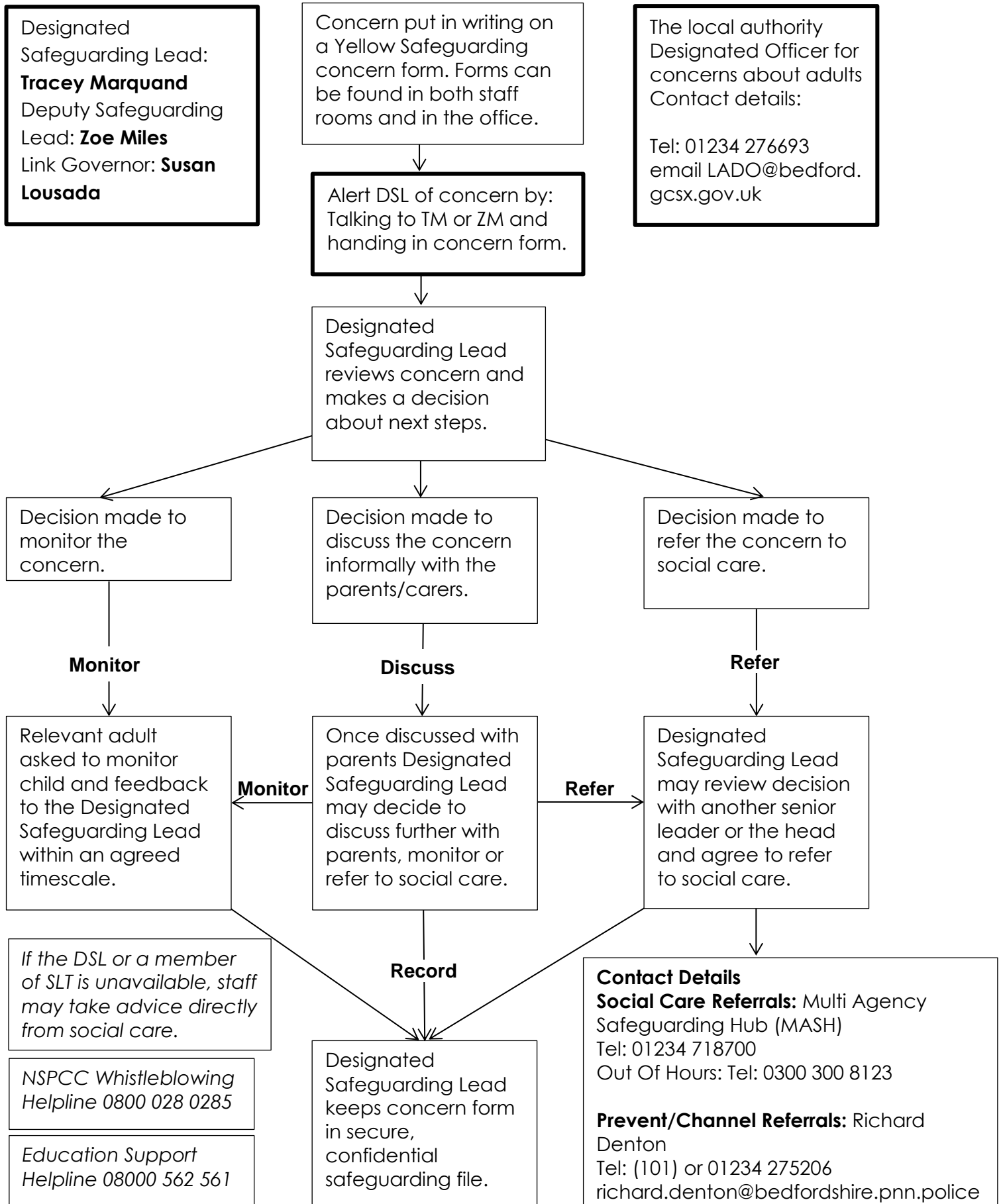


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<b>Reviewed annually, date last reviewed</b>	November 2019
<b>Signed by Chair of Governors</b>	

## FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



**Please note: 'School' refers to Early Years Foundation Stage (Little Pilgrims and Pre School) and Pilgrims Main School.**

## **1. Introduction and Ethos**

- Pilgrims Pre-Preparatory School is a community and all those directly connected (staff, volunteers, governors, parents, families and pupils) have an essential role to play in making it safe and secure. We recognise our statutory responsibility to safeguard and promote the welfare of all children regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation.
- This policy aims to provide all members of staff, volunteers, governors and families/carers with a clear and secure framework for ensuring that all children in the school are protected from harm, both while at school and when away from the school premises.
- We recognise that we should 'think the unthinkable' and be aware that serious safeguarding issues can arise in any school including ours.
- We recognise the importance of providing an ethos and environment within school that will help children to be safe and feel safe. This is underpinned by our school values of kindness, curiosity and respect. In our school children are respected and encouraged to talk openly. We understand that emotional and social aspects of learning create a foundation for all learning. If a child has not been supported to understand, express and resolve their feelings, they may not have the ability to share with other children, resolve the small conflicts that arise in day-to-day classroom life, or concentrate on learning. Their frustrations may cause a range of antisocial, disruptive, overly compliant or withdrawn behaviours.
- Our school is committed to embedding and promoting a whole school approach to emotional health, wellbeing and resilience.

## **2. Aims**

In order to ensure children are protected, we will ensure that:

- All staff, regular volunteers\* and governors are subject to rigorous recruitment procedures which include enhanced DBS checks.
  - \* For the purpose of assessing whether a person is working in regulated activity, 'regular' includes 'frequent' and these are defined together as follows:
    - Frequently (once a week or more often)
    - Or on 4 or more days in a 30 day period
- We have a Designated Safeguarding Lead (DSL) and a Deputy DSL who undergo training to provide them with the knowledge and skills required to carry out the role at least once every two years. In addition to their formal training, their knowledge and skills are updated at regular intervals, but at least annually, to keep up with any developments relevant to their role. The designated safeguarding lead will undertake Prevent awareness training and will cascade to all staff.
- All staff and governors are trained in basic Child Protection awareness every two years.
- Regular safeguarding learning and development takes place for all staff and governors.
- All staff, volunteers and governors have read and understand the Safeguarding Children Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children.
- Staff are aware that when recognising abuse in pupils with special educational needs and disabilities, additional barriers can exist.

- Staff consider the wider environmental factors in a child's life that may be a threat to their safety and/or welfare (Contextual Safeguarding).
- All staff, volunteers and governors have read at least Part 1 of 'Keeping Children Safe in Education', current guidance and this includes Annex A which has important additional information about specific forms of abuse and safeguarding issues.
- We have a designated co-ordinator who is responsible for children's pastoral care and SEND which includes behaviour, wellbeing and any additional identified provision. They will liaise with other professionals and agencies where appropriate.
- Our parents are aware of the Safeguarding Policy and the policy is published on the school's website.
- Children feel listened to, valued and respected and are given opportunities to recognise when they are at risk and how to get help when they need it.
- We have developed and implemented an effective online safety policy and related procedures.
- We have a designated governor for safeguarding.
- The safeguarding children policy is reviewed at least annually by the DSL and the governing body and as necessary in line with updated guidance.
- We will use our safeguarding procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately.
- We will use the Bedford Borough Safeguarding Children Board Multi-Agency Safeguarding Arrangements escalation procedures if needed to raise our concerns about the way that a referral has been followed up by children's social care.
- All staff are clear as to whether and what information they can share with colleagues and/or partners including information about parents. Information is recorded and stored professionally and securely.
- Access to information should be on a need to know basis and decided case by case.
- Confidentiality is respected as far as possible, but the child's welfare is paramount.
- We use our procedures to manage any allegations against staff and volunteers appropriately.
- We create and maintain an anti-bullying environment and ensure that we have a policy and procedure to help us deal effectively with any bullying that does arise.
- We have effective complaints and whistleblowing measures in place.
- We provide a safe physical environment for our children, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance.

### **3. Definition of Safeguarding**

Safeguarding and promoting the welfare of children is defined as<sup>1</sup>:

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Acting to enable all children to have the best outcomes

Child Protection refers to the procedures and support given to those children who have experienced abuse in their lives.

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<sup>1</sup> (Source: Keeping Children Safe in Education (2020) paragraph 4)

## 4. Legal Framework

**4.1** This policy has been drawn up on the basis of the following legislation, policy and guidance that seeks to protect children in England:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2020), (KCSIE 2020)
- What to do if you're worried a child is being abused Advice for practitioners (March 2015)
- Prevent Duty Guidance: for England and Wales March 2015
- Children Act 1989
- Children Act 2004
- Education Act 2002
- Guidance for safer working practices for Adults who work with children and young people in education settings 2019
- Disqualification under the Childcare Act 2006 (updated August 2018)
- Sexual Violence and Sexual Harassment between Children (May 2018)
- Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018
- Ofsted guidance 'Inspecting safeguarding in early years, education and skills settings' (2019)

**4.2** This policy should be understood alongside school policies and procedures on related safeguarding issues including our:

- Anti-Bullying
- Behaviour and Assertive Discipline (including Pupil Restraint)
- Attendance
- Care and Supervision
- Collection of Children
- Data Protection
- Equal Opportunities
- E-Safety for Pupils and School
- EYFS Supervision Risk Assessment
- Fundamental British Values
- Harpur Trust Safeguarding
- Health and Safety
- Induction Policy and Process
- Intimate Care
- Out of Hours Care
- PSHCEE
- Safer Recruitment
- SEND
- Sex and relationship Education
- Staff Handbook (including code of conduct)
- Harpur Trust Staff Disciplinary
- Harpur Trust Whistleblowing
- Administration of medicines /Supporting children with medical conditions

## 5. Safeguarding Issues

**5.1** The school acknowledges that this policy recognises a range of specific safeguarding issues including (but not limited to)<sup>2</sup>:

- Neglect.
- Physical, sexual or emotional abuse.
- Bullying including online bullying and prejudice-based bullying.
- Racist, disability and homophobic or transphobic abuse.
- Gender based violence /violence against women and girls.
- Peer on peer abuse.
- Radicalisation and/or extremist behaviour.
- Child sexual exploitation and trafficking.
- Child criminal exploitation and county lines.
- The impact of new technology on sexual behaviour for example sexting and accessing pornography.
- Substance misuse.
- Domestic abuse.
- Female genital mutilation.
- Forced marriage.
- Fabricated or induced illness.
- Poor parenting.
- Homelessness.
- So-called honour-based abuse.
- Any other issues that pose a risk to children, young people and vulnerable adults.

**5.2** Safeguarding also relates to broader aspects of care and education, including:

- Children's health and safety and well-being, including their mental health.
- Meeting the needs of children who have special educational needs and/or disabilities.
- The use of reasonable force.
- Meeting the needs of children and young people with medical conditions.
- Providing first aid.
- Educational visits.
- Intimate care and emotional well-being.
- Online safety and associated issues.
- Appropriate arrangements to ensure children's and young people's security, taking into account the local context.

**5.3** Areas of Particular Safeguarding Risks for Pilgrims Pre-Preparatory School include:

- Personal/Intimate care due to age of children
- Changing for PE and swimming
- 1:1 working including tennis lessons, SEND sessions and music lessons
- Overnight residential stay for Year 2

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<sup>2</sup> (Also see Annex A within 'Keeping children safe in education' 2020)

## 6. Roles and Responsibilities

### 6.1 The Designated Safeguarding Lead (DSL)

**Named DSL:** Mrs Tracey Marquand

**Deputy DSL:** Mrs Zoe Miles

**Governor responsible for Safeguarding:** Mrs Susan Lousada

- The DSL is the person who takes the lead responsibility for child protection, including support for other staff, volunteers and governors and information sharing with other agencies, developing policies and staff training. Our Deputy DSL is trained to the same level as the DSL.
- The DSL is a senior member of staff with the authority and seniority to carry out the functions of the role. The DSL cannot delegate this overall responsibility.

In the rare event when neither DSL is on site another SLT member would take responsibility for dealing with any urgent safeguarding concerns. A list of the SLT contact details are in the office. Photographs of the DSL and Deputy DSL are displayed in the staff rooms in Little Pilgrims and main school and strategic areas of the school for parents.

#### **DSL Responsibilities (see Appendix A for Job Description)**

- Liaise regularly with the Safeguarding Governor to ensure the Governing Body is kept up to date on any ongoing issues or concerns.
- Refer suspected abuse and neglect to the Multi Agency Safeguarding Hub (MASH).
- Report allegations made against members of staff to the Headteacher and ensure they are reported to the Local Authority Designated Officer or LADO (and OFSTED if Early Years /Play Providers /Childminders).
- Develop and update the Safeguarding Children Policy ensuring that staff, regular volunteers and families/parents are aware of them.
- Provide support and advice to all members of staff regarding child protection concerns.
- Keep the Headteacher informed about any issues that arise and agree the use of Bedford Borough Safeguarding Children Board escalation procedures if needed.
- Ensure that cover is provided for the role when absent from the setting.
- Ensure that a child's child protection file is copied for the new educational establishment as soon as possible when a child moves educational settings, and that this file is transferred securely and separately from the main pupil file.
- Ensure that all staff, volunteers and governors receive appropriate Child Protection and Safeguarding Training, and maintain training records.
- Keep all staff well informed of any additional guidelines and updates as and when necessary through regular briefings.
- Liaise with the Pastoral and SEND Coordinator as and when needed.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school leadership staff.
- Cooperate with any requests for information from the local authority, such as Child Protection training returns and self-evaluative forms for safeguarding and child protection, in compliance with Section 11, Children Act 2004.
- Be aware of pupils who have a social worker.
- Be aware of local procedures for making a Channel referral\*

\* Channel is part of the Prevent programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

### 6.2 All staff members



- All staff, regular volunteers and governors who work with/have contact with our children will have appropriate checks carried out to ensure they are not disqualified under the Childcare (Disqualification) Regulations 2009. Education staff play a crucial role in helping to identify welfare concerns, and indicators of possible abuse or neglect, at an early stage.
- Early help means providing support as soon as a problem emerges at any point in a child's life.
- All staff should be aware of the early help offer and process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.
- Our school is committed to referring safeguarding concerns via the DSL to the appropriate organisation, normally local authority children's social care, contributing to the assessment of a child's needs and, where appropriate, to ongoing action to meet those needs.
- All staff must have read the following documentation:
  - Keeping Children Safe in Education (2020) (Part One); and school leaders and staff that work directly with children should also read Annex A
  - Staff Code of Conduct
  - Safeguarding Children Policy
  - Anti Bullying Policy
  - Behaviour and Assertive Discipline Policy
  - What to do if you're worried a child is being abused Advice for practitioners (March 2015)
- All staff must promote a positive safeguarding culture for example by challenging anyone on the premises who cannot be identified by a visitor or staff lanyard or badge.
- It is the responsibility of all members of staff to ensure that all safeguarding concerns, both minor and serious, are reported to the DSL as soon as reasonably possible.
- Staff should be aware that the DSL may have other information regarding a child or their family of which they may not be aware. Minor concerns may take on greater significance within the wider context of knowledge of a child or family that the DSL may have.
- All staff members are aware of the signs of abuse and neglect and always act in the best interests of the child.
- All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the DSL or deputy.
- All staff and governors receive appropriate child protection training which is regularly updated. The school ensures that all new staff receive safeguarding training as part of their induction.
- All staff, regular volunteers and governors are aware of systems within the school which support safeguarding and these are explained to them as part of staff induction.
- If staff members have concerns about another staff member including the DSL, then this should be referred to the Headteacher or in her absence the Chair of Governors (Mrs Sarah Wheeler) who will then alert the Chief Executive of the Harpur Trust and the Local Authority Designated Officer (LADO) whose details can be found at the end of this policy. If staff members have a concern about the Headteacher this should be referred to the Chair of Governors. This must be carried out within one working day. Early Years registered settings such as ours must notify OFSTED immediately.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the Senior Leadership Team.
- All staff must promote Fundamental British Values as part of The Prevent Duty.

- All staff and governors are aware of the procedures for reporting that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 or is at risk of FGM being carried out. This must be reported by law to the police and the DSL.

### **6.3 Nominated Safeguarding Governor**

The Governing Body must have regard to the DfE guidance 'Keeping Children Safe in Education', 2020 to ensure that the policies, procedures and training in the school are effective and comply with the law at all times. They will promote a positive safeguarding culture with an attitude of 'it can happen here'. A full description of the responsibilities can be found in the Harpur Trust Safeguarding Policy 2020.

The role of the Governor with responsibility for safeguarding includes ensuring:

- A DSL has been appointed and trained.
- Training for the DSL takes place every two years and that the DSL is kept abreast of developments and changes in law.
- That sufficient time and resources are allocated to the DSL to carry out their role effectively.
- All staff /governors/regular volunteers have received safeguarding training including induction training for all staff and at regular intervals.
- The Single Central Record\* is accurate and up to date with records for teaching and non-teaching staff, volunteers and governors.
- Numbers and trends of safeguarding issues are monitored.
- Regular meetings with DSL take place.
- The School child protection and safeguarding policies are updated in line with legislation and annually.
- Governing Board is informed about safeguarding regularly and provided with an annual report.
- Support is given to the DSL and Headteacher in preparing for Ofsted and other inspections.
- Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum.
- Safer recruitment and selection practice is in line with legal requirements, including the requirement for governors to have enhanced DBS checks.

\* Single Central Register (SCR) All schools must have a SCR of recruitment, as recommended by the Department for Education. This is used to log all safer recruitment checks, including details of Disclosure and Barring Service Check (DBS).

### **6.4 The Headteacher**

The Headteacher will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- They inform the Local Authority Designated Officer (LADO) and Chief Executive Officer of the Harpur Trust in all cases of suspected or alleged abuse in relation to allegations against staff.

### **6.5 Parents and Carers**

Parents/carers have a responsibility to:

- Understand and adhere to the relevant school/policies and procedures.
- Talk to their children about safeguarding issues and support the school in their safeguarding approaches.
- Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the school, or other agencies.

## 7. Recognising Abuse

- A **child** is anyone who has not yet reached their 18th birthday.
- All staff, volunteers and governors will be made aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.
- Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child or young person by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults, or another child or children/young person
- The Children Act 1989 introduced the concept of **significant harm** as the threshold that justifies compulsory intervention in family life in the best interests of children and young people and gives local authorities a duty to make enquiries to decide whether they should act to safeguard or promote the welfare of a child or young person who is suffering, or likely to suffer, significant harm.

### 7.1 Special Educational Needs

- Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. We will ensure that staff, volunteers and governors understand that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:
  - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child or young person's disability without further exploration.
  - The potential for children and young people with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
  - Communication barriers and difficulties in overcoming these barriers.

### 7.2 Looked After Children and previously looked after children

- The most common reason for children becoming looked after is as a result of abuse and/or neglect. Should the need arise a member of staff will be designated and provided with the information they need in relation to a child's looked after legal status and the child's contact arrangements with birth parents or those with parental responsibility. They should also have details of a child's social worker and the name of the Virtual School head that looks after the child.
- The Governing board must ensure that a designated teacher is appointed if the need arises to promote the educational achievement of registered pupils who are looked after.

## 8. Types of Abuse

The following definitions have been taken from Working Together 2018:

## **8.1 Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

## **8.2 Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development:

- It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs.
- It may involve seeing or hearing the ill-treatment of another – for example where there is fighting or violence in the home.
- It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

## **8.3 Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

## **8.4 Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caregivers).
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## 8.5 Signs and Symptoms

All staff have been trained to recognise symptoms and signs of abuse and neglect and some examples are included here:

Physical Abuse: antisocial behaviour, finger marked bruising, withdrawn, low weight, anxiety

Emotional Abuse: withdrawn, anxiety, lack of confidence

Sexual Abuse: inappropriate use of language, anxiety, promiscuity, sexualised behaviour

Neglect: withdrawn, low weight, bruising, unsuitable clothing, searching for food

Posters outlining symptoms and signs of abuse are on display in staffrooms in both main school and Little Pilgrims (**Appendix B**).

## 9. Specific Safeguarding Issues

### 9.1 Child Sexual Exploitation- Statutory Definition

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. This definition was updated by the DfE in February 2017.

#### Signs and Symptoms

Acquisition of money, clothes, mobile phones etc without plausible explanation; gang-association and/or isolation from peers/social networks; exclusion or unexplained absences from school, college or work; leaving home/care without explanation and persistently going missing or returning late; excessive receipt of texts/phone calls; returning home under the influence of drugs/alcohol; inappropriate sexualised behaviour for age/sexually transmitted infections; evidence of/suspicious of physical or sexual assault; relationships with controlling or significantly older individuals or groups; multiple callers (unknown adults or peers); frequenting areas known for sex work; concerning use of internet or other social media; Increasing secretiveness around behaviours; and self-harm or significant changes in emotional well-being.

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues. Potential vulnerabilities include:

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);

- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in: Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

## 9.2 Peer on Peer Abuse

All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not be limited to:

- Bullying (including cyberbullying).
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence and sexual harassment.
- Gender-based violence
- Sexting (also known as youth produced sexual imagery); and initiation type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

### Sexting

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

## 9.3 Bullying

### Role of the Safeguarding Team and SENDCo

'When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education.' (Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies, July 2017)

### Prevention of Bullying

A range of methods are used at Pilgrims to help prevent bullying. Pupils, parents and staff are expected to demonstrate and role model appropriate behaviours to promote the school values and establish a climate which encourages trust and mutual respect. Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in PSHCEE, circle time assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour. It is important for the children to understand that ignoring bullying is cowardly and unfair to the person being bullied and that being a bystander is just as bad as being a bully.

### Prevention in relation to Cyber Bullying

All pupils are encouraged to look after each other and to report any concerns about the misuse of technology or worrying issues to a member of staff. Proper supervision of pupils plays an important part in creating a safe ICT environment at school and everyone needs to learn how to stay safe outside the school. E-Safety information events are held for parents to raise awareness and develop understanding.

### Responsibilities

All staff must be alert to the signs of bullying and act promptly and firmly against it and in accordance with the school policy. Staff must not wait to be asked before raising a concern or wait to deal directly with the matter. Children may not be aware that they are being bullied because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them. Staff must, therefore, be aware of those children who may be vulnerable.

Please see **Appendix A of the Pupil Anti Bullying Policy** – for investigating and recording an allegation of bullying and questions for supporting victims and perpetrators.

## 9.4 Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Staff, regular volunteers and governors are made aware that there is a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18 or is at risk of being carried out. When staff are made aware through disclosure or seeing something they suspect may be due to FGM, they will follow the Home Office Mandatory Reporting procedures. Staff will not be examining children for signs of FGM.

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

## **Symptoms of FGM**

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

## **9.5 'Honour-based' Abuse**

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

## **9.6 Child Criminal Exploitation (CCE)**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the child needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;



- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

### **County Lines:**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

See KCSIE (2020) page 85.

### **9.7 Domestic Abuse**

Domestic Abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. 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.

(See KCSIE (2020) page 86)

### **9.8 Contextual Safeguarding**

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside our school and/or can occur between children outside the school. All staff and the designated safeguarding lead (or deputy) will consider the context within which such incidents and behaviours occur. This means we will consider whether wider environmental factors are present in a child or young person's life that are a threat to their safety and/or welfare.

### **9.9 Prevent and Extremist Ideology**

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead. The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Children can be vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk is part of our safeguarding approach. As with other safeguarding risks, staff are alert to changes in children's behaviour which could indicate that they may need help or protection.

Staff receive Prevent training and use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

## Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

### 9.10 Upskirting

All staff are aware of the criminal act of 'upskirting' defined by the Criminal Prosecution Service as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks short or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders."

### 9.11 Further Information for Staff and Parents

The Bedford Borough Child Protection Procedures outline responses to special circumstances in child protection cases, including issues such as:

Bullying	Parents who misuse substances
Child Sexual Exploitation (CSE)	Pregnancy
Domestic violence	Private fostering *

Drugs	Self-harming and suicidal behaviour
Fabricated or induced illness	Sexually active children
Faith abuse	Spirit possession or witchcraft
Female genital mutilation (FGM)	Trafficked and exploited children.
Forced marriage	Young carers
Gangs, serious youth violence and violent extremism	Gender-based violence/violence against women and girls (VAWG)
'Honour'-based violence (HBV)	Hate
Information and communication technology (ICT)-based forms of abuse, including cyberbullying	Preventing radicalisation
Missing from Education care and home	Sexting
Not attending school	Relationship abuse
Parental lack of control	
Parental mental illness	
Parents with learning disabilities	

Private Fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins. Parents and private foster carers have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence. Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery. Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility. School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school we will take steps to verify the relationship of the adults to the child who is being registered.

## 10. Online Safety

The Governing Board ensures the school has a holistic approach to online safety, including a clear policy on the use of mobile technology. The school ensures appropriate filtering and monitoring systems are in place.

- **Parents and Visitors to Site** - on entering the school premises, all parents and visitors are asked to switch off their mobile phones, and notices are displayed on entrance doors to remind them of this. Visitors to the site are only permitted to use their phones in the main school reception area. The school allows parents to photograph their child using mobile phones and cameras

during class or group performances which take place at school, such as Christmas nativity plays, music performances, summer concerts.

- **Staff including volunteers** - must establish safe and responsible online behaviours and must comply with the IT acceptable use policy, social media policy, the e- safety policy, the EY policy including the mobile telephone protocol. Adults should report to senior colleagues, any new and emerging technologies which may have a bearing on School practices and on the review of the IT acceptable use policy. Local and national guidelines on acceptable user policies should be followed.
- **Personal mobile telephones and electronic devices:** It is understood that staff may need to check text messages and / or personal emails in the case of an emergency or during break times. Mobile telephones must be stored in staff lockers or classroom cupboards and be switched off except during break and lunchtimes. Exceptions to this must be approved by the Headteacher/Deputy Head. The school mobile phone should be taken to the sports hall and on school visits. Teachers or Room Leaders may give permission for parents to use the camera on their phone to take photographs of their own child at a school event.
- **Photographs** –staff including volunteers must not take images of children using personal mobile telephones. All images of children should be stored securely and only accessed by those authorised to do so and images must not be taken secretly.
- **Personal social media:** staff including volunteers must not publish anything which could identify pupils, parents or guardians on any personal social media account, personal webpage or similar platform. This includes photos, videos, or other materials such as pupil work.
- **Communicating outside the agreed protocols:** email or text communications between an adult and any pupil outside agreed protocols may lead to a report to external agencies in accordance with the School's child protection and safeguarding policy and procedures, disciplinary action and / or criminal investigations. This also includes communications through internet-based websites.

## 11. Online Learning

Staff engaging with pupils and /or parents online have a responsibility to model safe practice at all times. It is the responsibility of the staff member to act as moderator. Staff will adhere to the Code of Conduct already in place and the E-safety policy

Susan Quince (Deputy Headteacher) is responsible for co-ordinating the whole school online learning approach with support from Jo Webster (Headteacher), Tracey Marquand (Designated Safeguarding Lead), David Carr (IT Teacher) and expert guidance from The IT Department at Bedford School. They have risk assessed and reviewed potential safeguarding issues created by teaching online.

We have a whole school approach to online teaching and one-to-one tuition online is not permitted unless it has been authorized by the headteacher and agreed in advance with parents. The following ways of communicating with children and supplying online learning are utilized:

- Purple Mash – lesson plans and pre-recorded videos are available for parents and children. All children from Reception upwards have their own Purple Mash login account.
- Pilgrims closed Facebook Page which is monitored closely by Karen Sinclair.
- Use of Microsoft Teams for class tutor time daily. Only Pilgrims Teachers can contact the children as Teams is a closed ecosystem requiring Pilgrims Accounts. This service enables

teachers to disable microphones and video cameras if needed however there is a level of parental responsibility involved to ensure that their child is using the service responsibly.

- The Team meetings will be recorded and held within the team meeting for 21 days. They will automatically delete after this period of time.
- If the videos need to be kept for any reason e.g. a safeguarding concern, they will be downloaded and then uploaded into Stream.
- All members of a meeting can watch the recording after it has finished for 21 days. If for any reason, for example safeguarding, access to the video needs to be restricted staff would need to download the video and delete it from the Teams meeting.
- Children also have access to pre-recorded videos on Stream through embedded URL links which are accessed on their daily timetables in Purple Mash.
- Staff must use their school email address when communicating with parents.
- If staff need to contact a parent by phone and do not have access to a work phone, they should discuss this with a senior member of staff and if there is no alternative always use 'caller withheld' to ensure the parent is not able to identify the staff member's personal contact details.

Training on the systems identified above is provided to staff. The IT Department at Bedford School in liaison with David Carr provide the technical knowledge to maintain safe IT arrangements. Teams / Stream and Purple Mash are closed Ecosystems, so we control access and content. The Harpur Trust have risk assessed the use of live learning using webcams. Internet usage and filtering at home is the responsibility of the parent and we advise parents to check their security provisions at home.

## **GDPR**

It is important to keep all business information confidential whilst working at home in the same way as it is within the workplace. This includes ensuring other household members do not have access to any confidential information. This also includes ensuring that relevant passwords are used, and screens are locked if staff are not at their computer. The Data Protection Policy and Information Security Policy will still apply, and staff are advised to read these policies prior to working from home.

## **Use of Equipment and security**

- School laptops are Trust/School property, it is for staff use only, and every care should be taken to ensure it is not lost, stolen or damaged.
- Staff may use their own equipment when working remotely however the user is responsible for ensuring security of equipment on their Network / Internet connection.
- Staff must work from a secured space at home as opposed to using any kind of public WiFi network. Any work-based systems or databases should be accessed directly via the work portal only to ensure that the relevant protection is in force and to prevent any security breaches.
- Staff should use only trusted sources for any information and be particularly cautious of junk mail and phishing attempts. If staff have any questions, or notice something suspicious on their computer or work phone they must immediately contact IT.

## **Additional considerations for online tuition:**

- Avoid one to one online tuition to help safeguard children and staff.
- Staff must wear suitable clothing, as should anyone else in the household who may inadvertently walk past the online session.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background. Backgrounds if possible, should be blurred.
- The live class should be recorded by the member of staff initiating the session and stored on Streams, so that if any issues were to arise, the video can be reviewed.

- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Resources and videos must be age appropriate. Staff must check the suitability of any online source that they recommend.
- If a member of staff is unable to run a live session, due to ill health for example, they must advise their line manager. Alternative cover for the session will then be provided by either Jo Webster, Susan Quince or Kim Goodwin.

### **School Safeguarding Procedures during online teaching**

During any online teaching our usual Safeguarding guidelines continue to apply however we recognise that communicating online may allow us a view into a young person's world that we would not have seen at school. This may generate some safeguarding concerns for that child. Whilst working remotely and communicating online with children and parents we will continue to follow our regular safeguarding processes:

- Staff must complete a yellow cause for concern form and then contact the DSL or Deputy DSL either face to face, by telephone or via Microsoft Teams.
- If staff unable to contact either the DSL or Deputy DSL they must contact the school and report their concerns to the Senior Manager on duty.

### **Safeguarding Guidance for Parents**

We recognise that children may be using the internet on a variety of devices. The DSL and communications team will send information to parents to help raise awareness of:

- The potential risks to children online and the importance of staying safe online.
- Only using reputable online sites if they wish to supplement the remote teaching and resources our school provides.
- Knowing where else they can go for support to keep their children safe online.
- How to report any concerns, including online bullying.

## **12. School Attendance and Children Missing Education**

Our school and the Governing Board will monitor attendance and patterns of attendance. All staff are aware that children who do not attend school regularly act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Staff must be aware of our school's Attendance Policy and children missing from education procedures and must ensure they follow the school procedures.

We will always follow up with parents/carers when pupils are not at school. Our school ensures that parents /carers provide at least two emergency contact numbers and these details are updated as required and at least annually.

In response to the guidance in Keeping Children Safe in Education (2020) the school has:

1. Staff who understand what to do when children do not attend regularly.
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).

3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
  - a. leave school to be home educated
  - b. are permanently excluded

We will ensure that pupils who are expected to attend the school but fail to take up the place will be referred to the local authority. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date and contact the school to ensure the child has attended as expected.

### **13. Information Sharing and Confidentiality**

Our school shares information lawfully and fairly having regard to the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). Information is held safely and securely. Staff and volunteers understand the importance of sharing information as early as possible. If staff or volunteers are unsure about whether or not to share information they understand that they must speak to the Designated Safeguarding Lead. Everyone understands that fears about sharing information will not be allowed to stand in the way of the need to protect the safety of children. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

### **14. Monitoring and Record Keeping**

The school can play a vital role in helping children and those who are suspected of being abused, by monitoring and recording certain aspects of the child's progress and behaviour in school. Evidence from reports and reviews into the deaths of children indicate the vital importance of record keeping as indicated in the 'Working together to safeguard children – a guide to interagency working to safeguard and promote the welfare of children March 2018'.

Early Help Assessment Referral Forms will be used by the school as well as references made to the referral thresholds as set by the Local Safeguarding Partners (LCSB in the transition period) in which the child resides, to ensure support is provided as soon as a problem emerges at any point in a child's life.

<http://www.bedford.gov.uk/earlyhelp>

- When referring, anything said by the child should be written down as a verbatim report.
- Information will be recorded in factual, non-emotive, non-judgmental terms, with notes of the time, date and context of the events in question.
- A reference will be made on the child's file.
- The file will be kept centrally, and confidentiality will be respected. Child Protection records will be kept securely locked. A reference should be made on a child's school file that a Child Protection File exists.
- When the child transfers to a new school, the Child Protection File will be forwarded to the receiving school.
- Child Protection Records, the Data Protection Act and GDPR Child Protection records can be kept on computer and are exempt from the disclosure provisions of the Data Protection Act 1984.
- For manual records the Education (School Records) Regulations 1989 exempt information relating to child abuse from the requirement of disclosure. However, in cases of alleged child abuse which come to court, the court may require the School to provide its Child Protection records.

- The school is fully GDPR compliant and recognises and promotes that a fear of breaching data protection regulations should not stop staff taken action where necessary for the purposes of safeguarding and child protection.
- Accurate information will be given only to the DSL. The School accepts that other staff need know only enough to prepare them to act with sensitivity to a distressed child. We recognise that children who are abused or witness violence may find it difficult to develop a sense of worth. They may experience feelings of helplessness, humiliation or self blame

## 15. Child Protection Procedures

**If you have a concern about a child's wellbeing**, based on:

- Something the child or parent has told you;
- Something you have noticed about the child's behaviour, health, or appearance;
- Something another professional said or did;

you must report it to the DSL or deputy DSL. In the main school the DSL is Tracey Marquand and in Little Pilgrims the Deputy DSL is Beth Smith. Even if you think your concern is minor, the DSL may have more information that, together with what you know, represents a more serious worry about a child.

It is never your decision alone how to respond to concerns, but it is always your responsibility to share concerns, no matter how small. If you think it, report it

**With support from the DSL or Deputy DSL decide whether you need to find out more** by asking the child, or their parent to clarify your concerns, being careful to use open questions, beginning with words like: 'how', 'why', 'where', 'when', 'who'?

**Complete a yellow Cause for Concern Form (Appendix C) and pass to the DSL.** All verbal conversations should be promptly recorded in writing. Make sure you use a Concern Form to record your concern. Do not use any other form or piece of paper. Writing on the back of other forms can cause confusion and error.

If you jotted your notes down on a piece of paper whilst talking to the child or immediately afterwards, attach that to the completed concern form. Avoid using an email to send your concern; emails are insecure, get missed, go to the wrong person and cannot be signed. Use a method that mitigates these risks.

### Guidance for completing concern forms

- Enter all admin details, including date of birth (we are asked for this when we report a concern to Children's Services or the police).
- Include full names (not initials).
- State the day, date and time.
- Only write about one child on each concern form.
- Don't report what people have told you they must write their own concern form.
- Make sure the concern is given in detail, preferably in the child's own words.
- Indicate who is who in the report, give the role of each person and do not use initials.
- Complete as soon as practicable and do not leave overnight.
- Completed concern forms must be handed in person to the DSL or Deputy DSL or member of the SLT.
- Please sign, date and time the concern form.



## Unexplained marks, cuts and bruises

When a member of staff or volunteer notices a mark, cut or bruise that has occurred out of school an explanation will be sought from the parent or child as appropriate. A purple record sheet (**Appendix D**) will be completed along with a body map (**Appendix E**) which should include a satisfactory explanation. Where the explanation raises a concern a yellow record of concern will be completed, and the DSL informed. The DSL will then contact MASH for advice.

If, at any point, there is a risk of serious harm to a child, a referral should be made to children's social care immediately. You can call the emergency numbers listed at the end of this policy. Anyone can make a referral. If there is an immediate risk to the child's safety, call the police. You can also call the NSPCC 24-hour helpline.

## Once a formal record of concern has been started the DSL will set up a chronology form

(**Appendix F**). This will be updated accordingly as the case proceeds. The DSL will decide when to start and finish monitoring the child and decide upon further action to be taken.

If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

## Disclosures

Where a child makes a disclosure to you it can be very distressing for both them and you. It is essential to remain calm and controlled. The member of staff to whom the disclosure has been made should:

- **Reassure the child** - do not let the child take the blame. A child cannot be held responsible for abuse received at the hands of an adult or older sibling or carer.
- **Listen** carefully.
- **Avoid asking leading questions** – observe and listen. When asking questions always ask open questions using the TED principle of Tell me, Explain to me, Describe to me. Only ask questions for clarification and avoid asking any questions that may suggest a particular answer.
- **Let the child / parent know what you plan to do next.** Make it clear that you will have to share the information. **Do not promise to keep what they tell you secret.** Example: 'I am worried about your bruise and I need to tell Mrs Smith so that she can help us think about how to keep you safe'.
- **Make a written record** (careful and detailed notes as they may be needed later) as soon as possible after the event, noting:
  - Name of child, address, date of birth.
  - Date, time and place.
  - Who else was present.
  - What was said / What happened / What did you notice about the child's speech, behaviour or appearance?
  - All verbal conversations must be promptly recorded. If the child or parent spoke, record their words rather than your interpretation.
- **Inform the DSL immediately.** If the DSL is not available, inform their Deputy. If neither of these staff members are available, speak to the Headteacher or another senior member of staff. If there is no other member of staff available, you must make the referral yourself.

- The DSL will decide whether it is appropriate to contact parents. Do not contact parents yourself.

The DSL will seek guidance from the LADO (Local Authority Designated Officer) or may **take advice from the Multi Agency Safeguarding Hub (MASH) using the 'What if' service.**

The DSL makes the **referral to MASH.**

The referral will note all previous interventions by the school with the child, any relevant history relating to the child, their siblings or the family. There is a multi-agency enquiry form on the Bedford Borough Safeguarding Children Board website.

[http://www.bedford.gov.uk/health\\_and\\_social\\_care/children\\_young\\_people/safeguarding\\_children\\_board/are\\_you\\_worried\\_about\\_a\\_child.aspx](http://www.bedford.gov.uk/health_and_social_care/children_young_people/safeguarding_children_board/are_you_worried_about_a_child.aspx) The child may be the responsibility of another local authority depending on their home address or legal status, but the MASH is still the first point of contact.

The DSL shares information with other relevant professionals, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared.

The DSL **informs parent that they have made a Child Protection referral**, if the parent does not already know, and if there is no reason not to let them know. If unclear, it is recommended advice is sought from MASH. MASH may suggest to delay informing the parent in cases of suspected sexual abuse, or where informing the parent might put the child or young person at further risk, to prevent them being harmed or intimidated (and retracting their disclosure). In cases of suspected Fabricated or Induced Illness by proxy, the parent is not informed that this is being considered.

The **DSL remains in close communication with other professionals around the child** and with the wider family (depending on the nature of the suspected abuse), in order to share any updates about the child / young person.

If a child protection investigation is pursued, the DSL and other key school staff will:

- Work closely and collaboratively with all professionals involved in the investigation, to keep the child safe.
- Attend a child protection conference when invited and provide updated information about the child.
- Attend any subsequent child protection review conferences.
- Attend core group meetings and take an active role in the implementation of the protection plan.

***The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise, record and refer.***

## **16. Safer Recruitment**

Safer Recruitment Training is available to all relevant staff and governors who are involved in the recruitment process, at least one member of our staff on every recruitment panel has undertaken the relevant training. The school follows the Harpur Trust Recruitment, Selection and Disclosure Policy and Procedures which ensure compliance with all relevant legislation, recommendations and guidance. It ensures that staff, volunteers and governors have undertaken appropriate safeguarding checks including:

- Identity check.

- Enhanced Disclosure and Barring Service (DBS) checks.
- Staff barred list checks.
- Two references with at least one being from the previous employer.
- A record of the interview is kept.
- Anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.
- Volunteers are appropriately supervised.
- Check of professional qualifications.
- Check to establish the person's right to work in the UK.
- Further checks on people who have lived or worked outside the UK.
- For agency and third-party supply staff written confirmation that the business supplying the staff has carried out relevant checks and obtained appropriate certificates.
- Our school follows advice in the Disqualification by Association under the Childcare Act 2006 (as amended 2018)

Safer Recruitment processes aim to:

- Deter potential abusers by setting high standards of practice and recruitment.
- Reject inappropriate candidates at the application and interview stages.
- Prevent abuse to children by developing robust policies and agreeing on safe practice.

The school has procedures in place to make a prompt DBS referral if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. This is a legal duty.

Volunteers who have not had checks undertaken are not left unsupervised or allowed to work in regulated activity.

## **17. Allegations Against Staff**

We recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay (or where that is not possible, to the Designated Safeguarding Lead); any concerns about the headteacher should go to the Chair of Governors (Mrs Sarah Wheeler)

The guidance in KCSIE (Part Four) should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Cases which do not meet the above criteria will be dealt with using 'local' arrangements. Where the concern meets the criteria priority should be given to solving the matter as soon as possible and the following actions must take place.

### **Organisation Responsibilities**

- To recognise that allegations of abuse can be made by children and they can be made by other concerned adults.

- All allegations against staff or volunteers should be immediately brought to the attention of the Headteacher.
- If an allegation is made against the Headteacher, this should be brought to the attention of the Chair of Governors (Mrs Sarah Wheeler).
- In all cases, **the Local Authority Designated Officer (LADO)** and the Chief Executive of the Harpur Trust should be notified.

All staff, governors and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding procedures and know that such concerns will be taken seriously by the senior leadership team, staff should refer to the Harpur Trust Whistle-blowing Policy. The Harpur Trust have a confidential whistleblowing service provided through Expolink, the number is 0800 374199. The NSPCC also runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- a legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

Employers have a duty of care to their employees. The school will provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended.

#### **The Headteacher will take the following actions:**

- Ensure that the child reporting the allegation is safe and away from the member of staff, volunteer or governor against whom the allegation is made.
- Contact the LADO in Bedford Borough immediately.
- Contact Chief Executive Officer of the Harpur Trust and inform OFSTED.
- Contact the parents/carers of the child following advice from the LADO.
- Following advice from the LADO and HR, review the member of staff's working arrangements, volunteer or governor role, and if no safe alternative identified suspend the member of staff, volunteer or governor pending the investigation.
- Attend joint evaluation meetings (JEMs) convened by the LADO and act upon the decisions made at these meetings.

#### **Suspension should be considered when:**

- There is a cause to suspect a child is at risk of significant harm; or
- The allegation warrants investigation by the police; or
- The allegation is so serious that it might be grounds for dismissal.

Any disciplinary investigation should be carried out once the child protection investigation has been completed.

#### **Outcome of Allegations**

The outcome of allegation investigations should be identified as one of the following:

Outcome Type	Definition	Action after Investigation	Recording
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<b>Substantiated</b>	There is sufficient evidence to prove the allegation.	Discussion with HR and /or other professionals, about referral to DBS and/or TRA for Disciplinary Hearing.	There should be a clear and comprehensive summary of the allegation, details of how the allegation was flowed up and resolved, and a note of any action taken, and decisions reached. This should be kept in the confidential personnel file of the accused, and a copy provided to the person concerned. The record should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.
<b>False</b>	There is sufficient evidence to disprove the allegation.	Where the allegation is found to be false, unsubstantiated, or malicious, the information should not be included in any reference.	
<b>Unsubstantiated</b>	This is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.	Where the allegation is found to be false, unsubstantiated, or malicious, the information should not be included in any reference.	Details of allegations that are found to have been malicious should be removed from personnel records.
<b>Malicious</b>	There is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.		

In addition, there is a further outcome type, 'unfounded', which the school may wish to use, after liaison with their HR/legal advisors. This is where there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively, they may not have been aware of all the circumstances.

## 18. Visitors /contractors/suppliers

- All visitors are required to sign in at the front desk and wear a visitor badge.
- Parents collecting children will be checked at the Reception Desk before being allowed into the main building.
- Parents are asked to authorise other 'responsible' people who will be collecting their children from school on a regular or ad-hoc basis by completing the Pre-authorised Collection form as detailed in our Collection of Children Policy.
- We recognise that on occasions, a person who is not listed on the 'Pre-authorised Collection' form may be required to collect a child. In this instance the parents/carers must give verbal/written consent for another 'responsible' person to take their child home. This information will be recorded by the school on the Changes to Pre-authorised Collection slip.
- No visitors, including tradespeople, should be allowed to wander around the premises unaccompanied when children are present.
- Staff should be alert to strangers frequently waiting outside a venue with no apparent purpose.

- Regular contractors who are carrying out work around the school building unsupervised, should be subject to the same enhanced DBS checks as staff, regular volunteers and governors and the employing authority of the contractor should be prepared to make available employment checks on request (e.g. references).

## 19. Supporting School Provision

Pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Our school plays an important role in making children aware of behaviour towards them that is not acceptable, recognising when they are at risk, how they can help keep themselves safe and how to get help when they need it.

**19.1** Personal, social and health education lessons (PSCHEE) provide opportunities for children to explore a range of themes and ideas covering safeguarding issues including e-safety. Our PSHCEE curriculum gives children the opportunity to:

- Recognise their own worth and develop a positive self-image.
- Gain the ability to think for themselves and make healthy and safe decisions.
- Protect themselves from harm and how to take responsibility for their own and others' safety (including the safe use of the internet).
- Develop imagination, creativity, problem solving and a willingness to take appropriate and measured risks.
- Develop positive relationships and respect differences between people.
- Value contributions of others, listening to different opinions and ideas, so that they become respectful and tolerant.
- Distinguish between right and wrong, accepting responsibility for their own behaviour.
- Acquire a respect for their own culture and appreciation of racial and cultural diversity.
- Become active, responsible and knowledgeable citizens, contributing positively to the lives of others.

Discussions about personal safety and keeping safe reinforce the message that any kind of violence is unacceptable, let children know that it is acceptable to talk about their own problems, and signpost sources of help.

**19.2** As part of our wellbeing strategy we are committed to delivering an emotional resilience programme. This will equip children with the skills to manage their feelings and emotions. Early intervention at this level could help to prevent mental health problems later on in childhood and adulthood.

Our aims:

- To provide support that meets the differing needs of all children so that each child is equipped with the skills to cope with life.
- To promote the social, emotional, mental, physical and spiritual needs of all children in our care.
- To ensure all children feel secure and know that they are valued.
- To reassure parents that their children are being educated in a safe and nurturing environment.
- To encourage children to recognise and reflect upon our core values; Respect, Kindness and Curiosity.
- To work in partnership with parents, staff, stakeholders and outside agencies.

As part of this programme children are encouraged to have the self confidence and the vocabulary to resist inappropriate responses and articulate when they do not feel safe through weekly Kipsy Caterpillar 'feelings' sessions. Where staff have a mental health concern about a

child that may also be a safeguarding concern, they should raise the issue by informing the DSL or Deputy DSL.

**19.3** Our school provides adequate filtering systems to keep children safe when accessing the internet at school. E-safety sessions are included within our PSCHEE curriculum and are reinforced within our discrete ICT curriculum.

**19.4** The school ensures adequate and appropriate staffing resources to meet the needs of the children and the layout of the rooms allow for constant supervision. Where a child may need to spend time away from the rest of the group they are always in sight of an adult.

## **20. Use of Force, Restraint and Positive Handling**

The law forbids a teacher or other members of staff from using any degree of physical contact that is deliberately intended to punish a pupil, or that is primarily intended to cause pain or injury or humiliation.

Teachers at a school are allowed to use reasonable force to control or restrain pupils under certain exceptional circumstances. In some circumstances, teachers and authorised members of staff can restrain pupils in order to protect them and others.

Any concerns or allegations that a member of staff, volunteer or governor may have acted inappropriately should be brought to the Headteacher immediately, in confidence. The Headteacher, in turn, will contact the Local Authority Designated Officer (LADO).

The current guidance is: *Use of reasonable force: Advice for Headteachers, staff and governing bodies*, July 2013.

## **21. Staff Conduct**

In order to protect children and members of staff, we encourage staff, volunteers and governors to follow our professional code of conduct which can be found in the Pilgrims Staff Handbook. This is issued to all new members of staff and referred to during their induction. This covers appropriate dress, the use of appropriate boundaries, social contact outside the setting (including on social networking sites), the receiving and giving of gifts and favouritism, and the safe use of technology.

Consideration needs to be given to:

- Being alone with a child
- Physical contact / restraint
- Social contact outside setting / appropriate boundaries
- Gifts and favouritism
- Behaviour management
- Intimate care
- Administration of medicine
- Safe use of technology (Security / Internet / mobile phones / digital images of children, etc.)
- Appropriate use of social networking sites

The Handbook is reviewed annually, and staff are made aware of any updates at the beginning of each new academic year.

Appropriate and safe staff conduct is supported in the following policies:

- Dignity at Work Policy
- Single Central Register and Recruitment Policy
- Equality and Diversity Policy
- Staff Discipline Policy
- Grievance Policy
- Staff Code of Conduct

## 22. Child Protection Training and continuing Safeguarding Learning and Development

Induction Training is mandatory for all new staff and includes:

- the Safeguarding Children Policy
- the Behaviour and Assertive Discipline Policy
- the Staff Code of Conduct
- the safeguarding response to children who go missing from education
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)

All new staff will receive either bespoke Safeguarding Training by the DSL or deputy or whole school bi-annual training if scheduled in the term in which they start.

Staff and governors receive regular safeguarding updates, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. It is our practice to include a safeguarding and child protection agenda item in staff meetings.

Staff receive training about the safeguarding issues surrounding the internet and other online technologies.

Safer Recruitment Training is available to all relevant staff and governors who are involved in the recruitment process.

Our school provides briefings for parents/carers about good practice around using the internet and other IT technology to help them safeguard their children at home.

The DLS with support from HR will keep detailed records of all staff child protection training and will issue reminders when training updates are required. Any staff unable to attend training will attend an additional session or complete an online course.

## 23. Implementation, Dissemination and Review Strategies

This policy is reviewed annually by the DSL and is considered and approved by the Governing Body. It will reflect the experience and expertise of school staff, volunteers and governors.

Informed by the DSL the governor with specific responsibility for Safeguarding reports any concerns or issues to the school committee each term using a Termly safeguarding report form. **(Appendix G)** The Chairman and Head teacher of our school will bring any matters of significant concern to the attention of the Chairman and Chief Executive of the Trust as soon as they arise. The school committee will report to the Board annually in the autumn term (for the January meeting) confirming that the safeguarding arrangements in the school have been formally reviewed and meet the statutory requirements, and drawing the Trustees' attention to any significant incidents or themes. The report to the Board should include a Termly / Annual Safeguarding report to the school committee (Appendix H), which collates or summarises the



data presented in that year's termly reports and highlights any themes from previous years, and a completed Safeguarding Compliance Checklist (**Appendix I**).

All members of staff, volunteers and governors read and agree the Safeguarding Children Policy before the start of their employment/volunteering/governor role.

All families/carers of children will be made aware of the policy before enrolment. It is important for families to be aware of actions staff may take if there are any concerns for a child's safety, and for them to understand that they might not be consulted before action is taken. Knowing about child protection procedures ahead of time helps parents to engage better in the process, meaning that change is more likely to take place.

Copies of this policy and supporting materials are easily accessible on the school website:

**[www.pilgrims-school.info](http://www.pilgrims-school.info)**

**Please note that the procedures are updated regularly therefore the accurate version is always the on-line version on this website.**

**Useful Contacts:**

<p><b>Bedford Borough</b> Multi Agency Support Hub (MASH)</p> <p>For emergencies outside of working hours contact the Emergency Duty Team (EDT)</p>	<p>Tel: 01234 718700 during the following hours: 8:45am-5:20pm – Monday to Thursday 8:45am-4:20pm - Friday multiagency@bedford.gov.uk</p> <p>Tel: 0300 300 8123 during the following hours: 5:00pm-9am – Monday to Thursday 4:00pm-9:00am – Friday to Monday</p>
<p><b>Central Bedfordshire</b> Central Bedfordshire Access &amp; Referral Hub The Emergency Duty Team (EDT) For emergencies outside of working hours contact</p>	<p>Tel: 0300 300 8585</p> <p>Tel: 0300 300 8123</p>
<p><b>Luton</b> Rapid Intervention and Assessment Team Out of hours</p>	<p>Tel: 01582 547653</p> <p>Tel: 0300 3008125</p>
<p>Bedford Police</p>	<p>Tel: 101 or 01234 841212</p>
<p>LADO Bedford Borough</p>	<p>01234 276693/276560 Lado@bedford.gcsx.gov.uk</p>
<p>Prevent Duty Bedfordshire Police Contact</p> <p>Anti-Terrorism Hotline DfE Dedicated Contact</p>	<p><b>Richard Denton</b> Tel: (101) or 01234 275206 <a href="mailto:richard.denton@bedfordshire.pnn.police.uk">richard.denton@bedfordshire.pnn.police.uk</a></p> <p>Tel: 0800 789 321 Tel: 020 7340 7264 <a href="mailto:counter.extremism@education.gsi.gov.uk">counter.extremism@education.gsi.gov.uk</a></p>
<p>Children Missing Education Officer</p>	<p><b>Debi Momi</b> Tel: (01234) 228178, ext., 42178 <a href="mailto:debi.momi@bedford.gov.uk">debi.momi@bedford.gov.uk</a></p>

Senior Education Welfare Officer, Bedford Borough Education Support Services	<b>Jane Ward</b> Tel: 01234 276625 jane.ward@bedford.gov.uk
CAMHS	<b>Jo Meehan</b> Tel: 01234 310040 Jo.meehan@sept.nhs.uk
Bedford Borough Safeguarding Children Board	Tel: 01234 276512/276346 or email: <a href="mailto:lscb@bedford.gov.uk">lscb@bedford.gov.uk</a> Website: <a href="http://www.bedford.gov.uk">www.bedford.gov.uk</a>
Central Bedfordshire Safeguarding Children Board Manager	<b>Phillipa Scott</b> 0300 300 6455 Email: <a href="mailto:lscb@centralbedfordshire.gov.uk">lscb@centralbedfordshire.gov.uk</a>
Education Development Manager Harpur Trust	<b>Ritu Mistry</b> Tel: 01234 369526 <a href="mailto:rmistry@harpurtrust.org.uk">rmistry@harpurtrust.org.uk</a>
NSPCC 24 Hour Helpline Harpur Trust Whistleblowing helpline	Tel: 0808 800 5000 Tel: 0800 374199