

Pilgrims Pre-Preparatory School



Job Description – Designated Safeguarding Lead

Job Description

Pilgrims Pre-Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Job Title: Designated Safeguarding Lead

Location: Pilgrims Pre-Preparatory School
Brickhill Drive, Bedford MK41 7QZ

Reporting Line: Headteacher/Nominated Safeguarding Governor

Job Purpose:

To take lead responsibility for managing Safeguarding and child protection issues (including online safety) and cases, providing advice and support to staff, making referrals to, and liaising with the local authority and working with other agencies.

Main duties and responsibilities:

Policy/ Strategic Direction

1. Assist the Headteacher as a member of the Senior Leadership Team in the development and delivery of the school's vision, mission and aims.
2. Promote and safeguard the welfare of children for whom you are responsible and with whom you come into contact. Promote a safe environment for all children and staff at school.
3. Develop and regularly review supporting policies i.e. Safeguarding, Whistle blowing etc in line with regulatory requirements and legislation and the school's needs.

Leadership and Management

1. Support the Headteacher in developing positive working relationships with all members of the school community.

You may also be required to undertake such other comparable duties as the school requires from time to time.

Designated Safeguarding Lead

MANAGING REFERRALS:

1. Refer all safeguarding cases, including Early Help, to the Integrated Front Door (IFD) and to the Police if a crime may have been committed.
2. Identify any safeguarding issues relating to individual children and inform the Head Teacher, especially ongoing enquiries under section 47 of the Children Act 1989.
3. Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding, including Contextual Safeguarding.
4. Escalate inter-agency concerns and disagreements about a child's wellbeing.

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5. Have responsibility to ensure there is at least one key adult for 'Operation Encompass*' and the point of contact for Child Exploitation. *Guiding principles of the scheme are here <https://www.operationencompass.org/school-participation>. An annual information letter to be sent to parents.
6. Ensure that the Local Authority are notified if children are persistently absent or missing from education.

RECORD KEEPING:

1. Keep online records of Safeguarding and welfare concerns.
2. Maintain a chronology of significant incidents for each child with safeguarding concerns, including a record of decisions made and the reasons for those decisions.
3. Ensure such records are kept confidentially and securely and separate from the child's educational record.
4. When a child leaves our school make contact with the Designated Safeguarding Lead at the new school and ensure that the safeguarding file is forwarded to the receiving school within two weeks. Retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding records to the Education Social Welfare Service.

INTER-AGENCY AND INFORMATION SHARING

1. Co-operate and comply with Children's Social Care for enquiries under Section 47 of the Children Act 1989.
2. Ensure that the Headteacher is kept fully informed of any concerns.
3. Liaise with the Deputy Designated Safeguarding Lead regularly to ensure that there is a full understanding of all safeguarding concerns and that the school operates within the legislative framework and Keeping Children Safe in Education guidance.
4. Meet with the Governor responsible for Safeguarding regularly to ensure that the school is meeting all safeguarding requirements and submit an annual report to the Governing body.
5. Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.
6. Complete reports and attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.
7. Liaise as required with the "case manager" and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member.
8. Liaise with the Pastoral and SEND Co-ordinator, the School Nurse and the IT Support Department on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral.
9. Liaise with the Pastoral Team, where safeguarding concerns are linked to mental health.
10. Take lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school. To liaise with teachers and school leadership staff so that academic and emotional support and adjustments can be put in place to



support these children.

11. Act as a source of support, advice and expertise for all staff and provide regular safeguarding training opportunities for all staff.
12. Liaise with relevant managers to ensure all staff including temporary staff and volunteers are provided with induction training that includes; Safeguarding Policy and procedures, the identity of the designated safeguarding persons, Staff Handbook (including staff code of conduct), and a copy of part 1 of the KCSIE document and Annex B for those working directly with children.
13. Ensure there are appropriate safeguarding arrangements in place for pupils undertaking work experience, work-based learning and educational visits.
14. Work with HR to ensure that the school complies with safe recruitment procedures for new staff members.
15. Advocate that the Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe; and this includes allowing practitioners to share information without consent (KCSIE 2023).

TRAINING:

1. Undergo training at least every two years to ensure knowledge and skills required are in order to:
 - o be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness
 - o understand the assessment process for providing early help and intervention, e.g. BBSCB thresholds of need, preventative education and the local offer
 - o have a working knowledge of how the local authority conducts initial and review child protection (CP) case conferences and contribute effectively to these; and
 - o be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers, young carers, those who are privately fostered, vulnerable to exploitation, racialisation and subject to listening or hearing to domestic abuse.
2. Ensure knowledge and skills are refreshed at regular intervals, as required, and at least annually e.g. via e-bulletins, meeting other designated safeguarding leads and refresher training courses.
3. Undertake Prevent awareness training and raise awareness amongst staff regarding children who may be at risk of radicalisation and of any appropriate action to take in line with the government's Prevent Duty strategy.
4. Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
5. Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
6. Understand the unique risks associated with online safety and have the relevant knowledge and up to date capability required to keep children safe, especially those children with SEN and disabilities, whilst they are online at school and when they are accessing 'online learning' whilst out-of-school.
7. Ensure each member of staff has read and understands the school's safeguarding policy and procedures, including providing induction on these matters to new staff members. Induction and training must include the school's behaviour policy and the

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school's procedures for managing children who are absent from education, as well as the staff code of conduct, and the child protection policy, dealing with disclosures and managing allegations processes.

8. Organise face-to-face whole-school Safeguarding training for all staff members at least every three years. Ensure staff members who miss the training receive it by other means. The DSL must provide all staff members with safeguarding updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
9. Make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
10. Ensure the school allocates time and resources every year for relevant staff members to attend training and receive continuous professional development opportunities.
11. Encourage a culture of listening to children and taking account of their wishes and feelings in any action the school takes to protect them.
12. Ensure accurate records of staff recruitment, induction, ongoing training and continual professional development (CPD) relating to safeguarding.

RAISE AWARENESS:

1. Ensure the school's child protection policies are known, understood and used appropriately.
2. Review the school's safeguarding policy and all related policies and procedures annually, in agreement with the Governing body.
3. Ensure the child protection policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the school in this.
4. Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

QUALITY ASSURANCE:

1. Monitor the implementation of and compliance with policy and procedures, including periodic audits of Safeguarding and welfare concerns files (at a minimum once a year).
2. Complete an audit of the school's safeguarding arrangements.
3. Provide regular reports, to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.
4. Take lead responsibility for remedying any deficiencies and weaknesses identified in Safeguarding arrangements.

Signs of child abuse and neglect

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities including non-contact activities.

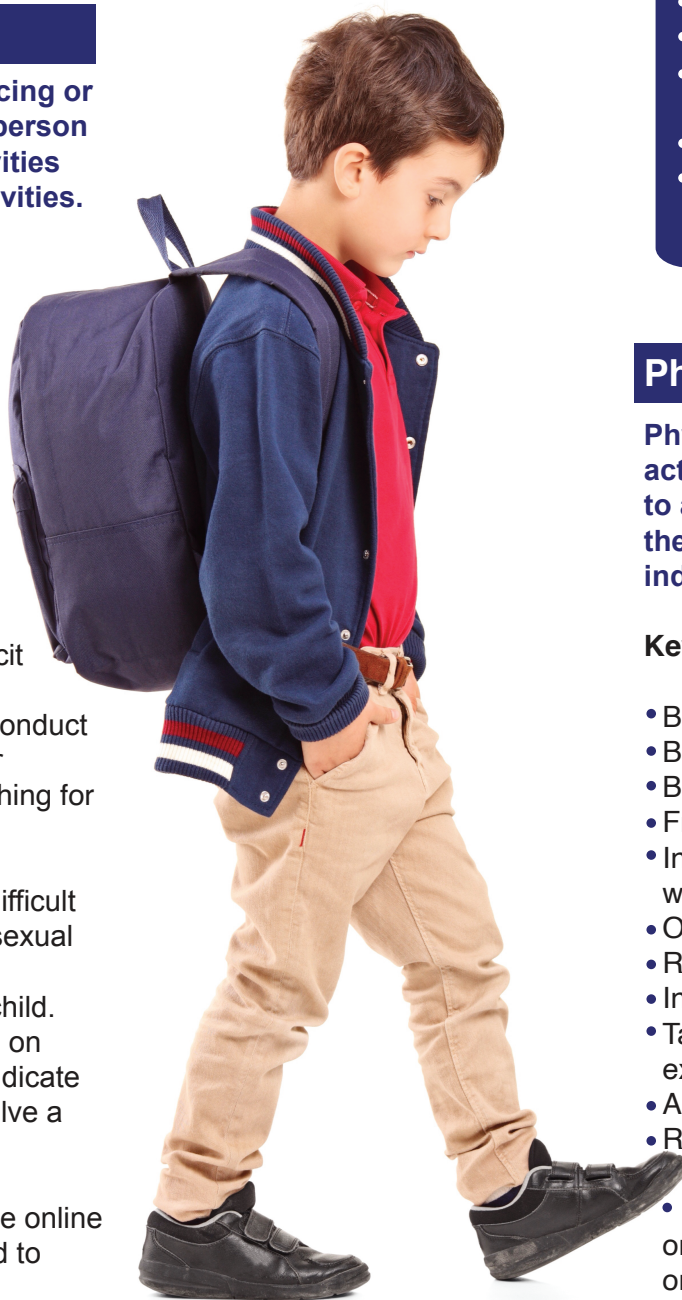
Key features

There may be few physical signs and more likely to be emotional and behavioural factors.

- Aggression
- Withdrawn
- Self harming, including eating disorders
- Drawings of sexually explicit behaviours
- Inappropriate sexualised conduct
- Sexually explicit behaviour
- Reluctance to remove clothing for swimming or PE

Sexual abuse can be very difficult to recognise and reporting sexual abuse can be an extremely traumatic experience for a child. Whilst there is often a focus on 'stranger danger', studies indicate that over 90% of cases involve a known adult.

Sexual abuse can take place online and technology can be used to facilitate offline abuse.



High Risk Factors

- Families with complex needs
- Parental substance use
- Poor parental mental health
- Parents with learning difficulties
- Children with disabilities
- Families with past history of childhood abuse

Physical Abuse

Physical abuse involves any action that causes physical harm to a child including fabricating the symptoms of or deliberately inducing illnesses.

Key features

- Bruising of various ages
- Bite marks
- Burns and scalds
- Fractures in non-mobile children
- Injuries in unusual areas or with well-defined edges
- Old injuries or scars
- Refusal to discuss injuries
- Inconsistent explanations
- Talk of punishment which seems excessive
- Arms and legs kept covered
- Reluctance to remove clothing for swimming or PE
- The parents are uninterested or undisturbed by an accident or injury

Neglect

Neglect is the failure to meet a child's physical and or psychological needs.

Key features

- Persistently hungry
- Inadequate clothing for the child's size, weather or time of year
- Underweight for age
- Frequent school absences
- Poor health
- Emotionally needy

Further Information

The statutory guidance for schools is set out in the following documents:

Keeping Children Safe in Education (DfE)

Working Together to Safeguard Children (DfE)

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child.

Key features

- Development delay.
- Abnormal attachment to parent/ carer.
- Low self-esteem.
- Lack of confidence.
- Inappropriate emotional response.

To book Safeguarding CPD or Consultancy, visit our website at: www.safeguardingsinschools.co.uk or telephone 01223 929269

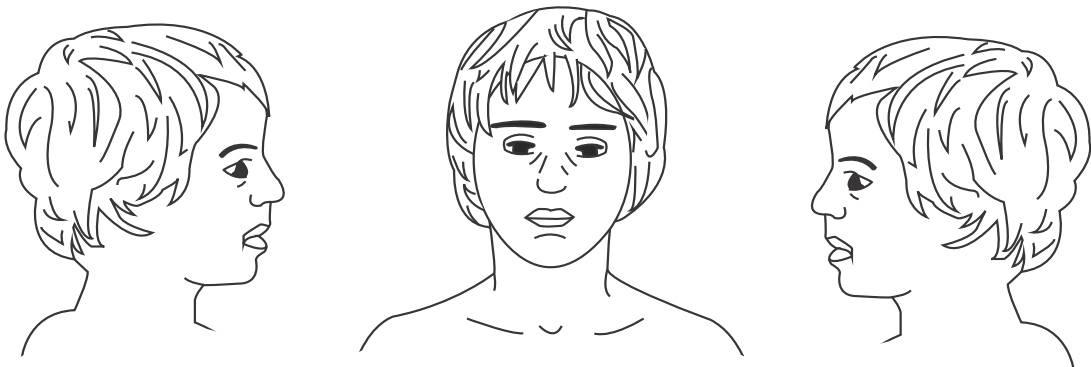
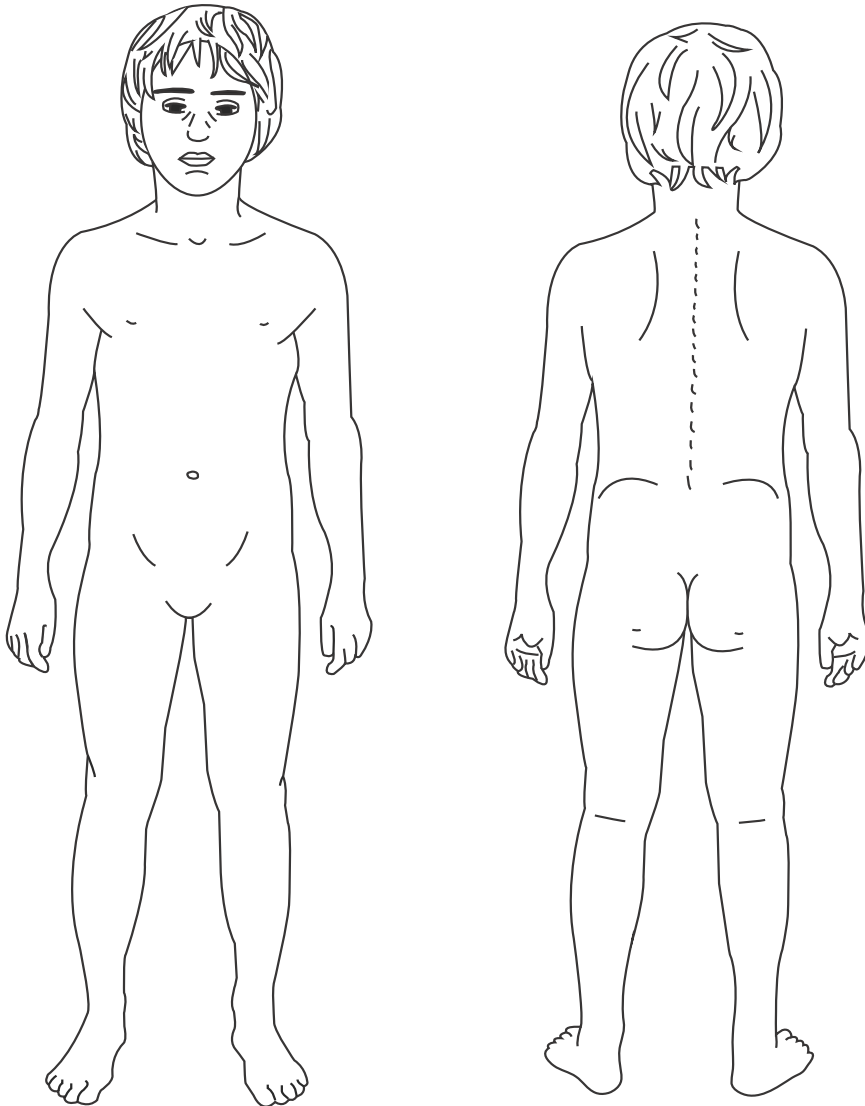
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Body Chart

This chart must be used together with the Concern Form

Show clearly the location of your concern and label with a number and a brief description, eg. '1. Burn about 4cm.' On the Concern Form refer to the injury using the same number and description.

Child's Name _____



Observations made by _____ Signed _____ Date _____

Once completed attach this body chart to the Concern Form

Termly Safeguarding report to school committee

School:

Year:

When completing this report, please note:

- A **'safeguarding concern'** is one that has been referred to the Designated Safeguarding Lead **by a member of staff**. It differs from a pastoral concern as it directly relates to protecting any students under the age of 18 from maltreatment; preventing the impairment of their mental and physical health or development; ensuring that they grow up in circumstances consistent with the provision of safe and effective care; and may require the DSL to take action to ensure the best outcomes for the student.
- A **new** safeguarding concern will refer to a situation in which such an intervention takes place for a child who previously did not have a safeguarding file, OR in which a previously unknown issue has arisen for a child who did have a safeguarding file, which prompted a further high-level intervention.
- Mental Health, Counselling and Medical Centre Staff should keep a list of children who receive regular support over the course of each term. Medical Centre staff should only report numbers of students they are providing regular support to for **safeguarding reasons or for highly complex or undiagnosed medical needs** (not routine injuries or clearly known medical conditions such as asthma, diabetes).
- The Charity Commission requires charities to report serious incidents. A **'serious incident'** is an adverse event, whether actual or alleged, which results in or risks significant: harm to your charity's beneficiaries, staff, volunteers or others who come into contact with your charity through its work; or loss of your charity's money or assets; or damage to your charity's property; or harm to your charity's work or reputation. If a serious incident occurs in schools, the report will be made by the Head and Chair of the School Committee to the to the Chair, Deputy Chair of the Trust and CEO. A judgement will then be made on whether a Serious Incident Report needs to be reported to the Charity Commission.

When reporting on incidents of specific safeguarding issues, please note:

- **Child-on-child sexual violence and sexual harassment** includes online, sexual comments, activity without consent, upskirting, youth produced sexual imagery;
- **Mental Health** includes suicidal ideation, suicide attempt, anxiety, depression;
- **Domestic and Honour based abuse** includes FGM and forced marriage;
- **Child exploitation** includes CCE, CSE, County Lines and Radicalisation.

Overall summary and analysis

Strengths and developments in Safeguarding this term

Concerns or emerging themes across Safeguarding this term

Areas for development/planned actions for next term:

Report completed by.....

Signed.....Date.....

	Comment		
	Autumn Term	Spring Term	Summer Term
Safeguarding policy and procedures <ul style="list-style-type: none"> • Reviewed in line with KCSIE / WTSC / other relevant documents • Reviewed in line with safeguarding development plans (if appropriate) • Shared with staff • Ratified by School Committee 			
Designated Safeguarding Lead (DSL) and Deputy DSL Training. <ul style="list-style-type: none"> • Training attended • Updates shared • Job description reviewed 			
Staff training <ul style="list-style-type: none"> • In line with KCSIE • Induction of all new staff and volunteers • Safer recruitment training 			

Statutory recording and reporting

		Autumn Term	Spring Term	Summer Term
No. of Unauthorised absences				
No. of referrals to Child Missing In Education				
Total no. of Children in Public Care / Looked after / Privately fostered				
No. of exclusions	Number of fixed-term			
	Number of permanent			
	Comment (optional)			

No. of referrals to LADO (<i>allegation against a member of staff</i>)			
No. of Low Level concerns (<i>allegations/concerns that do not meet the harm threshold</i>)			

Record of safeguarding cases and inter-agency working

	Autumn Term	Spring Term	Summer Term
No. of new safeguarding concerns referred by staff to DSL			
No. of new safeguarding concerns referred by DSL to the IFD or Early Help Team			
No. of children currently receiving support from a school-based professional (including school nurse, counsellor, mental health lead etc.			
No. of children currently known to be receiving support from external agencies including Health Service, CAMH, CHUMs etc. who have not been recorded in previous terms' reports.			
No. of children on 'Early Help Plan' who have not been recorded in previous terms' reports.			
No. of children on 'Child In Need Plan' who have not been recorded in previous terms' reports.			
No. of children on 'Child Protection Plan' who have not been recorded in previous terms' reports.			

Reported incidents of specific safeguarding issues

		Autumn Term	Spring Term		Summer Term	
			Ongoing	New incident	Ongoing	New incident
Child-on-child Abuse	Cyberbullying					
	Homophobic Incident					
	Racist Incident					
	Physical Bullying					
	Sexual harassment and violence					

	Verbal Bullying					
Self-Harm	No. of reported incidents					
	No. of children severely self-harming					
Eating Disorders	No. of reported incidents					
	No. of children receiving further intervention					
Mental Health	No. of reported incidents					
	No. of children receiving further intervention					
Domestic and Honour based abuse						
Child exploitation						

Serious Incident Reports

	Autumn Term	Spring Term	Summer Term
No. of Serious Incidents raised during this period <i>(not all Serious Incidents will be reported to the Charity Commission).</i>			
No. of serious incidents reported to the Charity Commission by the Trust.			

Appendix F – Annual safeguarding report to school committee

Annual Safeguarding report to school committee

School:

Year:

When completing this report, please note:

- A **'safeguarding concern'** is one that has been referred to the Designated Safeguarding Lead **by a member of staff**. It differs from a pastoral concern as it directly relates to protecting any students under the age of 18 from maltreatment; preventing the impairment of their mental and physical health or development; ensuring that they grow up in circumstances consistent with the provision of safe and effective care; and may require the DSL to take action to ensure the best outcomes for the student.
- A **new** safeguarding concern will refer to a situation in which such an intervention takes place for a child who previously did not have a safeguarding file, OR in which a previously unknown issue has arisen for a child who did have a safeguarding file, which prompted a further high-level intervention.
- Mental Health, Counselling and Medical Centre Staff should keep a list of children who receive regular support over the course of each term. Medical Centre staff should only report numbers of students they are providing regular support to for **safeguarding reasons or for highly complex or undiagnosed medical needs** (not routine injuries or clearly known medical conditions such as asthma, diabetes).
- The Charity Commission requires charities to report serious incidents. A **'serious incident'** is an adverse event, whether actual or alleged, which results in or risks significant: harm to your charity's beneficiaries, staff, volunteers or others who come into contact with your charity through its work; or loss of your charity's money or assets; or damage to your charity's property; or harm to your charity's work or reputation. If a serious incident occurs in schools, the report will be made by the Head and Chair of the School Committee to the Chair, Deputy Chair of the Trust and CEO. A judgement will then be made on whether a Serious Incident Report needs to be reported to the Charity Commission.

When reporting on incidents of specific safeguarding issues, please note:

- **Child-on-child sexual violence and sexual harassment** includes online, sexual comments, activity without consent, upskirting, youth produced sexual imagery;
- **Mental Health** includes suicidal ideation, suicide attempt, anxiety, depression;
- **Domestic and Honour based abuse** includes FGM and forced marriage;
- **Child exploitation** includes CCE, CSE, County Lines and Radicalisation.

Overall summary and analysis

<p>Strengths and developments across Safeguarding this academic year:</p>
<p>Common safeguarding issues, concerns or emerging themes that were raised during the year:</p>
<p>Areas for development and planned actions for the next academic year:</p>
<p>Annual Report completed by.....</p> <p>Signed.....Date.....</p>
<p>Safeguarding Compliance Check completed (Appendix 5) by.....</p> <p>Signed.....Date.....</p>

Safeguarding development and training record

	Comment
Safeguarding policy and procedures <ul style="list-style-type: none"> • Reviewed in line with KCSIE / WTSC / other relevant documents • Reviewed in line with safeguarding development plans (if appropriate) • Shared with staff • Ratified by School Committee 	
Designated Safeguarding Lead (DSL) and Deputy DSL Training. <ul style="list-style-type: none"> • Training attended • Updates shared • Job description reviewed 	
Staff training <ul style="list-style-type: none"> • In line with KCSIE • Induction of all new staff and volunteers • Safer recruitment training 	

Statutory recording and reporting

		2020/21	2021/22	2022/23
No. of Unauthorised absences				
No. of referrals to Child Missing In Education				
Total no. of Children in Public Care / Looked after / Privately fostered				
No. of exclusions	Number of fixed-term			
	Number of permanent			
	Comment (optional)			
No. of referrals to LADO (allegation against a member of staff)				
No. of Low Level concerns (allegations/concerns that do not meet the harm threshold)				

Record of safeguarding cases and inter-agency working

	2020/21	2021/22	2022/23
No. of new safeguarding concerns referred by staff to DSL			
No. of new safeguarding concerns referred by DSL to the IFD or Early Help Team			
No. of children currently receiving support from a school -based professional (including school nurse, counsellor, mental health lead etc.			
No. of children currently known to be receiving support from external agencies including Health Service, CAMH, CHUMs etc. who have not been recorded in previous terms' reports.			
No. of children on 'Early Help Plan' who have not been recorded in previous terms' reports.			
No. of children on 'Child In Need Plan' who have not been recorded in previous terms' reports.			
No. of children on 'Child Protection Plan' who have not been recorded in previous terms' reports.			

Reported incidents of specific safeguarding issues

Child-on-child Abuse	Cyberbullying		
	Homophobic Incident		
	Racist Incident		
	Physical Bullying		
	Sexual harassment and violence		
	Verbal Bullying		
Self-Harm	No. of reported incidents		
	No. of children severely self-harming		
Eating Disorders	No. of reported incidents		

	No. of children receiving further intervention			
Mental Health	No. of reported incidents			
	No. of children receiving further intervention			
Domestic and Honour based abuse				
Child exploitation				

Serious Incident Reports

	Autumn Term	Spring Term	Summer Term
No. of serious incidents raised during this period <i>(Not all incidents will be reported to the Charity Commission).</i>			
No. of serious incidents reported to the Charity Commission by the Trust			

Appendix G - Safeguarding Compliance Checklist for school committees

Date of completion:

Person(s) undertaking the check:

	Evidence of compliance e.g. <i>Training Logs, certification, induction checklists, committee meeting minutes etc...</i>	Action req. Y / N
1. The Child Protection Policy is publicly available via the school or college website or by other means and parents are made aware of the school's statutory responsibilities in accordance with the policy.		
2. Staff who work directly with children have read at least Part one of Keeping Children Safe in Education 2023. Staff who do not work directly with children have read either Part one or Annex A. Changed according to our policy: All staff, regular volunteers and governors have read Part 1 of 'Keeping Children Safe in Education', current guidance and all staff that work directly with children have read Annex B which has important additional information about specific forms of abuse and safeguarding issues.		
3. There are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of <i>Keeping Children Safe in Education</i> , DfE, 2023		
4. The Headteacher and at least one school committee member have completed safer recruitment training.		
5. The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on new staff and volunteers who will work with children including all relevant Disclosure & Barring Checks.		
6. All safer recruitment checks are evidenced in the Single Central Record and this is checked regularly for accuracy.		
7. Procedures are in place for dealing with allegations of abuse against members of staff and volunteers, allegations of peer-on-peer abuse and for low-level concerns that comply with national and local safeguarding partners and relevant agencies guidance.		
8. A member of the school committee (usually the chair) has been nominated to be responsible for liaising with the LA and partner agencies in the event of an allegation of abuse being made against the Headteacher.		
9. The school has developed a code of conduct for staff that clearly outlines the school's expectations in relation to the behaviour of all staff and volunteers. This is provided to all staff at induction.		

10. Designated Safeguarding Lead: A senior member of the school's leadership team has been designated to take lead responsibility for dealing with child protection issues, to provide advice and support to staff and pupils, and work with other agencies and they have received appropriate training to equip them to fulfil the role.		
11. There is an alternative person identified to fulfil the role in the DSL's absence and there is always cover for this role.		
12. The school keeps up to date records of all staff safeguarding training including levels of training and dates.		
13. The Designated Safeguarding Lead has received Prevent awareness training and the school has appropriate arrangements in place to prevent pupils being drawn into terrorism in line with the Prevent duty.		
14. The school committee regularly receives a report outlining how the school is fulfilling the statutory requirements for safeguarding; these reports and any identified actions are clearly referenced in the minutes of meetings.		