

Bedford High School

A Specialist Business and Enterprise College
Work Hard – Be Respectful – Take Responsibility



Safeguarding, Child Protection and Early Help Policy

School Address	Manchester Road Leigh WN7 2LU
School Contact Number	01942 909009

Document control

Date created	September 2024
Revision due	September 2026
Current author	Rebecca Ramsden
Governing Committee	Standards
Electronic copies of this plan are available from	FROG VLN, Website
Hard copies of this plan are available from	School Business Manager
Public sector equality duty guidance considered	Yes
Date approved by the Chair of the Governing Body	
Signature of the Chair of the Governing Body	

Changes History

Version	Date	Description	pages
4	June 2024	Changes to guidance in line with KCSIE 2024	Throughout
		Changes to staffing	
		Changes to staffing	2 & 21
		Link to new attendance guidance	5
		Updated safeguarding definition	5

	June 2024	Updated links to other policies	6
		Additional means of communication out of term time added.	7
		Additional points added to staff responsibilities	10 & 11
		The term 'persistent/unexplained absences' has been changed to 'deliberate absences'	18
		Clarification of the school's responsibility to safeguarding students who attend alternative provisions	22
5	June 2025	Updates key staff	2
		Changes to guidance in line with KCSIE 2024 Changes to staffing	Throughout
		Addition of safeguarding supervision for staff support	9
		Additional expectations added to parent responsibilities	10-11
		Additional EHE information	17

Key Contacts

Table of identified persons with specific lead responsibilities in relation to Safeguarding and other key agencies.

Key Safeguarding Personnel			
Role	Name	Telephone	Email
Head teacher	P.McCaffery	01942 909009	P.McCaffery@bedford.wigan.sch.uk
Designated Safeguarding Lead (DSL)	R.Ramsden		R.Ramsden@bedford.wigan.sch.uk
Deputy Designated Safeguarding Lead (DDSL)	B.Moss P.McCaffery		B.Moss@bedford.wigan.sch.uk P.McCaffery@bedford.wigan.sch.uk
Attendance & Safeguarding Mentor (DDSL) Raising Achievement Officer KS4 (DDSL)	N.Quinn C.Green		N.Quinn@bedford.wigan.sch.uk c.green@bedford.wigan.sch.uk
Attendance Manager	Mrs C Smith		attendance@bedford.wigan.sch.uk
Year Group Pastoral Teams			Year7team@bedford.wigan.sch.uk Year8team@bedford.wigan.sch.uk Year9team@bedford.wigan.sch.uk Year10team@bedford.wigan.sch.uk Year11team@bedford.wigan.sch.uk
Nominated Governor	Mrs L Hayes	N/A	
Chair of Governors	David Whitehead	N/A	

Designated Teacher for Looked After Children (DT)	Kerry Canning	01942 909009	SEND@bedford.wigan.sch.uk
The key safeguarding responsibilities within each of the key roles above are set out in Keeping Children Safe in Education (2025)			
Agency Contact Details			
Local Authority Designated Officer (LADO)		01942 486042	lado@wigan.gov.uk
Children's Social Care referrals	Duty Team	01942 828300	https://www.wigan.gov.uk/Resident/Health-Social-Care/Children-and-young-people/ProfessionalReferralForm.aspx CINteam@wigan.gov.uk
Early Help Hub	StartWell	01942 486262	CINteam@wigan.gov.uk
Wigan Safeguarding Children's Board		01942 486025	wscb@wigan.gov.uk
MHST Link worker	Katie Taylor		WiganMHST@gmmh.nhs.uk
School Nursing / Health Visiting service	Gillian Hamlet	01942 483558	Gillian.Hamlet2@nhs.net
Virtual School	Jennifer Mills Michelle Amberry		Jennifer.mills@wigan.gov.uk
Police		101 / 999	
CSE Team		0161 8565959	
Channel Helpline		020 7340 7264	counter.extremism@education.gov.uk
If you believe a child or young person is at immediate risk of significant harm or injury, contact the Police on 999			

Bedford High School Contextual Information

Bedford High School is an average sized, mixed gender comprehensive school. The demographics of our students are largely of white British ethnic origin, who mostly have English as a first language. Our number of EAL students on roll is lower than the national average. Our percentage of students eligible for free school meals is higher than national average.

Safeguarding incidents can be associated with factors outside the school and/or can occur between children outside the school. The DSL will consider the context within which such incidents occur. Safeguarding assessments also consider wider environmental factors

present in a young person's life. Contextual information may be included in referrals to external agencies and social care to aid the referral process.

This policy has been developed for:

- The Senior Leadership Team, Governing Body & all school staff.
- All Visitors (including external agencies, trainee teachers and community lettings).
- Alternative Provisions and Work Experience Providers.
- Parents, carers & families.
- The wider community.

The aim of this policy is to ensure:

- All students feel safe and protected from harm.
- Adults in the school are aware of the expected behaviours and the legal responsibilities in relation to safeguarding and child protection.
- Safeguarding procedures are in place to help students feel safe and learn how to keep themselves safe.
- All agencies are providing appropriate support to young people.

This will be achieved by:

- Having a child centred approach which fosters positive relationships.
- Providing an environment where students feel safe, valued and respected.
- Raising awareness of all staff of their safeguarding responsibilities.
- Monitoring young people thought to be at risk of harm, contributing to assessments of need and actioning support for those students.
- Embedding a robust safeguarding procedure which is followed by all stakeholders.
- Providing regular CPD, ensuring staff have knowledge and understanding of:
 - Our policies, procedures and professional expectations
 - KCSIE
 - Looked After Children / Previously Looked After Children
 - Online Safety (including filtering and monitoring systems)
 - Preventing Radicalisation
 - Whistleblowing
- Ensuring that safer recruitment processes are robust and effective.
- Ensuring students are taught how to look after their wellbeing and keep safe and what to do if they are concerned about themselves or others.
- Legislation and statutory guidance.
- Developing and promoting effective working relationships with external agencies.
- Curriculum – The Personal Development curriculum covers the statutory RSE in addition to other topics aimed at promoting students physical and mental wellbeing and safety.

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2025\)](#) and [Working Together to Safeguard Children \(2023\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of students
- [The School Staffing \(England\) Regulations 2009](#)
- [The Children Act 1989](#) (as amended)
- Section 5B(11) of the Female Genital Mutilation Act 2003
- [Statutory guidance on FGM](#)

- [Safeguarding Vulnerable Groups Act 2006](#)
- [Statutory guidance on the Prevent duty](#)
- [Working Together to Improve School Attendance August 2024](#)

Other key documents are noted, which have prompted changes to procedures over time. This policy references these throughout where relevant:

- The Children and Social Work Act 2017.
- Wigan Council Safeguarding, Child Protection and Early Help Policy (2025)
- GDPR and the Data Protection Act 2018.
- Information Sharing: Advice for Practitioners 2018.
- Children Missing in Education: Statutory Guidance for Local Authorities
- Searching, Screening and Confiscation Advice: Advice for Schools (2022)
- Roles and Responsibilities of the Designated Teacher

This policy should also be read in conjunction with Wigan's Threshold of Need Document / Procedure and Wigan's Resolution Policy.

Why is Effective Safeguarding Important?

Serious case Reviews have repeatedly shown the dangers of not taking effective and timely action. It is crucial that a young person receives the right help at the right time to prevent issues escalating. Poor practice identified in Serious Case Reviews include:

- 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 reassess concerns when situations do not improve
- Not sharing information
- Sharing information too slowly
- A lack of challenge to those who appear not to be taking action

Definitions

Safeguarding is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Making sure that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe from suffering or being likely to suffer from significant harm. This incorporates student health and safety; school behaviour; supporting students with medical conditions; personal development and providing first aid and site security. Consequently, this policy is consistent with all other policies adopted by the governors and should be read alongside all school policies relevant to the safety and welfare of our students.

All staff are aware of the categories of abuse, which are:

- Physical abuse
- Emotional Abuse
- Neglect
- Sexual abuse

The term ‘children’ includes everyone under the age of 18.

The **safeguarding partners** identified in KCSIE 2025 will work together to safeguard and promote the welfare of local children, including identifying and responding to their needs.

They are:

- The local authority (LA)
- A clinical commissioning group for an area within the Wigan LA
- The chief officer of police for a police area in the Wigan LA area

Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for these children with respect to recognising or disclosing concerns. We are committed to anti-discriminatory practice and recognise children’s diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

This policy assumes that any of the categories of abuse could be disclosed at Bedford High School and gives further information relating to individual types of abuse within this document in line with advice and guidance within KCSIE 2025.

Expectations

All adults, have a full and active part to play in protecting our students from harm and the young person’s welfare must take priority. Our school should provide a caring, positive, safe environment that promotes the social, physical and moral development of each young person.

All staff:

- Understand this policy and will adhere to our safeguarding expectations
- Are alert to indicators of possible abuse and will act promptly and appropriately in dealing with a disclosure or concern
- Will record and report concerns as set out in this policy
- Are able to contribute to the implementation of individual support plans as required
- Have read and understood Part 1 and Annex A of Keeping Children Safe in Education (KCSIE 2025). The full document is also available to all staff
- Recognise that a young person who is neglected, abused or witness’s violence may be adversely affected by their life experiences.
- Recognise the Early Help framework provides opportunities for early intervention to prevent safeguarding issues developing.

Responding to and Reporting Concerns

An instruction of how to record concerns on CPOMS and how to record concerns regarding guest students can be found in the appendix.

During term time, the DSL and/or a DDSL is available during school hours for staff to discuss any safeguarding concerns. Any changes to this are shown on the daily cover list. If the DSL leaves site, the reception staff will be made aware and will signpost to the DDSL where necessary. Out of term time, the DSL and/or Headteacher are available to contact. During this time, the DSL/DDSL may only be contactable via phone or an online platform such as Microsoft Teams.

The voice of the child is central to our safeguarding practice.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm

- place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

All staff record concerns and/or disclosures on CPOMS and report these to the DSL. It is the responsibility of each adult in school to ensure that the DSL receives the record of concern without delay. In the unlikely absence of the DSL or DDSL, staff will seek advice direct from Children's Social Care.

If a concern is identified beyond usual working hours (i.e. in the community), the staff member must still report the concern on CPOMS and notify the DSL. If the concern poses immediate risk, the staff member is expected to take appropriate action (contact Wigan Social Care and/or the Police).

When we become aware that a student is being privately fostered, we remind the carer/parent of their legal duty to notify Wigan Children's Social Care. We follow this up by contacting Children's Social Care directly.

Immediate Risk of Harm (including risk of suicide, significant self-harm in school, physical/sexual abuse or refusal to go home):

- Staff to report to DSL immediately. Do this face to face or by phone.
- The DSL may ask the pastoral team to take appropriate action to ensure the child's immediate safety.
- Staff to record accurately on CPOMS.
- The DSL/DDSL will make an immediate referral to Social Care and/or the emergency services.
- If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from children's social care. Staff can also seek advice at any time from the NSPCC helpline on 0808 800 5000. All concerns/actions must be recorded on CPOMS as soon as practically possible. Share any action taken with the DSL as soon as possible (<https://www.gov.uk/report-child-abuse-to-local-council>)

Significant Risk of Harm (including significant mental health concerns, recent self-harm, neglect, emotional abuse, child-on-child abuse, online risk):

- Staff to report to DSL as soon as possible (within the hour). Staff to do this face to face or by phone. The DSL will need enough time to assess the situation and put a plan in place if necessary.
- The DSL will consider the need for a referral to Social Care and/or other external agency (see Wigan Threshold of Need).
- The DSL may ask the pastoral team to take appropriate action.
- Staff to record accurately on CPOMS in a timely manner.

Risk of Harm (including unexplained changes to behaviour/presentation, community concerns, pastoral concerns, historic self-harm):

- Staff to report to the DSL as soon as possible but no later than the end of the school day to allow for appropriate actions/conversations to take place.
- Staff to record accurately on CPOMS in a timely manner.
- The DSL may ask the pastoral team to take appropriate action (e.g. pastoral intervention, consideration of an Early Help and/or referral to appropriate agency).

Safeguarding concerns related to attendance

Students are expected to attend all lessons on time and must be locatable whilst on the school site. Staff are required to complete registers promptly and accurately every lesson. Students who are expected to attend the lesson but fail to do so, are marked as 'N' and safeguarding alert sent on Class Charts. Reasonable pastoral checks are then made for the 'missing student'. If missing student cannot be located within 15 minutes, parents/carers will be informed. Following reasonable checks and communication with family members, the school may report to the police as a missing person.

If the student fails to arrive at school (and has not been seen by staff), and parents have been unable to locate their child, the parent is expected to report this to the police as a missing person.

Further information regarding internal and external truancy is outlined in the Behaviour and Rewards Policy.

Roles and responsibilities

We take responsibility for the safeguarding and welfare of all students, including those who are temporarily educated off-site and guest students on roll at other provisions.

Our health and safety policy, set out in a separate document, reflects the consideration we give to the protection of our young people both physically within the school environment and in relation to internet use or undertaking off site trips and visits.

School security guidance has been compiled to support the senior leadership team in the discharge of their responsibilities by ensuring the development and implementation of suitable procedures. In particular, maintaining the security of the premises in response to potential threats to the staff and students / students of the setting.

Governors and Headteacher:

- The Governing body and Headteacher takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering/at risk of suffering abuse and neglect.
- Employ a whole-school approach to safeguarding, ensuring that safeguarding is at the forefront and underpins all relevant aspects of process and policy development
- Ensure students are taught about safeguarding through the PDE curriculum.
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation.
- Appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board.
- The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.
- All governors will read KCSIE in its entirety and understand that KCSIE is statutory guidance that we must have regard to it when carrying out duties to safeguard and promote the welfare of young people.
- Governors will work with the Headteacher and senior leaders to make sure the following key actions are set out and adhered to by all staff:
 - There is a robust safeguarding policy and staff code of conduct.
 - The school operates adequate safer recruitment procedures.
 - The school has procedures for dealing with allegations of abuse against staff and volunteers and knows when to make referrals to the DBS.
 - A senior leader has Designated Safeguarding Lead (DSL) responsibility and has additional time, funding and resources to fulfil the role. This includes ensuring there is adequate cover available if the DSL is absent.

- Adequate annual safeguarding training is completed by all staff, and the DSL undertakes additional enhanced DSL training which is updated biannually.
- Any weaknesses in Child Protection procedures are remedied immediately.
- Safeguarding issues form part of the PDE curriculum offer.
- That enhanced DBS checks are in place for all Governors.
- The nominated governor for safeguarding liaises with the headteacher and the DSL to complete an annual Section 175 safeguarding audit to return to the local authority.

The Designated Safeguarding Lead (DSL):

- Leads on all safeguarding issues and cannot delegate this responsibility. The DSL may ask staff members to complete specific safeguarding actions.
- Is a member of the Senior Leadership Team who; along with the DDSL completes relevant and regular enhanced training, including safer recruitment.
- The DSL is allocated additional time, funding and training resources to:
 - Provide safeguarding supervision and support to staff on child welfare and child protection matters
 - Take part in strategy discussions and inter-agency meetings and/or support other staff to do so and contribute to the assessment of children
 - Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police)
 - Liaise with other agencies and professionals.
- The names of the DSL's and DDSL's are clearly visible in the school/website.
- When the DSL is absent, this is shown on the daily cover list and a named DDSL is identified. If the DSL needs to leave the school site during working hours, the headteacher is notified.
- Will liaise with all appropriate stakeholders in response to concerns raised and use the Wigan Council 'Threshold of Need' guidance when decision making / offering support.
- Ensures accurate records are kept on CPOMS of concerns about a young person, even if there is no need to make an immediate referral. Records should include the initial concern, discussions on decisions and the rationale for those decision, including instances where referrals were or were not made to other agencies such as the Prevent program or Social Care. All such records are kept confidentially, securely stored and are separate from student records.
- Ensures all records are transferred securely to the setting where the student attends as soon as possible. Records are transferred separately from the main student file.
- Ensures all records are kept and retained until the student's 25th birthday and for CLA student records are retained for 99 years.
- Will arrange appropriate and regular safeguarding CPD for all members of staff, including induction training and disseminate regular updates via bulletins and emails. Safeguarding training is completed by all staff annually.
- Will refer Child protection and safeguarding concerns or allegations against adults working in the school to the LADO. Any member of staff found not suitable to work with children or young people will be notified to the Disclosure and Barring Service (DBS).
- Ensures that they, or the staff member attending case conferences, core groups, early help meetings or other multi-agency planning meetings, contribute to assessments and provide a report which has been shared appropriate stakeholders and recorded on CPOMS.
- Ensures social workers are informed of student absence where students on social care plans have been absent from school without explanation for two days.

- Will inform the Headteacher of escalating safeguarding cases, especially section 47 enquiries and incidents involving CLA students.
- Will provide the headteacher and governing body an annual report, detailing contextual safeguarding information, key safeguarding priorities, changes to the policy, training undertaken by the DSL and all other staff and governors and anonymised safeguarding data.
- Recognises that staff may find safeguarding concerns stressful and upsetting. The DSL will support such staff and seek further support as appropriate.

All Staff are expected to:

- Sign to confirm they have read and understand our safeguarding related policies. All staff are expected to ask for clarification if they do not understand any section of a policy or procedure.
- Read and ensure they understand 'Keeping Children Safe in Education 2025 (part 1) and Annex A of KCSIE and adhere fully to its expectations. All staff will sign a declaration at the beginning of each year to confirm their understanding of the updated guidance.
- Understand indicators of abuse, neglect and exploitation and understand that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online.
- Be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone.
- Be aware that they have a professional responsibility to be vigilant, have professional curiosity and share accurate information and concerns with the DSL in order to safeguard children and cannot assume that someone else will pass on the information. All concerns are reported on CPOMS as promptly as possible.
- Report any safeguarding concerns regarding guest students, using the 'Guest Student Safeguarding Log' and hand deliver it to the DSL.
- Complete safeguarding training annually. Staff may also be directed to complete additional CPD as required.
- Be aware of our systems which support safeguarding, including this policy, the staff handbook, the role and identity of the DSL and policies linked to safeguarding.
- Be aware of the early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information as requested.
- Be aware of the process for making referrals to local authority children's social care
- Know what to do if they identify a safeguarding issue and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- Be aware of the signs of different types of abuse and neglect, as well as specific safeguarding issues set out in this policy
- Be aware of the importance of reassuring students they are being taken seriously and will be listened to.
- Wear their ID badge with a black lanyard, to indicate they are a member of staff. Staff are also expected to stop and question any person who is not wearing an appropriate ID badge. In this instance, the person must be escorted to the main reception and the DSL notified.
- Understand The Teachers Standards 2012 state that teachers should safeguard children's wellbeing and maintain public trust in their teaching profession as part of their professional duties.
- Understand their responsibilities with regards to reporting incidents of FGM
- Record attendance registers accurately and promptly, using the correct codes.

All Parents and carers are expected to:

- Adhere to safeguarding expectations when visiting the school. This includes demonstrating respectful, safe and calm behaviours to all staff and students.
- Sign in/out at the main reception and wear a visitor ID badge.
- Communicate with school staff if they have any safeguarding / wellbeing concerns regarding their child.
- Update the school with any changes to living arrangements, named contacts, contact details, medical needs or involvement with external support agencies.

All Visitors are expected to:

- Sign in/out at the main reception and wear a visitor ID badge. They must attach their ID badge to an appropriately coloured lanyard:
 - Yellow – Governors
 - Green – DBS checked (logged on SCR)
 - Red – DBS not checked.
- Read the safeguarding information provided, including the contact details of safeguarding staff.
- Visitors of a professional role are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at the school.
- Community users organising activities for children are aware of the school's safeguarding procedures.
- Our lettings policy, for community use of the premises, will seek to ensure the suitability of adults working with children on school sites at any time. If the school receives an allegation relating to an incident during the letting period, school will follow their safeguarding policies and procedures as standard, including informing the LADO.

Specific Safeguarding Concerns

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those who are known to them or, more rarely, by others. Abuse can take place wholly or online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child.

Physical Abuse

A form of abuse which 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.

Signs may be unexplained bruising or marks to a child, wincing when touched, reluctance to join in PE, sudden changes in behaviour.

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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. It may involve seeing or hearing the ill-treatment of another. It may involve seeing or hearing the ill treatment of another person. 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, although it may occur alone.

Signs may be a change in behaviour, lack of confidence and emotional outbursts.

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 (e.g. rape or oral sex) or non-penetrative acts (e.g. 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. The sexual abuse of children by other children is a specific safeguarding issue in education.

Signs may be that a child may appear more sexualised, may use inappropriate sexualised language. May make inappropriate sexual advances toward staff or other children. There may be changes in behaviours. The child may have low self-worth and may become less hygienic.

Neglect

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 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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Not promoting good attendance at school could be deemed as neglect.

Signs may include looking unkempt, not attending universal services such as medical appointments or other health appointments, malnourished or irregular school attendance.

Child-on-Child Abuse

We recognise that children are capable of abusing their peers and understand the importance of maintaining an attitude of **"it could happen here"**. Abuse will not be tolerated or passed off as "banter" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for students.

Cases of students hurting other students will be dealt with under our school's behaviour policy. This policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put students in the school at risk
- Is violent
- Students being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

Procedures for dealing with allegations of child-on-child abuse

- Staff must record the allegation on Class Charts and inform the DSL, but staff do not investigate it.
- The DSL will adhere to the LA Threshold of Need guidance and follow advice from the local authority's social care, as well as the police if the allegation involves a potential criminal offence.

- The DSL will consider a risk assessment for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.
- The DSL will contact relevant agencies as appropriate.
- A supportive environment in school will be offered and appropriate support will be in place.
- We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse and of creating a supportive environment. To achieve this, we will:
 - Challenge derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
 - Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching/grabbing and initiation or hazing type violence
 - Ensure our curriculum educates students about appropriate behaviour and consent
 - Ensure students are able to easily and confidently report abuse
 - Ensure staff reassure victims that they are being taken seriously
 - Ensure staff are trained to understand their responsibilities

Sharing of Nudes and Semi-nudes ('sexting')

If staff are made aware of an incident involving the production or sharing of nude or semi-nude images/videos (also known as 'sexting'), this must be reported on CPOMS and the DSL informed immediately.

Staff must not:

- View, copy, print, share, store or save the imagery, or ask a student to share or download it (if staff have already viewed the imagery by accident, this must be reported this to the DSL).
- Delete the imagery or ask the student to delete it.
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).
- Share information about the incident with other members of staff, the student(s) it involves or their, or other, parents and/or carers.
- Say or do anything to blame or shame any young people involved.

Staff should explain that they need to report the incident, and reassure the student(s) that they will receive support and help from the DSL and/or relevant member of the pastoral team.

Initial review meeting

The DSL will discuss the concern/incident with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to student(s).
- If a referral needs to be made to the police and/or children's social care.
- What further information is required to decide on the best response.
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown).
- What immediate action should be taken.
- If there is a need to contact another school, college, setting or individual.
- Whether to contact parents or carers of the students involved (in most cases parents/carers should be involved). Contact will be made at the earliest stage of investigation.

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult.
- A young person may have been coerced/blackmailed/groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs).
- The images or videos depicts sexual acts which are unusual for the young person's developmental stage, and/or are violent.
- The content involves sexual acts and any student in the imagery is under 13.
- The DSL has reason to believe a student is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming).

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Referring to the police

If it is necessary to refer to the police, this will be done through by reporting to 101.

Online Safety

All students and staff sign an annual agreement regarding the acceptable use of technology in school, including use of personal technology.

Our approach to online safety is based on addressing the following categories of risk:

- Content – being exposed to illegal, inappropriate or harmful content, such as pornography, racism, misogyny, self-harm, suicide, radicalisation and extremism
- Contact – being subjected to harmful online interaction with other users, such as child-on-child pressure and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images, sharing other explicit images and online bullying
- Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above we will:

- Educate students about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring students are encouraged to do so, including where they are a witness rather than a victim
 - issues surrounding the sharing of nudes and semi-nudes as part of our Personal Development curriculum.
- All staff members will receive annual online safety training as part of their annual safeguarding training.
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
- Ensure staff are aware of any restrictions placed on them with regards to the use of their personal technology, for example that:
 - Staff are allowed to bring their personal phones to school, but will limit such use to when students are not present
 - Staff will not take pictures or recordings of students on personal devices

- Explain the sanctions we will use if a student is in breach of our policies on the acceptable use of the internet and mobile phones
- Ensure all stakeholders are aware that staff have the power to search students' phones, as set out in the DfE's guidance on searching, screening and confiscation
- Implement robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- Carry out an annual review of our approach to online safety

Mental Health

All staff should be aware that mental health problems can be an indicator that a young person has suffered or is at risk of suffering abuse, neglect or exploitation.

School staff are not in a position to make a diagnosis of a mental health problem. Staff should be vigilant to key indicators of mental health concerns.

If staff have a mental health concern about a child, this should be recorded on CPOMS.

Mental Health education is also covered through the Personal Development curriculum and form time delivery.

For further information is outline in the Social, Emotional and Mental Health Policy

Exploitation

Exploitation is a form of child 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 and/or criminal 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.

Some of the following signs may be indicators of child exploitation (CSE or CCE):

- Unexplained gifts
- Young people associating with others involved in exploitation
- Young people with older boyfriends or girlfriends
- Young people who suffer with STIs or become pregnant
- Decline in SEMH
- Young people who use drugs and alcohol
- Young people who go missing from home or regularly arrive home late
- Increased absences from school / truancy / poor punctuality
- Signs of physical injury

All staff should maintain an attitude of **"it could happen here"**. Staff should always act in the best interest of the child, report their concerns on CPOMS and inform the DSL/DDSL.

Child Sexual Exploitation

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. Like all forms of child sex abuse, child sexual exploitation:

- can affect any young person under the age of 18 years
- can still be abuse even if the sexual activity appears consensual
- can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity
- can take place in person or via technology
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence

- may occur without the young person's immediate knowledge (e.g. through copying videos or images they have created and posted on social media)
- can be perpetrated by individuals or groups, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse and is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Serious Violence, Criminal Exploitation (CCE) and County Lines

All staff are aware of indicators, which may signal that young people are at risk from, or are involved with serious violence, CCE or County Lines.

All staff are trained to report concerns of any such indicators on CPOMS and to the DSL immediately.

Risk of radicalisation (Prevent Duty)

Protecting young people from the risk of radicalisation is seen as part of our wider safeguarding duties. As with managing other safeguarding risks, we are alert to changes in a young person's behaviour that could indicate that they need protection.

Staff must refer all concerns to the DSL who will, in conjunction with The SPOC for Greater Manchester Police Counter Terrorism Branch (0161 856 5918), complete a referral to Channel. The SPOC for school is **Rebecca Ramsden**.

For more information on Prevent Duty can be found by following the link:

<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

The Department for Education also has a dedicated telephone helpline, for staff to raise concerns about extremism with respect to a student.

In an emergency, staff should call 999 or the confidential anti-terrorist hotline on 0800 789 321 only if:

- There is perceived immediate danger
- Someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

Domestic Abuse

We recognise the significant impact domestic abuse can have on young people and therefore operate in partnership with Operation Encompass.

The police will inform the DSL of an Operation Encompass notification, with a brief outline of the incident. The DSL then stores information on CPOMS and notifies the relevant pastoral staff. The shared information is used to help support the young person and family.

Children Missing from Education (CME)

Staff report immediately to the DSL, if they know of any child who may be:

- Missing – whereabouts unknown and unable to make contact (following reasonable enquiries being made)
- Missing education – (compulsory school age with no school place and not electively home educated)

The school must enter students on the admission register at the beginning of the first day on which the setting has agreed, or been notified, that the student will attend. If a student fails to attend on the agreed or notified date, the school will undertake reasonable enquiries to

establish the child's whereabouts and consider notifying the local authority at the earliest opportunity.

We inform local authorities of the details of students who fail to attend regularly. We will monitor attendance closely and address poor/irregular attendance and deliberate absences. As part of our duty, we will investigate all instances where a child is deliberately missing education. The school will make reasonable enquiries for children missing in education. If there is reason to believe a young person is in immediate danger or at risk of harm, a referral will be made to children's social care (and the police if appropriate).

The Local Authority requires Education Settings to complete the '**Children Missing Education**' referral form. This form should be completed once reasonable enquires have been completed, but the school has failed to locate the child following 10 days of absence. The local authority will then complete further checks to ensure all lines of enquiry have been exhausted, before it is agreed the child is removed from roll. Making these enquiries may not always lead to establishing the location of the child, but will provide a steer on what action should be taken next.

Elective Home Education (EHE)

If a parent writes to inform school of their intention to electively home educate their child, the school will invite the parent to a meeting to discuss the reasons to withdraw. The meeting/contact will take place with a member of the senior leadership team.

The school is obliged to inform the local authority when they receive notification from a parent of a wish to EHE. The local authority EHE team then oversees the suitability of education as outlined in Elective Home Education Guidance for local authorities and Elective home education guidance for parents and carers. This guidance is applicable to school practice and safeguarding duty.

If the child has a social worker or is open to external agencies, the school also informs the linked professionals.

Female Genital Mutilation (FGM)

Any teacher who is informed by a girl under 18 that an act of FGM has been carried out on her or observes physical signs which appear to show that FGM has been carried out and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have been specifically told not to disclose, they should also follow the school's safeguarding procedures.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **student under 18** must report concerns on CPOMS, speak to the DSL.

The duty for teachers mentioned above does not apply in cases where a student is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Any member of staff who suspects a student is *at risk* of FGM or suspects that FGM has been carried out must report the concerns on CPOMS and speak to the DSL.

Staff must not examine students under any circumstances.

Honour Based Violence and Forced Marriages

All professionals working with suspected or actual victims of forced marriage and honour-based violence need to be aware of the "one chance" rule. That is, they may only have one opportunity to speak to a victim or potential victim and may possibly only have one chance to save a life. If the victim is allowed to leave without the appropriate support and advice being

offered, that one chance might be wasted. If you suspect that a child may be forced to marry then you must share your concerns with the DSL who will make appropriate contact with the Police and Social Care.

Statutory Assessments

If a child is suffering significant harm in accordance with Wigan Threshold of Need Document, a referral to Wigan Social Care should be made immediately. The referral form can be found using the following link: [Professional Referral](#)

The DSL/DDSL will usually make the referrals to Social Care. Any referrals made to Social Care outside of school opening hours should be communicated to the DSL as soon as possible.

Children in Need (Section 17)

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under **section 17** of the Children Act 1989.

Children suffering or likely to suffer significant harm (Section 47)

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under **section 47** of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour-based violence, and extra-familial threats like radicalisation and sexual exploitation.

If a child does not reside in Wigan it may be appropriate to refer them to Social care in another Local Authority. The following link will help to identify the correct referral organisation. <https://www.gov.uk/report-child-abuse-to-local-council>

What will Social Care do?

- Receipt of the referral should be acknowledged within one working day.
- Take urgent action if immediate protection is required.
- If the child is deemed to be in need they will assess under section 17 of the Children's Act 1989
- If the child is deemed to be suffering significant harm will proceed with section 47 enquiries under the Children's Act 1989
- May step down to Startwell for Support
- May suggest to school to open Early Help
- May complete a Child and Family Assessment to see if further assessments are required.
- May hold a Strategy Discussion if there is Police information to discuss.
- Pass to CSE team if appropriate
- See the child in school (All Wigan Social care workers have enhanced DBS disclosures)

School staff will assist Social care and other safeguarding organisations in completing assessments. If the DSL feels the need to challenge the decision they should do using Wigan's Escalation Policy. <https://www.wigan.gov.uk/Docs/PDF/WSCB/Escalation-Policy.pdf>

Students with a social worker

Students may need a social worker due to safeguarding or welfare needs. A child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all staff will support social workers to help protect vulnerable children. Where we are aware that a student has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the student's safety, welfare and educational outcomes. For example, it will inform decisions about unauthorised absences, missing education where there are known safeguarding risks, the provision of pastoral and/or academic support

Looked-After (CLA) and Previously Looked-After Children (PLAC)

Designated Teacher for Looked-After Children (DT)	Kerry Canning (SENDSCO)	01942 909009
--	-------------------------	--------------

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about student's looked after status, contact arrangements and care arrangements
- The DT and DSL have details of student's social workers and relevant professionals
- The DT is responsible for promoting the educational achievement of looked-after children (CLA) and previously looked-after children (PLAC) in line with [statutory guidance](#)
- The DT is trained with relevant qualifications and experience to perform the role

Further information regarding support for CLA and PLAC students is outlined in the **Policy for the Education of Looked After and Previously Looked After Children**

Young Carers

We recognise the impact that being a Young Carer can have on students, and the importance of identifying those young people so that appropriate support can be provided.

Further information regarding support for young carers is outlined in the **Young Carers Policy**

Students with special educational needs, disabilities or health issues

We recognise that students with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students
- The potential for students with SEND or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

Further information is outlined in the **Special Education Needs and Disability Policy**

Early Help Intervention

We will consider the need for an Early Help (EH) assessment when it is identified that there are additional emerging needs. Although not exhaustive, highlighted concerns may include:

- Has experienced multiple suspensions, is at risk of being permanently excluded
- Has a parent or carer in custody or is affected by parental offending
- Is frequently missing/goes missing from education, home or care
- Additional needs of the young person or parent
- Young Carer
- Anti-social / emerging criminal behaviours
- Drug/alcohol misuse
- Poor school attendance / persistent truancy
- Increased risk of CSE/modern slavery/radicalisation/exploitation
- Increased vulnerabilities due to family circumstances, such as mental health concerns, drug/alcohol misuse, domestic violence.
- Private fostering arrangements
- Involvement with other external agencies
- Previously CLA/CIN/CPCP

It is the responsibility of the key agency to initiate an EH to identify what the family's strengths and needs are. This will inform whether the setting can support the family or whether a referral to another agency is needed. This process provides a way of recording support and interventions for the young person. It is important that the child and parents voice is captured as part of this assessment. This plan should be regularly reviewed every 6 weeks until outcomes are achieved.

If at any point during the EH process, the risk increases and the school becomes concerned the young person is likely to suffer significant harm, then a referral will be made to children's social care. In all cases the school will consider the statutory guidance for schools and colleges, Keeping Children Safe in Education, published by the DfE September 2024.

An Early Help may be considered, but after investigation not deemed necessary. In such cases, all details including reasons for not initiating an Early Help must be recorded on CPOMS.

Safeguarding Students at Approved Off-Site Educational Provisions

Approved off-site educational activities, are where students take part in supervised activities such as field trips, educational visits or work experience. This also includes activities for students at alternative provisions. Students can only be recorded as receiving off-site educational activity if the activity meets the requirements prescribed of the Education Regulations 2006 and has been authorised by the headteacher. The activity must take place during the session for which the attendance mark is recorded. During approved off-site educational activities, agreed risk assessments must be adhered to and all safeguarding concerns reported to the Designated Safeguarding Lead.

Both the school and the alternative provision must work together with other relevant agencies to ensure students are safeguarded and appropriate support continues to be in place to meet the student's needs. Students at alternative provisions are safeguarded under the alternative provision's policy and procedures. However, the school continues to take responsibility for the safeguarding of the student whilst they are there. However, there is an expectation that all concerns of a safeguarding nature are communicated between the designated safeguarding leads of both provisions and appropriate action is taken.

On occasion, students on roll at other provisions are placed at Bedford High School. This is usually a temporary placement and alternative to fixed term exclusions. Whilst in the care of

Bedford High School, students will be safeguarded under our policy and procedures. All safeguarding concerns will be recorded using the 'Safeguarding Concerns for Guest Students' form (Appendix 6) and communicated with the donor school.

Further information is outlined in the **Attendance Policy**

Complaints and concerns about school safeguarding policies

Effective working together depends on open and honest relationships between colleagues and agencies. Staff must feel able to professionally challenge decision-making as a legitimate activity and part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act / not act in response to a concern raised about a child is wrong. In such cases the WSCB Case Resolution Protocol (formerly escalation policy) is used if necessary. If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

Complaints regarding safeguarding procedures will be handled in accordance with our Compliments and Complaints policy.

Further information is outlined in the following policies:

- **Compliments and Complaints Policy**
- **Allegations of abuse made against staff who work with children**

Concerns about a member of staff or visitor

All staff should take care not to place themselves in a vulnerable position with a child. All staff adhere to the Staff Code of Conduct, Safer Working Practices and the Behaviour Management Policy and this is part of induction for all new staff or volunteers.

We understand that a student may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with young people, the member of staff with knowledge of the allegation must immediately inform the DSL and/or HR Manager, who will liaise with the headteacher. The Head teacher and/or DSL, on all such occasions, will discuss the content of the allegation with the Local Authority Designated Officer (LADO).

The school will follow Wigan's procedures for managing allegations against staff.

Further information regarding procedures for dealing with staff allegations is available in the following policy: **Allegations of Abuse Made Against Staff**

Whistleblowing

All staff are expected to raise concerns about poor or unsafe practice and potential failures in following our safeguarding policy. This may include the attitudes or actions of colleagues. Our whistleblowing procedures, which are reflected in staff training and our Code of Conduct, are in place for such concerns to be raised with the DSL, HR Manager or Headteacher. Whistleblowing regarding the Headteacher should be made to the Chair of the Governing Body.

If a staff member feels unable to raise an issue with DSL, HR Manager or Headteacher or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline - Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk.
- Chair of Governors

Further information is available in the following policy: **Whistleblowing Policy**

Record-keeping

We will hold records in line with our records retention schedule. All safeguarding concerns, discussions, decisions made and the reasons for those decisions and actions taken, must be recorded on CPOMS.

All referrals to other agencies, including social care referrals are held on CPOMS.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

If a child moves to another school, the DSL will ensure that their safeguarding file is transferred promptly and securely, and separately from the main student file. In addition, if there are significant or complex concerns, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide additional information.

Information Sharing

We recognise that all matters relating to child protection are confidential and information is handled in line with GDPR.

The Government has issued Information Sharing for Safeguarding Practitioners Guidance that included 7 'Golden Rules' of Information Sharing in safeguarding :

1. **Remember that the General Data Protection Regulation (GDPR) Data Protection Act 2018 and human rights law are not barriers** to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. **Be open and honest with the individual** (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. **Seek advice from other practitioners** if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. **Share with informed consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk.
5. **Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. **Necessary, proportionate, relevant, adequate, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. **Keep a record of your decision and the reasons for it** – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose

Sharing of information will be necessary for safeguarding purposes only, is shared only with the DSL unless instructed otherwise, is accurate and up-to-date and recorded promptly and securely using CPOMS.

We will always share our intention to refer a child or young person to Social Care with their parent's / carers unless to do so could put the young person at greater risk of harm, or impede a criminal investigation.

Further information is available in the following policies:

- **Bedford High School Privacy Notice Data Protection for School Workforce**
- **Data Protection Policy**

Training

All members of staff and volunteers have read, signed and understood the school's Staff Handbook, Code of Conduct alongside this policy. All training meets the minimum standards set out by WSCB in the document 'WSCB recommended minimum standards for child protection training'.

Induction

All staff, including volunteers are informed of our safeguarding procedures including online safety at induction. Our induction also includes:

- Plan of support for individuals appropriate to the role for which they have been hired
- Confirmation of our Staff Code of Conduct
- Opportunities for a new member of staff to discuss any issues or concerns
- Confirmation of the line management
- An explanation of safeguarding procedures and the Early Help Framework
- Explanation of our safeguarding procedures and policy
- Sharing of safeguarding and staff conduct related policies

Safeguarding training

All staff are expected to complete annual safeguarding training and annual online safety training. In addition, all staff members receive safeguarding updates via email, bulletins and staff meetings. Staff are also expected to complete additional safeguarding training as directed.

Advanced training

The DSL, DDSL and Safeguarding Mentor complete enhanced training which is updated every two years as a minimum. The DSL also attends multi-agency courses relevant to school needs. Their knowledge and skills are refreshed regularly via bulletins, safeguarding networking events and other relevant courses.

Safer Recruitment

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every three years as a minimum.

For further information please refer to the **Safer Recruitment and Selection Policy**

Single Central Record

The school's single central record is held with the school's Human Resources Manager and is kept electronically with restricted access. The single central record covers:

- All staff
- Trainee teachers
- Supply staff
- Governors
- Visitors who regularly visit the school for a purpose of educating or training pupils

Preventing Radicalisation

All staff undertake annual Prevent training.

Governors

Governors undertake the school's Induction programme. They may choose to complete face to face training for governors provided by Wigan Council. In addition, all governors are requested to complete governor safeguarding training annually.

Physical Intervention and Use of Reasonable Force

We acknowledge that staff must only ever use physical intervention as a last resort, when a young person is endangering him / herself or others.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain young people. "Reasonable" in these circumstances means using no more force than necessary and staff should refer to the section on "use of reasonable force" within the behaviour policy. Such events should be recorded appropriately and DSL notified.

Staff who are likely to need to use physical intervention or reasonable force will be appropriately trained in a Team Teach handling technique.

We understand that physical intervention of a nature which causes injury or distress to a child or young person may be considered under child protection or disciplinary procedures. We recognise that touch is appropriate in the context of working with young people, and all staff are aware of the safer working practice guidance to ensure they are clear about their professional boundaries.

Monitoring and Evaluation

Our safeguarding policy and procedures will be monitored and updated by:

- Governing Body visits and meetings
- SLT drop ins and discussions with young people and staff
- Student / Parent / Staff voice
- Scrutiny of exclusion and attendance data
- Scrutiny of CPOMS data
- Review of the use of intervention strategies.

This policy should be read in conjunction with all other school policies and is reviewed at least annually.

APPENDIX 1: Logging Safeguarding Concerns

Safeguarding Concerns: Bedford High School Staff - CPOMS

The first time you log into CPOMS:

1. Find the CPOMS shortcut on the Start menu or, enter bedfordhigh.cpoms.net in to the URL box at the top of the screen.
2. Enter your email address and click 'Reset Password'.
3. Go to your email and find the email from CPOMS, this email will contain a randomised password you should use the first time you log on.
4. Log in with your email address and password.
5. Change your password according to the guidance on the screen.

Subsequent log-ins:

Log in as above.

1. Click on ADD INCIDENT at the top of the screen.
2. Add content in the INCIDENT box.
3. Click on an appropriate CATEGORY
4. If any students are linked to this incident, click their names in the LINKED STUDENT(S) box.
5. DATE/TIME will appear automatically as the time you are reporting.
6. Click on a panel to ALERT STAFF MEMBERS. ALWAYS select **Designated Safeguarding Lead (R.Ramsden)**. You should also select the appropriate PGO. Do not share your concern with members of staff who are not directly linked to the year group.
7. Upload a FILE if you need to. EG. This could be a photograph of a letter photograph linked to the incident, which has been passed to you.
8. Click on ADD INCIDENT at the bottom. **An alert will now be sent to the person(s) you directed it to, plus Rebecca Ramsden (DSL). Do not need to send a separate email.**
Inform the DSL in person, by phone or over the radio that a log has been put on CPOMS.

Please note:

If you forget your password, simply go to CPOMS home page, enter your email address and click on reset password as per the first-time log-in procedure.

It is your responsibility to close CPOMS immediately or go to 'blank screen' mode once you have logged an incident. It will log you out after 10 minutes of idle time but logging yourself out immediately lessens the risk.

Safeguarding Concerns: Student Reporting

Students should always be encouraging to be open and honest about their concerns. Students must feel listened to and able to air their concerns and worries.

Students can report their concerns by:

- Speaking in person to a member of staff. The member of staff will report their concern on CPOMS.
- Writing their concern down and posting it into one of the two concerns boxes.
- Emailing the 'concerns' inbox concern@bedford.wigan.sch.uk

NB: The 'concern' inbox is only for STUDENT use. It is NOT for staff, visitor or parent use.

APPENDIX 2: Safeguarding Concerns: Supply Staff & Visitors

All safeguarding concerns MUST be passed to the Safeguarding Team.

Additional Safeguarding Concerns Sheets can be found in Reception

Safeguarding is Everyone's Responsibility

Who's Who?

Mrs Ramsden – AHT & DSL

Mr McCaffery – Headteacher (DDSL)

Mrs Moss - Deputy Headteacher (DDSL)

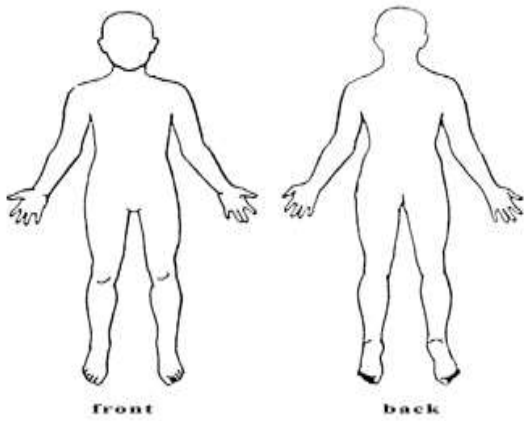
Miss Quinn – Attendance & Safeguarding Officer

Concerns Log (Guest Students / Supply Staff)

Student Name:		Form:			
Date:		Time:			
Logged by:		Cover Lesson			
Incident / Concern Details (use back of sheet if necessary):					
Categories (Highlight all appropriate):					
Attendance / Truancy	Child Protection Incident	Radicalisation / Extremism	Home Issues	Child-on-Child Abuse	Staff Allegation
Online Safety	MH/Wellbeing	Other (please specify):			
Linked Students:					
Body Map Attached: Y/N					

ALL completed forms MUST be hand delivered to Reception immediately

Body Map



Action Taken	By Whom	Date

APPENDIX 3:

Bedford High School: Early Helps

Understanding thresholds for levels of support is vital to providing a solid, integrated intervention that will help students achieve their full potential. As the needs of students change we must provide 'the right intervention and help at the right time'.

The Early Help Assessment process will usually be instigated by the or named key worker who has identified emerging needs, where mainstream pastoral support alone is no longer able to fully meet the needs of the student.

If a multi-agency approach is required an Early Help Assessment Meeting will be arranged to start the process. It is important that the student and parent's voice is captured as part of the Early Help Assessment process and that they have ownership of their action plan. The plan should then be reviewed every 4-6 weeks until outcomes have been achieved.

An Early Help relies on full engagement from the family and student. If a family does not agree to an Early Help Assessment, the staff member will discuss the case with the DSL and a professional referral to Children's Social Care might be necessary as a result of this.

Early Help Pre-Assessment Considerations

The following considerations are not exhaustive, but should be used as a gauge as to whether an Early Help would be beneficial to the student.

- Sustained/Increased behavioural difficulties (repeated FTS / at risk of permanent exclusion)
- Declining school attendance / poor punctuality / education disengagement
- At risk of CSE/CCE
- Showing signs of engaging in anti-social or criminal behaviour
- Alcohol/drug misuse or missing from home
- Early signs of neglect / poor presentation over a sustained period
- Low parental engagement/difficult to contact
- Parents have voiced they are struggling with managing their son/daughter's needs
- Challenging home circumstances, such as substance misuse, adult mental health, domestic abuse, parent criminality
- Safeguarding concerns have recently been raised / previous concerns re-emerging (e.g. MFH episodes)
- Mental health or wellbeing concerns
- Other known vulnerabilities (e.g. FSM, EAL, SEND, SEMH, MYA etc)
- Mainstream pastoral support is no longer sufficient
- Difficulties related to being a young carer

Understanding Thresholds of Need

This diagram illustrates the different thresholds of need and appropriate responses as outlined by Wigan Local Authority.



Level 1 - All children accessing mainstream, universal services with low-level need – **Needs usually met by BHS pastoral/learning support.**

Level 2 - Children with emerging needs or low level CSE concerns that can be met with the support of a multi-agency Early Help assessment and plan – **Needs increasing BHS pastoral support / emerging community concerns are affecting education (eg attendance, behaviour, risky behaviours outside school, lower parental engagement).** EH to be advised. BHS to lead.

Level 3 - Children with multiple or complex needs including medium risk of CSE have to be met by targeted services or by a multi-agency early help assessment or by other specialist assessments e.g. CSE Measurement Tool / Education Health Care Plan – **Other agencies are already involved. Significant concerns raised around the need for family support. Advise from CDT sought. EH/CIN likely. Startwell to lead.**

Level 4 - Are those young people who present with acute needs / risk. Including high level CSE concerns / risk. They will require specialist Social Worker or multi-agency statutory response. – **BHS professional referral completed by DSL.**

APPENDIX 4: Home Visits Guidance

All work with students and parents/carers should usually take place at the school or other agreed workplace. There are however, occasions where it is necessary to make one off or regular home visits. Under such circumstances, it is essential that appropriate policies and related risk assessments are adhered to in order to safeguard staff and students, who can be more vulnerable in these situations.

For detailed guidance please refer to the following policies and guidance:

- **Lone Working Policy**
- **Safer Working Practices**

Underpinning principles:

The welfare of the student is paramount. Staff should understand their responsibilities to safeguard and promote the welfare of all students.

Staff must remain professional at all times. Staff are responsible for their own actions and should avoid any behaviour which would lead any responsible person to question their motivation and intentions.

To safeguard both students and staff, the following guidance must be adhered to when conducting home visits:

- Initial home visits must be conducted by a minimum of two members of staff.
- Initial home visits must be risk assessed to establish the appropriate levels of risk of subsequent visits.

Only following discussions and agreement from line managers, should home visits be conducted by lone staff. Lone staff should only conduct home visits if the situation is deemed to be very low risk to the member of staff.

Initial risk assessments should be seen as guidance and reviewed regularly.

Staff must work in an open and transparent way and record the details of all concerns on CPOMS. Should any issues arise from the initial home visit risk assessment then this information should also be recorded on sims (notes).

Prior to conducting any home visit, staff must inform the attendance team.

Staff must always follow our signing in/out procedures when conducting home visits.

Initial Home Visit Risk Assessment:

Parent / Carer / Responsible Adult not present	
Parent / Carer / Student displaying volatile behaviours and/or aggression	
Possible substance misuse evident	
ASB displayed by other residents / members of the community	
Dangerous dogs	
Reluctance to invite staff member into the address	
Evidence of criminal behaviour	
H&S risks (other)	
Known Social Care / Agency involvement	
Allegations made against staff / school	

Signed:

Date:

Appendix 5: Glossary of Terms

Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, by failing to act to prevent harm or through exploitation.
Bullying & Cyberbullying	Behaviour that is: • repeated • intended to hurt someone either physically or emotionally • often aimed at certain groups
Child Protection	Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Child sexual exploitation (CSE)	CSE is a form of child abuse. 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.
Children with Special Educational Needs and/or disabilities	SEN – a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Disability – a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.
Child-on-child Abuse	Child-on-child abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in child-on-child abuse is under the age of 18.
County Lines	Criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs
Contextual Safeguarding	An approach to understanding and responding to young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.
Criminal Exploitation	Involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated/coerced into committing crime in return for gifts/rewards.
Domestic Abuse	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 or emotional.
Early Help	Intervening early and as soon as possible to tackle problems emerging for children, young people and families with a population most at risk of developing problems. Effective intervention may occur at any point in a child or young person's life.
Elective Home Education (EHE)	When a parent exercise their right to provide their child's education via an alternative to school. This involves the parent working in partnership with the local authority to support the authority meeting their duty to ensure the education is efficient and suitable. In this case the safeguarding duty for the child rests with the parent or guardian.
Emotional Abuse	The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. 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, although it may occur alone.
Female Genital Mutilation (FGM)	A procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.
Gangs & Youth Violence	Gangs tend to fall into three categories; peer groups, street gangs and organised crime groups. It can be common for groups of young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the serious violence of a Street Gang. A Street Gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity. An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise).
Hate	Hostility or prejudice based on disability, race, religion, transgender identity, sexual orientation.
Homelessness	The definition of homelessness means not having a home. A person is homeless if they have nowhere to stay and are living on the streets, but they can be homeless even if you have a roof over your head. They count as homeless if they are: • staying with friends or family; • staying in a hostel, night shelter or B&B; • squatting (because you have no legal right to stay); • at risk of violence or abuse in your home; • living in poor conditions that affect your health; • living apart from your family because you don't have a place to live together. https://safeguarding.network/safeguarding-resources/parental-issues/homelessness/
Honour-based violence	A violent incident which may have been committed to protect or defend the honour of the family or community.
Neglect	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: • Protect a child from physical and emotional harm or danger. • Ensure adequate supervision (inc. the use of inadequate caregivers). • Ensure access to appropriate medical care or treatment. • It may also include neglect of a child's basic emotional needs.
Modern Slavery	A serious crime being committed across the UK in which victims are exploited for someone else's gain. It can take many forms including trafficking of people, forced labour and servitude. Victims are often hidden away, may be unable to leave their situation, or may not come forward because of fear or shame.
Physical Abuse	A form of abuse which 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.
Private Fostering	A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes

	half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.)
Radicalisation & Extremism	Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
Relationship Abuse	Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse.
Safeguarding and promoting the welfare of children	• protecting children from maltreatment; • preventing impairment of children's health or development; • ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
Nudes	Sharing nudes or semi nudes is when someone shares sexual, naked or semi-naked images or videos of themselves or others or sends sexually explicit messages. • They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages.
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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children
Sexual harassment	Is a type of harassment involving the use of explicit or implicit sexual overtones, including the unwelcome or inappropriate promise of rewards in exchange for sexual favours. Sexual harassment includes a range of actions from verbal transgressions to sexual abuse or assault
Sexual Violence	Is the general term we use to describe any kind of unwanted sexual act or activity, including rape, sexual assault, sexual abuse, and many others.
Trafficking	The recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. The exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.
Upskirting	Upskirting, typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

Appendix 6:



to: All Schools and Academies

Our reference: HRESC

Your

reference:

Please ask HR Employment
for: Service Centre

Extension: 2333

Direct line: 01942 827333

Date: 16th September
2021

Dear Colleague

DBS Checks for School Visitors

I write to confirm the situation regarding safeguarding checks for council employees who visit and work within Wigan schools and settings.

I can confirm that any visitor who is employed by Wigan Council will have had their post assessed for eligibility for a DBS check, including an assessment of the work they do directly in schools and settings. I can therefore confirm that council employees would not have been employed without an acceptable clearance being received. Therefore, if your visitor is a current Wigan Council employee you can be assured that they have received the appropriate clearances in line with the national safeguarding guidance and this letter will provide the evidence you will require for your records. You should of course check their Wigan Council badge to confirm their identity.

I hope you find this advice useful. If you have any questions or wish to clarify any areas, please contact me. As lead counter signatory, I am available to provide advice on any DBS issues you may have.

Yours sincerely,

Alison Hibbert
Lead Counter Signatory

Appendix 7:

Bridgewater Community Healthcare

NHS Foundation Trust

Human Resources

Bevan House
Beecham Court
Smithy Brook Road
Wigan
WN3 6PR

Wigan Borough Head Teachers
9th February 2017

Tel: 01942 482965

Dear Head Teacher

RE: DBS Checks

Bridgewater Community Healthcare NHS Foundation Trust operates a Disclosure and Barring Service (DBS) Policy based on the requirements of the Police Act 1997 and the mandatory pre-employment checking procedure requirements of the Department of Health. The Policy ensures that enhanced DBS checks are mandatory for every staff member who has access to children or vulnerable adults as part of their normal duties or standard DBS checks for staff who have access to health care records. New staff are not allowed to start in post until their DBS and all other relevant pre-employment checks have been completed. Such checks must be satisfactory and in line with national NHS safe recruitment standards.

In line with the requirements of this Policy, all staff working with children or vulnerable adults are subject to enhanced DBS checks prior to being offered a contract of employment.

All Trust staff are required to display their identification badges on their person at all times to confirm to Schools and other providers that they are subject to this safeguarding process.

Where a DBS disclosure provides information about allegations and/or convictions relating to children or an allegation is made about an existing member of staff, the nominated Senior Officer will share that information with the Local Authority Designated Officer in accordance with the requirements of Safeguarding Vulnerable Groups Act 2006.

If you have any further queries, please do not hesitate to contact the Trust's Human Resources Department via the contact details detailed at the top of this letter.

We are more than happy to work with you and members of your Team to confirm/validate our staff members' identification when they present at your premises.

Yours sincerely

Paula Woods
Assistant Director Workforce

Appendix 8:

Operation Encompass Teachers' Helpline

Details of the Operation Encompass Helpline can be found here –
<https://www.operationencompass.org/>

If you wish to speak to an educational/child psychologist following an Encompass referral you are now able to contact the Operation Encompass Teachers' National Helpline, 8.00am to 11.00am, Monday to Friday on 0845 646 0890

Online key adult training
<https://www.operationencompass.org/operation-encompass-on-line-key-adult-briefing>