**Letter of comfort**

**Safeguarding and Attendance arrangements for dually registered pupils at The Pilgrim School (September 2022)**

Responsibility for safeguarding dually registered pupils remains the responsibility of both schools. As such, I wish to outline the arrangements we have in place and clarify expectations.

This communication confirms that all staff employed at The Pilgrim School, either working in a base, in the home or an alternative venue, have undergone the following:

* Appropriate DBS and Safeguarding checks
* Received appropriate safeguarding training
* Have been recruited and inducted in line with Keeping Children Safe in Education (KCSIE) 2022

**The Designated Safeguarding Lead for the school is as follows:**

Mrs Bev Lee (Assistant Headteacher)

Bev.Lee@pilgrim.lincs.sch.uk

**The Deputy Designated Safeguarding Leads are:**

Mr Steve Barnes (Headteacher)

Steve.Barnes@pilgrim.lincs.sch.uk

Mrs Mel Findon, (Assistant Pastoral Manager/DDSL)

mel.findon@pilgrim.lincs.sch.uk

***All pupils***

Where pupils are subject to a multi-agency team, we would expect mainstream schools to be Lead Professional, unless there is a parental request otherwise.

We log concerns using the MyConcern database and will share significant events with you (for example, referrals to Children’s Services).

We follow up on absence daily when pupils do not attend as expected.

We use the ‘C’ code to identify when pupils are not expected to attend as per their current timetable.

We track attendance in two ways; percentage of provision offered and percentage of full-time.

Mainstream schools should contact us regularly to confirm attendance at expected sessions and therefore current ‘visibility’ of their pupils.

If a pupil is not expected to attend our provision fulltime, the safeguarding responsibility for non-contact days lies with the mainstream school.

***Pupils taught in our base provision (Lincoln/Amber Hill/Baumber)***

Pupils travel to school by Local Authority transport unless they live less than 3 miles from the setting.

In periods of prolonged absence for health purposes, pupils are risk assessed from a safeguarding perspective and, from there, a desired frequency of visits is determined. Wherever possible, this is agreed as part of a multi-agency process.

If health related absence persists, we use absence management plans to formalise how we will stay in touch with the pupil in terms of safe and well checks and academic aspects. These will be compiled in partnership with mainstream schools.

***Pupils taught in the home or 1:1 at an alternative venue***

We receive funding from the LA for this provision. This is a tailored personalised provision depending on the needs of the student. Across the week, lessons take the form of core subjects and ICT; face to face or virtual sessions usually lasting 1 to 2 hours.

We also assign a pastoral member of staff who aims to visit the pupil at home on a weekly basis, again depending on the needs of the student. Most visits are face to face and include personal development and PSHE sessions as well as wellbeing pastoral support.

If pupils are deemed ‘not education ready,’ provision will consist of pastoral support with the intention to work towards re-engagement with education. This also varies in hours offered according to needs and will be face to face as far as possible.

***Communication***

We routinely keep schools informed of pupil progress and engagement. This takes the form of twice yearly progress reports and updated timetables whenever provision is amended (either venue or timings).

At referral point we ask for a key school contact to be identified. This should be someone that the pupil has a positive and trustful relationship with. It does not need to be a School Leader but there should be regular internal dialogue with the leadership team.

At The Pilgrim School, all pupils are assigned a Pastoral Support & Welfare Specialist (pastoral) and Academic Link person (teaching) who will have oversight of that pupil’s progress in their respective field. The mainstream ‘key adult’ will be the point of contact for these staff regarding academic and pastoral matters.

Good practice would be for regular communication between the mainstream ‘key adult’ and Pilgrim team (with the pupil where possible) so that the pupil continues to feel well supported by their mainstream setting. At the very least, this staff member should be the one to attend any review meetings to discuss progress and next steps.

Reviews for new pupils will be held at 6, 12 and 18 week points from start date and then according to need (usually annually unless there is an intent to reintegrate or concerns regarding engagement).

Should school leaders require a more general overview of all pupils attending our setting, they can request this from the respective base leads as follows (these normally occur once per year):

Steve Lingard (Assistant Head, Lincoln)

Sharon Smith (Assistant Head, Amber Hill and home tuition)

Jon Stevenson (Assistant Head, Baumber)