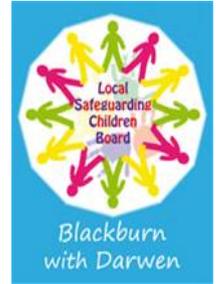


Newfield
Inspire | Support | Achieve | Together



Safeguarding Children and Child Protection Policy

Adopted: September 2018

Review date: Autumn 2019

Reviewed by: Newfield Governing Body

Designated Safeguarding Lead/Person/PREVENT:

Geoff Fitzpatrick

GFitzpatrick@newfield.blackburn.sch.uk

Deputy Designated Safeguarding Lead/Persons/PREVENT:

Jenny Riley

JRiley@newfield.blackburn.sch.uk

Vicki Clements

VClements@newfield.blackburn.sch.uk

Helen Willett

HWillett@newfield.blackburn.sch.uk

Louise Melling

LMelling@newfield.blackburn.sch.uk

Nominated Governor:

Sara Barr Frost

The LADO for Blackburn with Darwen:

Megan Dumpleton

Contact email: megan.dumpleton@blackburn.gov.uk

01254 585184

Blackburn with Darwen – Advice and Consultation Social Worker: 01254 666403

Referral to Children's Social Care

Blackburn with Darwen Borough – MASH (Multi-Agency Safeguarding Hub) 01254 666400

Blackburn with Darwen – Emergency Duty Team: 01254 587547 (out of office hours)

Adopted by: (signatures)

Review date: Autumn 2018

Date:

Safeguarding Children and Child Protection Policy

September 2018

'Newfield School is committed to safeguarding and protecting the welfare of children and vulnerable adults as it's number one priority. This commitment to robust recruitment, selection and induction procedure is shared by all staff and volunteers of Newfield School.'

Contents:

	Page
1. Policy statement and principles	3
2. Statutory Guidance	4
3. Roles and Responsibilities	8
4. Good practice guidelines	11
5. Children who may be particularly vulnerable	12
6. Recognising and responding to safeguarding concerns	13
7. Specific Safeguarding Circumstances	17
8. Support for those involved in a child protection issue	22
9. Safer Recruitment	23
10. Allegations of abuse	26
11. Complaints	27
12. Staff Training	27
13. Confidentiality and information sharing	28
14. Policies that offer additional safeguarding information/links	29
Appendix A: BwD Continuum of Need and Response	30
Appendix B: Single Central Record	31
Appendix C: Staff Declaration Form	32
Appendix D: Protocol for searching a Pupils' Property	38

1. Policy Statement and Principles

This policy is one of a series in the school's integrated safeguarding portfolio

Safeguarding & Child Protection Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Where it is believed that a child is at risk of or is suffering significant harm, the school will follow the procedures set out in the Blackburn with Darwen Local Safeguarding Children Board (LSCB) Procedures.

These are available in electronic form at: <http://www.lscb.org.uk>

Our core safeguarding principles are:

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance
- Safer children make more successful learners
- Representatives of the whole-school community of pupils, parents, staff and governors will be involved in policy development and review
- Policies will be reviewed at least annually

Policy Aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners
- To contribute to the school's safeguarding portfolio

We at Newfield work in ways which are proactive and preventative as well as responsive and protective. Consequently, this child protection policy must be understood within the broader context of our whole school environment and those policies and procedures which relate directly to the broader safeguarding agenda (see Section 14).

Prevention: Newfield School is committed to early help and identification of unmet needs and vulnerabilities. The school works in partnership with other agencies to promote the welfare of pupils and keep children safe.

Protection: All staff and volunteers are trained to recognise and respond to abuse and neglect. All staff and volunteers are expected to be vigilant and must act quickly when they suspect a child is suffering, or is likely to suffer harm (in line with the Local Safeguarding Children Board procedures).

Support: Our school acknowledges the sensitivity and complex nature of safeguarding and child protection and therefore ensures that pupils, staff and families are supported appropriately.

At Newfield School we recognise that effective safeguarding systems are those which:

- Put the child's needs first;
- Provide children with a voice;
- Promote identification of early help;
- Encourage multi-agency working and sharing of information.

Working Together to Safeguard Children (p5, 2015) defines 'safeguarding and promoting welfare' as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and
- Taking action to enable all children to have the best outcomes

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of 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 (**Working Together to Safeguard Children 2015**).

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm (**Children Act 1989**).

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached their 18th birthday.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents or legal guardian

Working together to Safeguard Children (March 2015)

2. Statutory Guidance

Education Act 2002: Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

Working Together to Safeguard Children 2015 sets out organisational responsibilities for schools and colleges and this applies to maintained, independent, academies, free schools and alternative non provision academies

Keeping children safe in education: Statutory guidance for schools and colleges 2016 was issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. This contains information on what schools and colleges **should** do and sets out the legal duties with which schools **must** comply.

The Local Safeguarding Children Board (LSCB) from time to time will want to monitor schools compliance with their duties by way of a self-assessment audit. This audit will form a key part of local evidence and can be used by schools to identify improvements they require in their safeguarding arrangements.

This policy is shaped by and complies with key pieces of safeguarding legislation and guidance (the list below is by no means exhaustive):

- Children Act 1989 and Children Act 2004
- Education Act 2002 (section 157 and 175) and 2005 (amended)
- Education and Inspections Act 2006 (s175/157)
- Working Together to Safeguard Children 2015
- Safeguarding Children and Safer recruitment in Education 2015
- Blackburn with Darwen Local Safeguarding Children's Board Procedures
- Blackburn with Darwen Safeguarding Vulnerable Adults Procedures
- Safeguarding Disabled Children: Practice Guidance (DCSF 2009)
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- United Nations Convention of Human Rights
- United Nations Convention on the Rights of the Child
- Keeping Children Safe in Education September 2016
- What to do if you are worried a child is being abused March 2015
- Information Sharing March 2015
- The Prevent Duty June 2015

Our School Commitment

The Governors, staff and volunteers of Newfield School regard each child as a unique individual. We seek to support children's development in ways which foster security, confidence and independence. We recognize that high self-esteem, peer support, a secure environment and clear lines of communication with trusted adults help all children and especially those who are suffering or who are at risk of abuse and neglect. As these factors are considered to be central to the wellbeing of children they are an intrinsic part of all aspects of our curriculum and ethos.

Together we will:

- ensure that each child and young person has a right and an opportunity to have a 'voice' to access learning and communicate their individuality
- help each child and young person to achieve, and be the best that they can, through recognising and celebrating their uniqueness and attainments
- maximise each child and young person's personal independence and prepare them for adult life
- encourage each child and young person to develop as a thoughtful, caring individuals who respect and value themselves and others.

We will do this through:

- ensuring a caring, safe and secure environment that maximises and promotes their safeguarding and well-being
- providing a stimulating and fun learning environment that promotes opportunities to enable each child and young person to continue with their personal learning journey
- promoting, nurturing and celebrating each child and young person's abilities and achievements using their unique interests and strengths
- valuing and celebrating the diversity of the whole school community through respect for each person's rights, beliefs and values
- providing an enriching curriculum, and learning journey, that is personalised and accessible
- providing opportunities for inclusion both within and outside the school environment
- creating a welcoming, informative and supportive environment for parents/carers, families and professionals in a mutually collaborative partnership

Everyone who works with children and young people at Newfield is mindful of the fact that children with disabilities, including learning disabilities, are particularly vulnerable to all forms of abuse and neglect for many reasons. For example:

- Multiple Carers
- Care in different settings
- Limited communication

- Intimate care, especially invasive procedures
- Emotional 'blocks' that exist in the minds of professionals

At Newfield we take full account of and seek to reduce this increased vulnerability by:

- Safer recruitment practices
- Full induction
- Regular safeguarding training and updates
- Regular training and development of Designated Senior Lead (DSL)
- Review of policy and procedures

At Newfield we seek to prevent abuse and raise awareness amongst the children and parents with whom we work by:

- Well Being Plans
- Robust policies and procedures (including Accident and Incident Recording and Reporting Forms)
- Parent Groups and Workshops
- Parents involved in school governance
- School Governing Body
- School Council
- School counselling services
- Curriculum
- Training and development

Newfield School is committed to providing a safe, caring and welcoming environment where every child is able to reach their full potential free from harm, abuse and discrimination. All staff and volunteers are expected to discharge their safeguarding responsibilities effectively and recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, especially those at risk of or suffering abuse, to thrive.

Our school will therefore:

- a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- c) Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe and / or communicate their fears or concerns about abuse.
- d) Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

- e) Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

3. Roles and Responsibilities

Safeguarding and promoting the welfare of children is everybody's responsibility.

Simplistically this is done by following the 4 R's:

- **Recognise** – unmet needs, abuse and harm
- **Respond** – alert the Designated Safeguarding Lead (DSL) and/or Children's Services
- **Record** – ensure records are kept up-to-date and secure
- **Refer** – share information and refer to external agencies to safeguarding and protect children from harm

All staff (including governors):

- Will have children's safeguarding training appropriate to their role and responsibility which is regularly updated. In addition all staff members should receive at least annual updates which can be in the form of emails, bulletins, staff meetings/discussion;
- Should be aware of the signs of abuse and neglect;
- Should be aware of how to respond to specific safeguarding concerns as outlined in this policy;
- Have a responsibility to identify those children who may require early intervention support and what action to take to ensure they are supported appropriately;
- Have a responsibility to identify and respond to a child who is or likely to suffer significant harm and what action they must take, appropriate to their role;
- Must be aware of the importance of multi-agency partnership working and information sharing processes;
- Who work directly with children and can contribute to early support and safeguarding assessments must be aware of the risk sensible approach to safeguarding adopted in Blackburn with Darwen (BwD);
- Have a responsibility to provide a safe environment in which children can learn.

The governing body will ensure that:

- The school complies with their duties under legislation;
- The school contributes to multi and interagency working in line with Working Together to Safeguard Children 2015. This includes early help, child in need and child protection assessments (see Chapter 5);

- There are appropriate safeguarding/child protection policies that are consistent with LSCB requirements, reviewed and updated annually and made available publicly (available on the school website);
- Safeguarding training is in line with advice from the LSCB;
- There are procedures for dealing with allegations of abuse made against members of staff including allegations made against the Head Teacher and a nominated person identified to liaise with the BwD Local Area Designated Officer (LADO);
- Policies adopted by the governing body are disseminated, followed and understood by all staff;
- They appoint a member of staff from the senior leadership team to the role of Designated Safeguarding Lead (DSL);
- Children are taught about safeguarding (including online) through teaching and learning opportunities, as part of providing a broad and balanced curriculum;
- There are written recruitment and selection procedures that include the requirement for appropriate pre-employment checks and at least one person on any appointment panel has undertaken safer recruitment training;
- There are procedures in place to handle allegations of abuse of children against other children;
- There are appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in the future;
- The child's wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback;
- They recognise the importance of information sharing between professionals and the local authority;
- They appoint a designated teacher to promote the educational achievement of children who are looked after and this person has appropriate training; and
- Ensure the school ICT policy addresses the safety of children in accessing inappropriate material when accessing the internet and that appropriate filtering and monitoring systems are in place.

The Head Teacher:

- Ensures that the child protection policy and procedures are implemented and followed by all staff;
- Allocates sufficient time and resources to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures;

- Ensures that pupils' safety and welfare is addressed through the curriculum; and
- Provides a signed copy of the school's annual report to the Governing Body

The Designated Safeguarding Lead (DSL):

As set out in Annex B: Keeping children safe in education 2016

A deputy lead must also be identified who can undertake those functions in the absence of the DSL.

Managing referrals:

The DSL is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Refer cases to the Channel Panel where there is a radicalisation concern as required;
- Support staff who make referrals to the local authority and the Channel Panel;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the police as required.

Working with others

The DSL will:

- Liaise with the head teacher (or principal) to inform of ongoing enquires under section 47 of the Children Act and police investigations;
- As required liaise with the LADO for all cases involving a staff member;
- Liaise with staff on matters of safety and safeguarding when deciding whether to refer by liaising with relevant agencies. Acting as a source of support, advice and expertise for staff.

Training:

The DSL (and deputies) should undergo training that provides them with the knowledge and skills required to carry out the role. This training should be updated at least 2 yearly. They must also undertake Prevent awareness training.

DSLs skills and knowledge should be refreshed at regular intervals but at least annually and this can involve e-bulletins, meeting other DSLs or simply taking the time to read and digest safeguarding materials.

DSLs should:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities' conduct child protection case conferences and child protection review conferences and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the schools child protection policy and procedures, especially new and part time staff;
- Be alert to the specific needs of children in need, those with special educational needs and young carers;
- Be able to keep detailed, accurate, secure written records of concerns and referrals;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness:

The DSL should:

- Ensure the school or college's policies are known and used appropriately;
- Ensure the school or college's child protection policy is reviewed annually, procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding; and
- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

4. Good Practice Guidelines

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice. This expectation of good practice applies to all staff.

All staff and volunteers will:

- Treat all pupils with respect;

- Treat pupils as individuals;
- Put the child’s welfare first;
- Set a good example by conducting ourselves appropriately;
- Involve pupils in decisions that affect them;
- Encourage positive and safe behaviour among pupils;
- Be a good listener;
- Be alert to changes in pupils’ behaviour;
- Recognise that challenging behaviour may be an indicator of abuse;
- Read and understand the school’s child protection policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing;
- Ask the pupil’s permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid;
- Maintain appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language;
- Be aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse;
- Be aware and sensitive of different cultures and different communities;
- Be aware of the possible necessity for a neutral translator for a child who cannot express him/herself in English as well as in his/her mother tongue;
- Share concerns immediately with the DSL; and
- Always act in the best interests of the child or young person.

5. Children who may be particularly vulnerable

It is vital that children receive the right help and support at the right time to address unmet needs and identify risks to prevent issues from escalating.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- Disabled or have special educational needs;
- Living in a domestically abusive situation;
- Affected by parental substance misuse;
- Asylum seekers;
- Regularly absent from school;
- Attending alternative provision or subject to a managed move;
- Living away from home (frequent movers);
- Vulnerable to being bullied, or engaging in bullying;
- Living in temporary accommodation;
- Living a transient lifestyle;
- Living in chaotic and unsupportive home situations;
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- Involved directly or indirectly in prostitution or child trafficking;

- Speakers of another first language;
- Subject to a Child Protection Plan;
- Exhibiting any changing behaviours that cause concerns;
- Missing from education.

Blackburn with Darwen Continuum of Need and Response

The Blackburn with Darwen Children’s Continuum of Need and Response (CoNR) framework is a tool to assist all those whose work brings them into contact with children, young people and their families (including the unborn child) to identify the level of help and protection required to ensure children grow up in circumstances that achieve their best outcomes. The framework supports a risk sensible approach (see Appendix A).

Early Support

Early support and intervention to address unmet needs can be either single agency (such as within school) or multi-agency as part of the Child and Family (CAF) assessment and plan. All staff who are in positions to assess a child’s needs should be aware of the CAF process and how to support a child/family using this process. They should also be aware of and undertake the role of Lead Professional appropriately.

Under LSCB information sharing guidelines consent is required to undertake a CAF assessment

6. Recognising and Responding to Safeguarding Concerns

All staff should be aware of the signs of abuse and neglect and if they are unsure they should speak to the DSL. In exceptional circumstances or for advice and support, staff and the DSL can contact the Multi Agency Safeguarding Hub (MASH) 01254 666400.

The Department for Education ‘What to do if you are worried a child is being abused - Advice for practitioners’ is a booklet that helps staff to identify child abuse and neglect and take appropriate action in response. All staff can access this on the following web address:

<http://www.lscb.org.uk/category/education/>

The following flowchart will be visible for staff to be able to identify actions required when they have a safeguarding concern: Action when a child has suffered or is likely to suffer harm

<http://www.lscb.org.uk/category/education/>

The above guidance has been amended from ‘Keeping children safe in education’ to reflect local procedures.

Child in Need (CIN)

Under section 17 (s.17 (10)) of the Children Act 1989, a child is 'in need' if:

- The child is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
- The child's health or development is likely to be impaired, or further impaired, without the provision of such services;
- The child is disabled.

Referral to Children's Services is via the Multi Agency Safeguarding Hub using the MASH form (see the next section)

Under LSCB information sharing guidelines consent is required to refer for a CIN assessment

Child in Need of Protection

Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

- Is the subject of an Emergency Protection Order;
- Is in Police Protection; or where they have
- Reasonable cause to suspect that a child is suffering or is likely to suffer significant harm

A professional making a child protection referral under s.47 must provide information that highlights what the child's unmet needs (underlying risk factors) are as well as high risk indicators that potentially identify the child may be suffering or likely to suffer significant harm.

The underlying risk factors and high risk indicators are identified on the Multi Agency Safeguarding Hub (MASH) form which is to be used for all referrals to Children's Services:

http://panlancashirescb.proceduresonline.com/chapters/p_referral_social_care.html

Under LSCB information sharing guidelines, consent can be overridden for a child protection referral

Referral to children's social care

- **Telephone Blackburn with Darwen Borough Council's MASH (Multi-Agency Safeguarding Hub) 01254 666400**
- **Complete a MASH referral form and send securely to cyreferrals@blackburn.gcsx.gov.uk**

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. There are four categories of abuse: physical, emotional, sexual and neglect:

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. It may feature age – or developmentally – inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

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

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(Definitions are taken from Working Together to Safeguard Children 2015).

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to MASH immediately. Anybody can make a referral. If the child's situation

does not appear to be improving the staff member with concerns should press for re-consideration.

Key points for staff to remember for taking action are:

- In an emergency take the action necessary to help and protect the child, for example, call 999;
- Report your concern to the DSL as soon as possible;
- Do not start your own investigation;
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- Complete a record of concern;
- Seek support for yourself if you are distressed.

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupils, staff will:

- Allow them to speak freely;
- Endeavour to utilise a neutral translator if necessary;
- Remain calm and collected – the pupil may stop talking if they feel they are upsetting their listener;
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’;
- Not be afraid of silences – staff must remember how hard this must be for the pupil;
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this;
- Tell the pupil that in order to help them, the member of staff must pass the information on;
- Not automatically offer any physical touch as comfort. It may be anything but comfort to a child who has been abused;

- Avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be interpreted by the child to mean that they have done something wrong;
- Tell the pupil what will happen next. The pupil may agree to go to see the designated safeguarding lead. Otherwise it is the duty of the member of staff to inform the DSL of what has been discussed. If the pupil does agree to go and see the designated safeguarding lead, the staff member should inform the DSL that the child will be coming to see them at some point;
- Report verbally to the DSL even if the child has promised to do it by themselves;
- Write up their conversation as soon as possible on the record of concern form and hand it to the DSL;
- Seek support if they feel distressed.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents (if safe to do so). This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school/DSL believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care (particularly if the disclosure is sexual abuse, forced marriage, under Prevent Duty, Female Genital Mutilation or Fabricated and Induced Illness (FII)).

7. Specific Safeguarding Circumstances

Child Sexual Exploitation (CSE)

CSE involves exploitative situations, contexts and relationships where young people may receive something (e.g. food, accommodation, drugs, alcohol, gifts or simply affection) as a result of engaging in sexual activities. The perpetrator will not only groom the victim (possibly over a long period of time) but will always hold some kind of power which increases as the exploitative relationship develops. Sexual exploitation involves a degree of coercion, intimidation or enticement, including unwanted pressures from peers to have sex, sexual bullying including on line bullying (cyberbullying) and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

- All staff will undertake CSE training appropriate to their role
- The school curriculum (whereby sexual relationships/PSHE is delivered) will include relevant information around the risks associated with CSE.

Link to Pan Lancashire CSE Standard Operating Protocol which includes further guidance that school will follow if CSE is recognised:

Children Missing from Education

Children who are missing from education (or not receiving a suitable full time education) are potentially exposed to an increased risk of abuse or neglect, including sexual exploitation, female genital mutilation, forced marriage, or travelling to conflict zones. The Local Authority has well established CME procedures in place via the work of Inclusion Officers within the Inclusion and Place Planning Team. School staff must follow these procedures when children go missing from education, in order to help identify the risk of abuse and neglect, including sexual exploitation, and to reduce the risk of them going missing in the future.

The Education (Pupil Registration) (England) (Amendment) Regulations 2016 stipulate that all schools must:

- Make a return to the Local Authority when a pupil is added to their register (within 5 days).
- Enter pupils on the admission register with effect from the day that has been agreed that the pupil will commence attendance at the school. If a pupil fails to attend on the agreed date, the school should undertake reasonable enquiries to establish the child's whereabouts and then notify the Authority via CME procedures.
- Make a return to the Local Authority when a pupil is about to be deleted from roll, and state the grounds for deletion (via established Deletion From Roll reporting procedures).
- Complete and submit a CME referral in respect of all children and young people who:
 - ✓ Have moved and, after making reasonable enquiries, their whereabouts and / or new educational provision have not been confirmed.
 - ✓ Have been absent without school's permission for a continuous period of 10 days or more.
 - ✓ Have gone abroad for a period of 10 days or more, but not returned on the given date.
 - ✓ Have gone travelling without prior consultation and agreement.
 - ✓ Have moved abroad.

For CME related enquiries contact is made via the local authority designated Inclusion Officer, or the Principal Inclusion Officer.

Link to LSCB procedure:

http://panlancashirescb.proceduresonline.com/pdfs/child_missing_no_educ.pdf

Link to Local Authority Guidance:

<http://www.lscb.org.uk/category/education/>

Preventing Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism, there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. From July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act of 2015, to have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty'.

Staff should:

- Have a general understanding of how to identify a child who may be at risk of radicalisation;
- Be alert to changes in children's behaviour which could indicate that they may be in need of help or protection;
- Use professional judgement in identifying children who might be at risk of radicalisation and act proportionately;
- Will training appropriate to their role - the DSL will undertake Prevent Workshop to Raise Awareness of Prevent (WRAP training);
- The school ICT policy will ensure the safety of children by ensuring they cannot access terrorist and extremist material when using the internet and that suitable filtering software is in place;
- Understand when it is appropriate to make a referral to the Channel Panel in Lancashire;
- Speak to the DSL if they have concerns;
- The DSL must follow LSCB procedures in relation to obtaining advice and/or making a referral to Channel.

Link to LSCB procedures:

http://panlancashirescb.proceduresonline.com/chapters/p_violent_extremism.html

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is encompassed within a range of crimes of so called 'honour based abuse' or 'honour based violence' including forced marriage, the practice of breast ironing and FGM.

All of these are abusive and FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. School staff need to be alert to the possibility of when a female pupil may be at risk of FGM or when it may have been conducted on them.

Warning signs for FGM can be found in the HM Government Multi-Agency Practice Guidance (link below), and pages 59-62 focuses on the role of schools and colleges. Pages 38-41 gives guidance on the warning signs that FGM may be about to take place or has already taken place

http://www.lscb.org.uk/wp-content/uploads/Multi_Agency_Statutory_Guidance_on_FGM-April-2016.pdf

- There is a statutory duty upon teachers that they must report to the police cases where they discover that an act of FGM appears to have been carried out.
- Staff must also follow LSCB procedures.

http://panlancashirescb.proceduresonline.com/chapters/p_female_mutilation.html

Forced Marriage

A forced marriage is one whereby one or both parties do not consent to marriage but are forced to do so through violence, threats or any form of coercion. Schools play an important role in safeguarding children from being forced to marry.

The school will follow national and local guidance.

http://panlancashirescb.proceduresonline.com/chapters/p_forced_marriage.html

Online Safety

The governing body will carry out an annual appraisal of schools online safety using the Pan Lancashire LSCB guidance tool; Online Safety Governance Checklist available on:

<http://www.lancshiresafeguarding.org.uk/online-safeguarding/schools-the-childrens-workforce.aspx>

Mobile phones, computers and other digital devices can be a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm may include sending hurtful or abusive texts and emails; enticing children to engage in sexually harmful conversations online; inappropriate/indecent webcam filming and photography or face-to-face meetings.

The school's online safety policy ICT Acceptable Use Policy are updated annually will explain how we try to keep pupils safe in school when using the internet and mobile technology.

These are updated annually. Children and young people may unknowingly also engage in activities that could put themselves and others at risk, such as revealing personal information and uploading images of others.

Online bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

- School policies/measures will encourage good behaviour and respect (this includes around bullying);
- We have an anti-bullying policy that links to online safety;
- We ensure policies take into account equality and diversity;
- We ensure policies relating to searching a student or their property with and without their consent are written correctly;
- We have an up to date home / school agreement regarding the use of social media to make complaints relating to pupils / staff;
- We ensure we have the appropriate filters and monitoring systems in place that do not restrict what children can be taught in regard to online teaching and safeguarding;

Modern Slavery

The Modern Slavery Act 2015 places a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery, e.g. human trafficking, slavery, sexual and criminal exploitation, forced labour and domestic servitude. The public authority (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking'.

Currently, victims of human trafficking who are identified by a 'first responder', including local authorities, can be referred to the NCA via the NRM (National Referral Mechanism) however this is on a voluntary basis and with the adult victim's consent.

Children do not need to give their consent to be referred to the NCA.

- Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery
- The DSL should then contact the NCA and the following persons:
 - Lauren Lysons (MASH Area Team Manager) who is the Single Point of Contact (SPOC) for concerns about children.
 - Sam Mirfin (Safeguarding Adults Team Manager) who is the SPOC for concerns about adults.

Further information on the above and other specific safeguarding concerns (below) can be found on the following:

- <http://panlancashirescb.proceduresonline.com/chapters/contents.html#specific>
- TES website: <https://www.tes.com/uk/>
- NSPCC website: <https://www.nspcc.org.uk/preventing-abuse/>

- Children missing from home or care;
- Bullying including cyber/online bullying;
- Domestic violence;
- Substance misuse;
- Fabricated or induced illness;
- Faith abuse;
- Forced marriage;
- Gangs and youth violence;
- Gender-based violence/violence against women and girls (VAWG);
- Mental health;
- Private fostering;
- Sexting;
- Teenage relationship abuse;
- Modern slavery;
- Hate crime.

8. Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- Taking all suspicions and disclosures seriously;
- Nominating a link person (DSL) who will keep all parties informed and be the central point of contact;
- Nominating a separate link people for the child and member of staff, where a member of staff is the subject of an allegation made by a pupil, to avoid any conflict of interest;
- Responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety;
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- Storing records securely;
- Offering details of helplines, counselling or other avenues of external support;
- Following the procedures laid down in our whistleblowing, complaints and disciplinary procedures;
- Cooperating fully with relevant statutory agencies;
- Making sure a neutral interpreter is available when English is not the child's first language;
- Providing time for the member of staff to reflect on child protection issues (e.g. through peer support and/or reflective safeguarding practice/supervision) as outlined in Working Together to Safeguard Children 2015.

9. Safer Recruitment

Our school endeavours to do our utmost to employ 'safe' staff by ensuring our recruitment, selection and pre-employment processes are in line with statutory guidance including Disclosure and Barring Service (DBS) and 'Keeping children safe in education 2016' and these are contained within our Recruitment and Selection Policy.

See also 'single central record'

In Brief:

Regulated activity requires an enhanced DBS certificate and this includes barred list information. Regulated activity is if a member of staff:

- Will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children; or
- Will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children (this includes unsupervised volunteers); or
- Engages in intimate or personal care or overnight activity, even if this happens only once

Teacher Prohibition Orders

A teacher who is appointed will require an additional check to ensure they are not prohibited from teaching.

School will register and complete these checks as appropriate:

<https://www.gov.uk/guidance/teacher-status-checks-information-for-employers>

For staff who have regular contact not classed as regulated activity: an enhanced DBS certificate, which does not include a barred list check, will be appropriate. This would include contractors that would have the opportunity for contact with children and who work under a temporary or occasional contract

Supervised volunteers: In a school (or college), a supervised volunteer who regularly teaches or looks after children is not in regulated activity. The Department for Education (DfE) has published separate statutory guidance on supervision and regulated activity which the schools will have regard to when considering which checks should be undertaken on volunteers. This is set out at Annex F of Keeping Children Safe in Education.

Staff who work in childcare provision: In October 2014 schools received supplementary advice detailing a new requirement for childcare disqualification checks to be carried out on relevant staff working in schools and academies. These

checks arise from the Childcare (Disqualification) Regulations 2009, which in turn arose out of the Education Act 2006. See below.

Disqualification by association:

The Regulations prohibit anyone who is disqualified themselves under the Regulations, or who lives in the same household as a disqualified person, from working in a relevant settings, including in schools.

The following categories of staff in nursery, primary or secondary school settings are covered by the Childcare (Disqualification) Regulations 2009:

- Staff who work in early years provision (including teachers and support staff working in school nursery and reception classes);
- Staff working in later years provision for children who have not attained the age of 8 including before school settings, such as breakfast clubs, and after school provision;
- Staff who are directly concerned in the management of such early or later years provision.

The Regulations refer to employing a person “in connection with” these provisions and therefore the school policy is as follows:

Newfield School – All staff in school will be covered as all staff can be deployed to work anywhere in school and will therefore have substantial access to children under the age of 8.

Volunteers and Governors are not covered by statute, but we will consider whether undertaking such a check is appropriate depending upon the role of these individuals in school.

A person is disqualified if any of the following apply:

- They have been cautioned for, or convicted of certain violent or sexual criminal offences against adults e.g. murder, kidnap, rape, indecent assault or assault causing actual bodily harm;
- They have been cautioned for, or convicted of any offences against children;
- They are the subject of an order, direction or similar in respect of childcare, including orders made in respect of their own children (i.e. removing a child from their care or preventing a child from living with them);
- They have had registration refused or cancelled in relation to childcare or children’s homes or have been disqualified from private fostering;
- They live in the same household where another person who is disqualified lives or works (disqualification ‘by association’). This means that the householder has an order, restriction, conviction, caution etc. set out in the Legislation. It is accepted that staff may not necessarily know this information – the declaration requires them to answer “to the best of their knowledge”.

Newfield School will:

- Ensure all staff have completed and returned a disclosure form (see Appendix C);
- Advice will be sought if it is not clear whether the individual should be suspended from duty, advice will be sought on whether a 'relevant' offence has been committed from the DfE at:

Mailbox.disqualification@education.gsi.gov.uk

or from Ofsted at:

disqualification@ofsted.gov.uk

- Anyone who is disqualified will be immediately removed from the relevant setting and Ofsted will be notified within 14 days. Should the school need to consider suspending an employee, the matter should be discussed with a member of the Schools HR Team;
- All new appointees to relevant settings, from this point onwards, will be required to complete the declaration

External Contractors:

- Newfield School will ensure that any contractor or their employees has been subject to the appropriate level of DBS check prior to undertaking work in school.

Single Central Record:

Keeping Children Safe in Education (2016) sets out the schools responsibility to keep all staff details on the Single Central Record. This will cover the following;

- All staff (including supply staff, and teacher trainees on salaried routes) who work at the school: and
- All volunteers
- All governors
- All school casual bank workers

The Blackburn with Darwen Council model Single Central Record template is attached at Appendix B. In addition to the checks listed in the template, we also record the following checks for our staff on our school Single Central Record:

- Job held
- Start date with school
- Teacher reference number, if applicable
- Date Qualified Teacher Status achieved, if applicable

- Two satisfactory references received
- Satisfactory medical clearance received
- School induction delivered

Safer recruitment means that all applicants will (appropriate to the role & responsibility):

Have the following:

- Two satisfactory references, at least one who can comment on the applicant's suitability to work with children
- An interview
- A completed application form
- Their identity checked;
- A barred list check;
- An enhanced DBS check/certificate;
- A prohibition from teaching check;
- A satisfactory Child Care (Disqualification) Regulations 2009 check;
- Further checks on people living or working outside the UK;
- A check of professional qualifications: and
- A check to establish the person's right to work in the UK

Further information on details that school must keep can be found in 'Keeping children safe in education 2016' paragraph 112 page 32.

School has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm to a child (or vulnerable adult). School will follow DBS guidance on referrals as per the GOV.UK website.

10. Allegations of abuse

Against teachers and other staff

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

- Allegations against staff should be reported to the Head Teacher;

- Allegations against the Head Teacher should be reported to the Chair of Governors;
- The Head Teacher and/or Chair of Governors must discuss the allegation with the Local Authority Designated Officer (LADO);
- The full procedures for dealing with allegations against staff can be found in the LSCB's policy on allegations against staff:

http://panlancashirescb.proceduresonline.com/chapters/p_allegations.html

Staff conduct: Staff that are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount and that they have a duty to respond and inform the Designated Safeguarding Lead.

The school has adopted the Blackburn with Darwen Council model whistleblowing policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. The policy can be accessed on the school network here

<O:\Staff\Policies and Guidance\Whistleblowing-Policy-Schools.docx>

All concerns of poor practice or possible child abuse by colleagues should be reported to the Head Teacher. Complaints about the Head Teacher should be reported to the Chair of governors.

Allegations of abuse made against other children

The school recognises that children are capable of abusing their peers and will follow LSCB Pan Lancashire guidance:

http://panlancashirescb.proceduresonline.com/chapters/p_child_abuse_others.html

11. Complaints

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Complaints are managed by senior staff, the Head Teacher and governors.

Complaints from staff are dealt with under the complaints about school policy

12. Staff training

It is important that all staff have appropriate training and are confident and competent to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern (see also Chapter 3: Roles and Responsibilities).

New staff and governors will receive training during their induction. All staff, including the Head Teacher (unless the Head Teacher is the DSL) and governors will receive training that is regularly updated and the DSL will receive training updated at least every two years appropriate to the knowledge and skills required for the role.

In addition all staff members should receive regularly safeguarding updates which can be in the form of email, bulletins, staff meetings, as required but at least annually.

Training should be in line with advice from the LSCB

Supply staff and students on placement will be given an induction and the schools induction pack. There are various notices displayed around school indicating who people can speak to should they have any concerns.

Guidance for Safer Working Practice – a copy of this guidance should be given to every member of staff (paid or voluntary) to assist with appropriate behaviour and minimise allegations of professional abuse.

The Governing body, via the Head Teacher, must be satisfied that every member of staff has received, read and understood the guidance, with a signed declaration agreeing to operate in line with the best practice guidance.

A copy of the most recent guidance can be found here:

<http://www.lscb.org.uk/category/education/>

13. Confidentiality, Information Sharing & Record Keeping

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the Designated Safeguarding Lead, Head Teacher or Chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Kept no longer than necessary – local authority guidance is 25 years after leaving school/education
- Processed in accordance with the data subject's rights
- Secure

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

Safeguarding information must follow the child throughout their education as an additional separate record but a copy must be retained by each school attended for the set time as above/99 years.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Head Teacher or DSL.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's policy on confidentiality and information-sharing is available to parents and pupils on request.

The school policy will reflect the LSCB Multi Agency Information Sharing Policy:

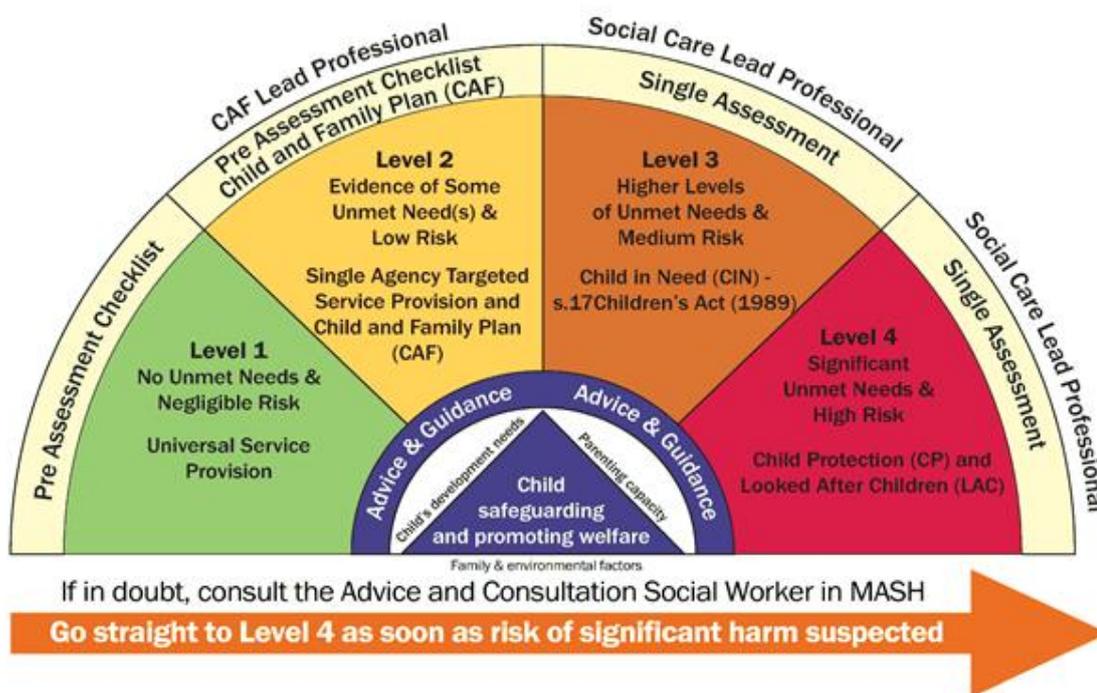
http://panlancashirescb.proceduresonline.com/chapters/p_info_share_confident.html

14. Policies that offer additional safeguarding information/links:

- Safer Recruitment
- Moving and Handling
- Care and Control/Positive Handling
- Intimate care
- Assisted eating
- Anti-Bullying
- Health and Safety
- Equal Opportunities
- Community Cohesion
- Children Looked After
- Positive Behaviour Support
- ICT Acceptable Use Policy
- Educational Visits
- Missing Children
- Grievance and Disciplinary
- CPD
- Sex Education
- Drugs Education
- E Safety
- Attendance
- Racist Incidents
- Lettings
- Whistle Blowing
- Security
- Curriculum
- Dress and Appearance
- Complaints about school
- Recruitment and Selection
- Managing Allegations
- Data Protection
- Term Time Leave for Pupils

Appendix A

Blackburn with Darwen Continuum of Need and Response



Appendix B Newfield Single Central Record Template

Identity				Job		Qualifications		Prohibition from teaching		
Name	Address	Date of Birth	Evidenced & date	Employment Start Date	Current Job Title	Qualifications required: yes/no	Qualifications evidenced: yes/no & date	Check evidenced & date	Teacher Reference Number	Date QTS Status Achieved

Barred List Check	CRB/DBS/enhanced DBS		Child Care Regulations 2009 check	Right to work in the UK	Overseas criminal records checks	Satisfactory References	Medical Clearance	Induction
Check evidenced & date	Check evidenced & date	Disclosure Number	Check evidenced & date	Check evidenced & date	Check evidenced & date	Check two references evidenced & date	Check evidenced & date	Date Delivered

Appendix C Staff Declaration Form

Safeguarding Children & Child Protection Policy Appendix C Childcare Disqualification Staff Declaration Form



This form is to be completed by all new staff before commencement of employment and by all staff on an annual basis.

Name: _____ Post: _____

Please answer the questions set out below and sign the declaration overleaf to confirm that you are safe to work with and care for children.

If there are any parts of the declaration that you are not able to meet, you should disclose this immediately to the head teacher.

Please circle yes, no or not applicable against each question below:

Questions about you	
Are you <i>disqualified</i> for caring for children?	
<ul style="list-style-type: none"> Have you ever been cautioned or convicted of any offences against a child? 	YES/NO
<ul style="list-style-type: none"> Have you ever been cautioned or convicted of any violent or sexual offences against an adult? 	YES/NO
<ul style="list-style-type: none"> Have you been barred from working with children by the Disclosure and Barring Service (the DBS, this used to be known as the ISA)? 	YES/NO
<ul style="list-style-type: none"> If you have children, have your children, or children living within your household, at any time, been taken into care? 	YES/NO OR N/A
<ul style="list-style-type: none"> Have your children, or children living within your household been, at any time, the subject of a child protection plan? 	YES/NO OR N/A
<ul style="list-style-type: none"> Has a court order been made, at any time, in respect of a child under your care?* <p><i>*Please see Appendix A – ‘Table B – Relevant Orders’ which is taken directly from the Department for Education Statutory Guidance and lists orders that will lead to disqualification. If the court order is listed in this table then you must answer yes. If the court order is <u>not</u> listed in this table you do not need to disclose this and can answer no.</i></p>	YES/NO
<ul style="list-style-type: none"> Have you ever been refused registration or had registration cancelled in relation to childcare or a children’s home or have you ever been disqualified from private fostering? 	YES/NO

Please turn to page 2

<p>Questions about ALL others in your household</p> <p>(‘household’ means anyone residing permanently or temporarily with you at the time of signing this declaration):</p> <p>Is anyone living or working in your household been disqualified for caring for children?</p>	
<ul style="list-style-type: none"> • Has anyone living or working in your household been cautioned or convicted of offences against a child? 	YES/NO
<ul style="list-style-type: none"> • Has anyone living or working in your household been cautioned or convicted of violent or sexual offences against an adult? 	YES/NO
<ul style="list-style-type: none"> • Has anyone living or working in your household been barred from working with children by the Disclosure and Barring Service (DBS)? 	YES/NO
<ul style="list-style-type: none"> • Does anyone living or working in your household have children that have been taken into care? 	YES/NO
<ul style="list-style-type: none"> • Has anyone living or working in your household been the subject of a child protection plan? 	YES/NO
<ul style="list-style-type: none"> • Has anyone living or working in your household had a court order made in respect of a child in their care? 	YES/NO
<ul style="list-style-type: none"> • Has anyone living in your household been refused registration or had registration cancelled in relation to childcare or a children’s home or has anyone been disqualified from private fostering? 	YES/NO

This box is for you to record any additional information that you wish to share about your situation

Please turn to page 3

Staff Declaration

I understand my responsibility to safeguard children and am aware that I am required to notify the head teacher of anything that may affect my suitability or that of anyone currently living in my household.

I will ensure that I notify the head teacher immediately of any changes to my situation or that of anyone living or working in my household.

I understand that the school may undertake appropriate checks in regard to safeguarding and this may include contacting any previous settings, local authority staff, the police and the DBS.

I certify that to the best of my knowledge all the information I have given is correct. I understand that by deliberately giving false answers I may be suspended from duty, subject to school disciplinary procedures and may be liable to summary dismissal with possible referral to the police.

Staff Declaration	
Signed (Staff member)	_____
Date	_____
Name in block capitals	_____

Please return your completed form to Gemma Woods in HR

Seen by Head Teacher	
Signed (Head Teacher)	_____
Date	_____
Name in block capitals	GEOFF FITZPATRICK

For the attention of the Head Teacher

Please record any action taken where the staff member has indicated 'YES' in answer to one or more of the questions above:

Childcare Disqualification Staff Declaration Form - Appendix C

Table B – Relevant orders
<i>The list of orders and determinations that will lead to disqualification under the 2009 Regulations pursuant to Regulation 4(2) are set out at Schedule 1 to the 2009 Regulations. Schedule 1 can be accessed at: http://www.legislation.gov.uk/ukxi/2009/1547/schedule/1/made (although note that this version may not contain the latest updates). The list of orders and determinations referred to in Schedule 1 as at 25 February 2015 is also set out below.</i>
<u>SCHEDULE 1: ORDERS ETC. RELATING TO THE CARE OF CHILDREN</u>
1. An order under section 31(1)(a) of the Children Act 1989 (care order).
2. An order under article 50(1)(a) of the Children (Northern Ireland) Order 1995 (care order)(1).
3. An order under section 3(3) of the Children and Young Persons (Guernsey) Law 1967 (fit person order or special care order) (1).
4. An order made further to an application as permitted under section 48(3) of the Children (Guernsey and Alderney) Law 2009 (community parenting order)(1).
5. An order under section 31(1)(a) of the Children and Young Persons Act 2001 (an Act of Tynwald)(1).
6. An order or determination specified in Schedule 4 to the Children (Jersey) Law 2002 (1).
7. Any order that would have been deemed to be a care order by virtue of paragraph 15 of Schedule 14 to the Children Act 1989 (transitional provisions for children in compulsory care) had it been in force immediately before the day on which Part 4 of the 1989 Act came into force(1).
8. A supervision order which imposes a residence requirement under paragraph 5 of Schedule 6 to the Powers of Criminal Courts (Sentencing) Act 2000(1) or section 12AA of the Children and Young Persons Act 1969 (requirement to live in local authority accommodation)(2).
9. A fit person order, a parental rights order or a training school order under the Children and Young Persons Act (Northern Ireland) 1968(1).
10. A child protection order under section 57 of the Children (Scotland) Act 1995[or section 37 of the Children's Hearings (Scotland) Act 2011].
11. An exclusion order under section 76 of the Children (Scotland) Act 1995(1).
12. A supervision order which imposes a residence requirement under paragraph 5 of Schedule 9 to the Children and Young Persons Act 2001 (an Act of Tynwald) (requirement to live in accommodation provided by the Department of Health and Social Security).
13. An order made at any time imposing a supervision requirement with respect to a child so as to remove that child from P's care, under— (a) section 44 of the Social Work (Scotland) Act 1968(1); or (b) section 70 of the Children (Scotland) Act 1995(2).
13A. A compulsory supervision order, within the meaning of section 83 of the Children's Hearings (Scotland) Act 2011, or interim compulsory supervision order, within the meaning of section 86 of that Act, made at any time with respect to a child so as to remove that child from P's care.
14. An order made at any time vesting P's rights and powers with respect to a child in a local

<p>authority in Scotland—</p> <p>(a) under section 16 of the Social Work (Scotland) Act 1968(1); or</p> <p>(b) pursuant to a parental responsibilities order under section 86 of the Children (Scotland) Act 1995(2).</p>
<p>14A. A permanence order made, or treated as being made under section 80 of the Adoption and Children (Scotland) Act 2007.</p>
<p>15. In relation to registration of a children’s home—</p> <p>(a) a refusal of P’s application for registration under section 13 of the Care Standards Act 2000;</p> <p>(b) cancellation of P’s registration under section 14 or 20(1) of the Care Standards Act 2000;</p> <p>(c) cancellation of the registration of any person under section 14 or 20(1) of the Care Standards Act 2000 in relation to a children’s home which P has been concerned in the management of, or had any financial interest in; or</p> <p>(d) refusal of P’s application for registration or cancellation of P’s registration under the Health and Personal Social Services (Quality, Improvement and Regulation) (Northern Ireland) Order 2003(1).</p>
<p>16. Refusal at any time of P’s application for registration in relation to a voluntary home or a children’s home, or cancellation of the registration of a voluntary home or children’s home which was carried on by P or which P was otherwise concerned with the management of, or had any financial interest in, under, as the case may be—</p> <p>(a) paragraph 1 of Schedule 5 to the Children Act 1989 (1);</p> <p>(b) paragraph 1 or 4 of Schedule 6 to the Children Act 1989;</p> <p>(c) section 127 of the Children and Young Persons Act (Northern Ireland) 1968(2);</p> <p>(d) article 80, 82, 96 or 98 of the Children (Northern Ireland) Order 1995;</p> <p>(e) part 1 of the Regulation of Care (Scotland) Act 2001(3) (care home services); or</p> <p>(f) paragraph 2 or 4 of Schedule 2 to the Children and Young Persons Act 2001 (an Act of Tynwald).</p> <p>(g) Part 5 of the Public Services Reform (Scotland) Act 2010.</p>
<p>17. A prohibition imposed at any time under—</p> <p>(a) section 69 of the Children Act 1989, section 10 of the Foster Children Act 1980(1) or section 4 of the Children Act 1958 (power to prohibit private fostering)(2);</p> <p>(b) article 110 of the Children (Northern Ireland) Order 1995 (power to prohibit private fostering);</p> <p>(c) section 10 of the Foster Children (Scotland) Act 1984 (power to prohibit the keeping of foster children)(3);or</p> <p>(d) section 59 of the Children and Young Persons Act 2001 (an Act of Tynwald) (power to prohibit or impose restrictions upon private fostering).</p>
<p>18. A notice in writing given by a Health and Social Services Board under section 1(3) of the Children and Young Persons Act (Northern Ireland) 1968 (withholding consent to the care and maintenance of the child being undertaken by a person).</p>
<p>19. Refusal at any time of registration in respect of the provision of nurseries, day care, child minding or other provision of childcare, disqualification from such registration or cancellation of any such registration under—</p> <p>(a) section 1 or section 5 of the Nurseries and Child-Minders Regulation Act 1948(1);</p> <p>(b) Part 10 or Part 10A of the Children Act 1989(2);</p> <p>(c) Chapter 2, 3 or 4 of Part 3 of the Act;</p>

<p>(d) Part XI of the Children (Northern Ireland) Order 1995;</p> <p>(e) section 11(5) or section 15 of the Children and Young Persons Act (Northern Ireland) 1968;</p> <p>(f) Part 1 of the Regulation of Care (Scotland) Act 2001;</p> <p>(g) section 1 of the Nurseries and Child Minders Regulation Act 1974 (an Act of Tynwald);</p> <p>(h) section 65 or 66 of, or Schedule 7 to, the Children and Young Persons Act 2001 (an Act of Tynwald); or</p> <p>(i) Part III of the Child Protection (Guernsey) Law 1972(3).</p> <p>(j) Part 2 of the Children and Families (Wales) Measure 2010.</p>
<p>20. Disqualification from working with children at any time under the Protection of Children (Scotland) Act 2003(1).</p>
<p>21. Refusal at any time of P's application for registration or cancellation of P's registration under section 62 of the Social Work (Scotland) Act 1968 (registration of residential and other establishments)(1).</p>
<p>22. Refusal at any time of P's application for registration as a provider of a child care agency under section 7 of the Regulation of Care (Scotland) Act 2001 or cancellation of any such registration under section 12 or 18 of that Act.</p>
<p>22A. Refusal at any time of P's application for registration as a provider of a child care agency under section 59 of the Public Services Reform (Scotland) Act 2010 or cancellation of any such registration under section 64 or 65 of that Act.</p>
<p>23. Inclusion of P's name at any time on a list of persons unsuitable to work with children under article 3 of the Protection of Children and Vulnerable Adults (Northern Ireland) Order 2003(1) or disqualification from working with children under Chapter II of Part II of that Order.</p>

Appendix D

Protocol for searching a Pupils' Property

Pupils bring bags and luggage into school each day from home and respite. School staff routinely check and look in to children's bags for a variety of reasons - for example to retrieve and read the home school book/diary, collect notes from home, to remove medicines to log and store in the nurses room, lunch money etc.

If there is reason to 'search' a child's bag for an item, for example if it is reported or noted that a pupils' property is likely to contain an item or object that could present a danger to the child, staff, peers or there is reason to believe the child's property is concealing something to the detriment of others e.t.c, the following protocol will be followed:

1. Prior to any search taking place, a member of the Senior Leadership Team must be informed and they will either conduct the search themselves or instruct a named member of staff to conduct the search on their behalf *(depending on the specific circumstances and the risk assessment undertaken)*
2. The child may be present if appropriate and, if this is the case, a familiar adult or member of staff will accompany the child during the search *(for example a member of class staff/school counsellor)*
3. The child's permission to search their belongings will be requested if applicable or appropriate

'The ability to give consent may be influenced by the child's age or other factors' (page 3)

Searching, Screening and Confiscation - Advice for Head Teachers, School Staff and Governing Bodies February 2014

4. The child's parent/carer will be informed that the property is being searched, and an explanation to the reason for this will be given and explained
5. If the search discovers the suspected item, the member of the SLT who conducted or directed the search will investigate and process the outcomes under the procedures adopted in the school's well-being, safeguarding and child protection policies.
6. The child's parent/carer will be informed of the outcome of the search by the member of SLT
7. The search will be documented through the schools reporting and recording procedure – via the AI form