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## Safeguarding Children and Child Protection Policy

Adopted: September 2019

Review date: Autumn 2020

Reviewed by: Newfield Governing Body

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Adopted by: (signatures)

Review date: Autumn 2019

Date: 12 September 2019

## **Contents:**

	<b>Page</b>
1. Policy statement and principles	3
2. Statutory Guidance	4
3. Roles and Responsibilities	7
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	20
9. Safer Recruitment	20
10. Allegations of abuse	24
11. Confidentiality and information sharing	25
12. Policies that offer additional safeguarding information/links	26
 Appendix A: Pan Lancashire Continuum of Need and Response	 27
 Appendix B: Single Central Record	 30
 Appendix C: Staff Declaration Form	 31
 Appendix D: Protocol for searching a Pupils' Property	 34

# **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 and everyone's responsibility
- 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
- We endeavour to provide a safe and welcoming environment where children are respected and valued.

### **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

**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 (p57 2018) 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 2018**).

**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 (2018)**

## Statutory Guidance

2. 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 2018 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 2018
- 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 2019
- What to do if you are worried a child is being abused March 2015
- Information Sharing March 2015
- The Prevent Duty July 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 and supervision;
- 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.
- Act in accordance with local safeguarding arrangements and participate directly through local education partnerships, in local safeguarding arrangements

#### **The governing body will ensure that:**

- The school complies with their duties under legislation;
- All staff undergo safeguarding training (including online safety) on induction and updated as per LSCB guidance thereafter it is advised by the LSCB Education Training Matrix;
- All school leaders and staff working directly with children read part one of Keeping Children Safe in Education 2019
- This safeguarding and child protection policy is consistent with LSCB requirements, reviewed and updated annually and made available publicly (on the school website)



- Safeguarding training is commissioned and/or delivered internally in line with advice the department of education.
- 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):**

The DSL or deputy will always be available during school hours to discuss safeguarding concerns

## **As set out in Annex B: Keeping Children Safe in Education 2019**

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 Children's Advice and Duty Service (CADS) as required;
- Support staff who make referrals to CADS
- 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.
- Act as a source of support, advice and expertise for all staff
- Understand and implement the locally agreed safeguarding arrangements and contribute, both strategically and operationally, to the local arrangements.

### ***Training:***

The DSL (and deputies) should undergo safeguarding training that is updated every 2 years. They will also undertake Prevent awareness training at the level agreed by the BWD PREVENT coordinator.

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. Training and briefings should also improve the DSLs (and whole school's) awareness of

local needs, risks, challenges and emerging threat issues in relation to safeguarding the local area.

DSLs should:

- Understand the assessment process for providing early help and intervention, for example through the Children and Family (CAF) process;
- Have a working knowledge of how BwD Childrens Social Care 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, behaviour policy, management of children missing from education and staff code of conduct policy especially new and part time staff;
- Ensure members of staff have the relevant safeguarding competencies so that they can identify, share information, response and work together in safeguarding incidents.
- 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;
- Understand and support the school with regards to the requirement of the PREVENT duty and able to provide advice to school staff
- Understand the current risks associated with online safety including recognition of the additional risks that children with SEN and disabilities face online e.g. from bullying, peer abuse, grooming and radicalisation and support SEND children to stay safe online
- Encourage a culture of listening to children and taking into account their wishes and feelings, among all staff, in any measures and the school 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 safeguarding arrangements to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Link with the local safeguarding arrangements to ensure the voice of the school's staff and the needs of the school pupils are reflected in the local safeguarding arrangements and priorities; 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;
- Has special needs (with or without a Health Care Plan)

- Young carers
- Affected by adverse childhood experiences such as parental substance misuse, adult mental health or domestic abuse;
- 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 or risk taking behaviour that cause concerns;
- Children in care/Looked After Children;
- Privately fostered
- Missing from education

## **The Pan Lancashire Continuum of Need and Response**

The Pan Lancashire 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.

## **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 Children's Advice and Duty Service (CADS) 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:

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

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/diagram-action-when-a-child-has-suffered-or-is-likely-to-suffer-harm/>

### **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 Children's Advice and Duty Service using the CADS form (see the next section)

### **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 Children's Advice and Duty Service (CADS) form which is to be used for all referrals to Children's Services:

[http://panlancashirescb.proceduresonline.com/chapters/p\\_referral\\_social\\_care.html](http://panlancashirescb.proceduresonline.com/chapters/p_referral_social_care.html)

### **Referral to children's social care**

- **Telephone Blackburn with Darwen Borough Council's CADS (Children's Advice and Duty Service) 01254 666400**
- **Complete a CADS referral form and send securely to**

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. It may involve serious bullying (including online), causing children to frequently feel frightening or in danger, or the exploitation of children.

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. Sexual abuse can be take place online and technology can be used to facilitate online abuse. It is not solely perpetrated by adult males as women can also commit acts of sexual abuse as can other children.

### **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.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to CADS 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**

Annex A in ‘Keeping children safe in education 2019’ sets out information about specific forms of abuse and safeguarding issues. All school staff who work directly with our children will read this annex and if they have concerns about a child’s welfare speak to the DSL (or deputy) immediately.

In addition to the guidance above, the above school will ensure that LSCB policy and procedures are followed on the specific areas of concern using the following links (and additional information where provided):

### **Children in the Court system**

[http://panlancashirescb.proceduresonline.com/chapters/p\\_sg\\_youth\\_justice\\_sys.html?zoom\\_highlight=chidlren+in+the+court+system](http://panlancashirescb.proceduresonline.com/chapters/p_sg_youth_justice_sys.html?zoom_highlight=chidlren+in+the+court+system)

### **Children missing education**

The following link provides both the procedure and forms for school to follow:

<http://www.lscb.org.uk/deletion-from-roll-notification-form/>

### **Child Sexual Exploitation (CSE)**

- All staff will undertake CSE training appropriate to their role
- The school curriculum (where 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:

[http://panlancashirescb.proceduresonline.com/chapters/p\\_child\\_sex\\_exp.html](http://panlancashirescb.proceduresonline.com/chapters/p_child_sex_exp.html)

### **Domestic Abuse**

[http://panlancashirescb.proceduresonline.com/chapters/p\\_domestic\\_violence\\_abuse.html?zoom\\_highlight=domestic+abuse](http://panlancashirescb.proceduresonline.com/chapters/p_domestic_violence_abuse.html?zoom_highlight=domestic+abuse)

### **Honour Based Abuse**

[http://panlancashirescb.proceduresonline.com/chapters/p\\_honour\\_abuse.html?zoom\\_highlight=honour+based+abuse](http://panlancashirescb.proceduresonline.com/chapters/p_honour_abuse.html?zoom_highlight=honour+based+abuse)

### ***Operation Encompass***

Operation Encompass is a police and education early intervention safeguarding partnership which ensures that a child's school is informed, prior to the start of the next school day, that there has been an incident of domestic abuse to which the child or young person has been exposed, and which might then have an impact on them in school the following day.

Each school in Blackburn with Darwen is informed of all domestic abuse incidents, not just those where an offence can be identified or those which are graded as high risk. The partnership recognises that all incidents of domestic abuse can be harmful to children and young people.

Operation Encompass notifications should be transferred onto the schools preferred recording system with actions linked to the notification. This will help clearly identify any assessment, support and any actions taken that are linked to the notification.

A nominated member of staff, known as a Key Adult, has been trained to liaise with the police. They will be able to use information that has been shared with them, in confidence, to ensure that the school makes provision for possible difficulties experienced by children or their families.

Staff should conduct an individual assessment of the child's needs, and decide on any school routine modifications that need to be made, for instance, allowing the child time out, additional time to complete homework, discreetly providing the child with access to washing facilities, food and clothing (if available). They should record a brief summary of their assessment, and any support actions taken that directly relate to it.

If school staff have additional concerns around the child's safety and wellbeing due to being aware of previously unknown information, they should make a CP referral following existing referral procedures, even if they

are aware of one having been done by the Police and Operation Encompass officers. They may possess unique information that they can share, that will more fully inform the picture of risk to a child or victim adult.

Schools will be on occasion be asked to provide the Local Authority, Safeguarding Partnership or the Domestic Abuse Strategic Board information in relation to analysis/audit of Operation Encompass notifications.

### **Preventing Radicalisation**

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'.

[http://panlancashirescb.proceduresonline.com/chapters/p\\_radicalisation.html](http://panlancashirescb.proceduresonline.com/chapters/p_radicalisation.html)  
!

### **Peer abuse and sexual violence and harassment between children**

[http://panlancashirescb.proceduresonline.com/chapters/p\\_peer\\_abuse.html](http://panlancashirescb.proceduresonline.com/chapters/p_peer_abuse.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. 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.

The duty above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff must inform the SLT if they have any concerns that a pupil may be having FGM surgery in the future in the UK to also abroad. Staff should not examine pupils.

[http://panlancashirescb.proceduresonline.com/chapters/p\\_female\\_mutilation.html](http://panlancashirescb.proceduresonline.com/chapters/p_female_mutilation.html)

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow the above pan Lancashire safeguarding procedures.

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

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/512906/Multi\\_Agency\\_Statutory\\_Guidance\\_on\\_FGM\\_-\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf)

### **Forced Marriage and Honour Based Violence**

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 and will follow local procedure.

[http://panlancashirescb.proceduresonline.com/chapters/p\\_forced\\_marriage.html](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 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.

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.

**Do classes use social networking sites in class for projects?, if so paragraph to be inserted here?**

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.

- We will ensure that our pupils are taught how to keep safe online through our curriculum
- 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;

School will use teaching online safety in school (DfE 2019) to ensure teaching of online safety is age and developmentally appropriate as outlined in:

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

### **Modern Slavery and County Lines**

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'.

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:
  - The Single Point of Contact (SPOC) in CADS for concerns about children possibly subject to Modern Slavery.

[http://panlancashirescb.proceduresonline.com/chapters/p\\_modern\\_slavery.html?zoom\\_highlight=modern+slavery](http://panlancashirescb.proceduresonline.com/chapters/p_modern_slavery.html?zoom_highlight=modern+slavery)

Gender based violence/violence against women and girls/Racist, disability and homophobic or transphobic abuse.

[https://panlancashirescb.proceduresonline.com/chapters/p\\_diversity.html](https://panlancashirescb.proceduresonline.com/chapters/p_diversity.html)

## **Relationships, education, relationships and sex education (RSE) and health education (DfE, 2019)**

This curriculum will be statutory from September 2020 with safeguarding and keeping safe at the heart of these topics. Good practice will allow children and young people to discuss potentially sensitive issues in a safe environment. However should these raise safeguarding concerns then the safeguarding and child protection policy will apply.

***Voyeurism (offences) Act 2019:*** This act criminalises the act of 'up skirting' in which the Crown Prosecution Services defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when during the wearing of kilts, cassocks shorts or trousers.

### **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 2018.

### **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 2019' and these are contained within our Recruitment and Selection Policy.

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.

### **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; or
- Engages in intimate or personal care or overnight activity, even if this happens only once

### **Secretary of State Teacher Prohibition Orders and Section 128 Direction**

**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>

In addition the Secretary of State 128 direction prohibits or restricts a person from taking part in the management or as a governor of a maintained school.

**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, a supervised volunteer who regularly teaches or looks after children is not in regulated activity. Our school will have regard to when considering which checks should be undertaken on volunteers as set out in Part 3 and Annex F of Keeping Children Safe in Education 2019.

**External contractors in regulated activity:** An enhanced DBS certificate, which includes a barred list check, will be required.

### **Childcare disqualification requirements NEWFIELD ONLY**

The Disqualification under the Childcare Act 2006 places additional requirements for childcare disqualification checks to be carried out on relevant staff working in schools.

The regulations prohibit schools from employing a disqualified person in connection with relevant childcare provision unless the individual in question has been granted a waiver by Ofsted for the role they wish to undertake.

The regulations can be accessed via the following web address:

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

### **Relevant offences and orders**

Under the legislation, a person is disqualified if they are found to have committed an offence which is included in the 2018 regulations. A list of the relevant offences and orders is set out in the tables A and B of the regulations that can be accessed via the above web address.

### **Staff covered**

Staff are covered by this legislation if they are:

- employed to directly provide childcare for children who have not attained the age of 8 in nursery, primary or secondary school settings
- or if they are directly concerned with the management of the provision of such childcare.

At Newfield School, all class staff can be deployed to work anywhere in school and will therefore have substantial access to children under the age of 8. The Senior Leadership Team is directly concerned with the management of the provision of such childcare. Therefore all class staff and teaching and learning members of the SLT including Assistant Head Teachers, Deputy Head Teachers and the Head Teacher are deemed to be in scope and covered by this legislation.

The school will ensure that all staff deemed to be in scope of this legislation complete and return a self-declaration form (Appendix C) in order to obtain information about whether a member of staff is disqualified. Staff should inform the school if their circumstances change.

Where the school receives information and is satisfied that an 'in scope' member of staff falls within one of the disqualification criteria in the 2018 regulations they must inform the individual of this, explain the implications of disqualification to them and explain how to make an application to Ofsted for a waiver of disqualification. Further details about how to make an application for a waiver can be found on the Ofsted website. The school will seek HR advice about whether the member of staff can remain in school whilst a waiver application is under consideration.



## **Staff not covered**

Staff who are not employed to directly provide childcare are not covered by this legislation. At Newfield this means that the following staff are not in scope of this legislation and therefore do not need to complete a staff declaration form in order to carry out disqualification checks:

- Premises & Services Manager
- Site Supervisor
- Hygiene Assistant
- ICT Technician
- Catering Manager
- Catering Supervisor
- Catering Assistant
- Finance & School Manager
- Admin Manager
- Administrator

School governors at Newfield are also not covered by this legislation.

### ***Single Central Record:***

Keeping Children Safe in Education (2019) 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

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

- 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 for staff covered by the legislation;
- 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

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](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 which 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 Headteacher should be reported to the Chair of Governors.

### **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 and General Data Protection Regulations. 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

Written Record of concern forms 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.

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:

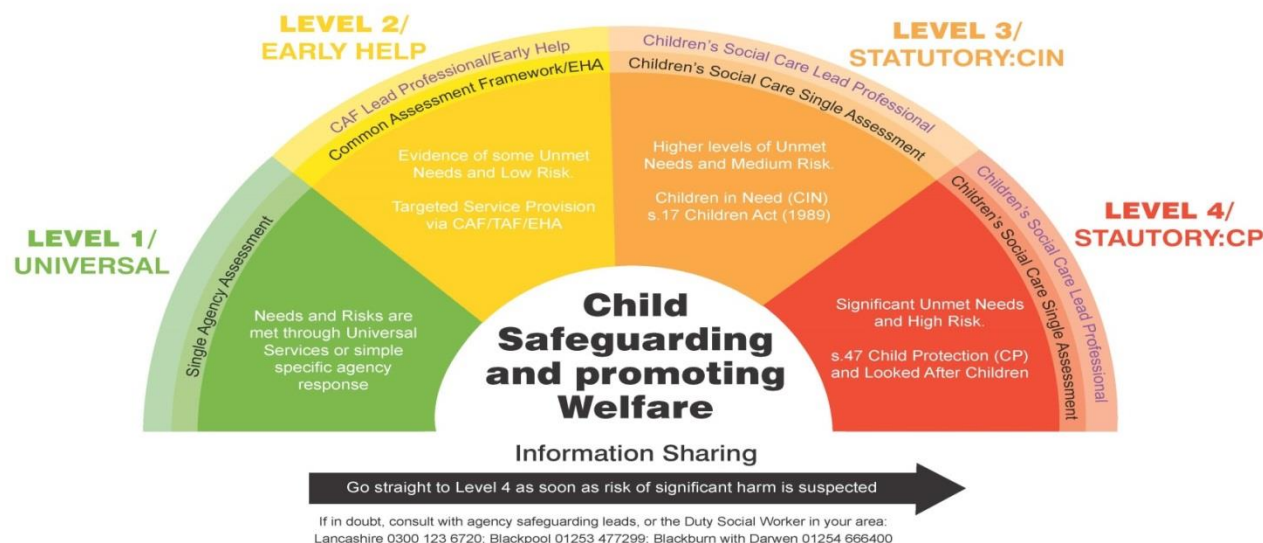
## **14. Policies that offer additional safeguarding information/links:**

- 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

### Pan Lancashire Continuum of Need and Response

## Pan - Lancashire Continuum of Need



July 2017

The Pan-Lancashire Children's Continuum of Need and Response (CoNR) Framework is a guidance 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 table below defines the four levels of the framework and there are more detailed need and risk indicators contained within the booklet accompanying this which can be found on the LSCB website: [www.lscb.org.uk](http://www.lscb.org.uk)

Level	Risk & Need	Definition of the Level
1	Needs & Negligible Risk	<b>Universal Service Provision</b> <ul style="list-style-type: none"> <li>• Primary prevention services being accessed by parents/carers through universal service routes; effects of socio-economic disadvantage addressed</li> <li>• Good enough parenting</li> <li>• Social and emotional readiness for school and equipped for life</li> <li>• Step Down from level 2: Provision of prevention services to avoid long term suffering, monitoring of progress and access to tools required to transform lives</li> </ul>
2	Evidence of Some Unmet Need(s) & Low Risk	<b>Single Agency Targeted Service Provision and Child and Family Plan (CAF)</b> <ul style="list-style-type: none"> <li>• Selective primary prevention services offered to vulnerable groups/areas</li> <li>• Variety of unmet needs and 'underlying risk factors' that are not being met, making the child potentially vulnerable and requiring multi-agency early help to ensure the child maintains the capacity and protective factors to sustain satisfactory development</li> <li>• Parenting and parental relationships requiring additional support and guidance</li> <li>• Secondary prevention to respond quickly to low level problems to prevent them getting worse; interventions designed to stop falling into difficult circumstances</li> <li>• Step Down from level 3: Provision of prevention services to avoid long term suffering, monitoring of progress and access to tools required to transform lives</li> </ul>
3	Higher Levels of Unmet Needs & Medium Risk	<b>Child in Need (CIN) – s.17 Children Act (1989)</b> <ul style="list-style-type: none"> <li>• Unlikely to meet developmental milestones without concerted multi-agency support led by a social worker</li> <li>• Variety of unmet needs and 'underlying risk factors' that are not being addressed (including resistance at CAF level to address), making the child vulnerable and unlikely to achieve good outcomes</li> <li>• Tertiary prevention services including responding to serious problems and avoiding them becoming entrenched</li> </ul>

Level	Risk & Need	Definition of the Level
		<ul style="list-style-type: none"> <li>Step Down from level 4: Provision of prevention services to avoid long term suffering, monitoring of progress and access to tools/services required to transform lives</li> </ul>
4	Significant Unmet Needs & High Risk	<p><b>Child Protection (CP) and Looked After Children (LAC)</b></p> <ul style="list-style-type: none"> <li>Reasonable cause to suspect the child is suffering, or likely to suffer, significant harm requiring immediate multi-agency management and service provision – <b>s.47 Children Act (1989)</b></li> <li>Possible unaddressed 'underlying risk factors' and the presence of 'high risk indicator(s)'</li> <li>Child accommodated by the local authority due to: the child having no person who has parental responsibility for him/her; or, the child being lost or abandoned; or, the person caring for the child is prevented from providing suitable accommodation or care – <b>s.20 Children Act (1989)</b></li> <li>Child is suffering, or likely to suffer (if a court order were not made), significant harm and that the harm, or likelihood of harm is attributable to the care given to the child (the care not being what it would be reasonable to expect a parent/carer to provide) – <b>s.31 Children Act (1989)</b></li> <li>Tertiary prevention services including responding to serious problems and avoid them becoming entrenched</li> </ul>

Underlying risk factors and high risk indicator can be found on the CADS form.

The following is the booklet to accompany the Continuum:

<http://www.lscb.org.uk/wp-content/uploads/Continuum-of-Need-Booklet-Sept-2017.pdf>



## Appendix B Newfield Single Central Record Template

Identity				Job		Qualifications		Prohibition from teaching check		
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	DBS/enhanced DBS		Child Care Regulations 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

## Disqualification under the Childcare Act 2006 Self-Declaration Form

This form is to be completed by all staff and volunteers working in roles covered by the legislation – please see Safeguarding Children & Child Protection Policy for more details.

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:

<b>Are you disqualified for caring for children?</b>	
• Have you ever been cautioned or convicted of any offences against a child?	YES/NO
• Have you ever been cautioned or convicted of any violent or sexual offences against an adult?	YES/NO
• 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
• 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
• 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
• Has a court order been made, at any time, in respect of a child under your care?* <i>* A list of the relevant offences and orders is set out in the tables A and B of the Appendices document that can be accessed via this web address: <a href="https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006">https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006</a>. If the court order is listed in the tables then you must answer yes. If the court order is <u>not</u> listed in the tables you do not need to disclose this and can answer no.</i>	YES/NO
• 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

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

### **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.

I will ensure that I notify the head teacher immediately of any changes to my situation.

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 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:

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## 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/carers 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/carers 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