

St Francis Church of England Primary School

As a church school, we aspire to live life in all its fullness;
 Loving Faith. Loving People. Loving Learning.
 - following the footsteps of Jesus.



'I have come to give you life in all its fullness' John 10:10

Our vision is at the core of everything we do. It underpins our teaching and learning, interactions and environment.

Policy Title:

Safeguarding and Child Protection Policy

Date of Policy:	Summer Term 2019	Review Cycle:	Annually
Policy Review Date:	Summer Term 2020	Updates:	Direction to staff code of conduct in appendix – appears within 'roles and responsibilities'.
Policy Review Date:	September 2020	Updates:	Updates from new 2020 KCSiE included.
Policy Review Date:	September 2021 17.12.21	Updates:	Updates from new 2021 KCSiE included and updated PanLancs documents 'Working Well...' DSL Team staff updated.
Policy Review Date:	September 2022	Updates:	Updates from new 2022 KCSiE included.
Policy Review Date:	September 2023	Updates:	Updates from new 2023 KCSiE included. Switched to updated BwD policy template approved by CSAP as the basis. Changes in Yellow to help reader this year.
Policy Review Date:	September 2024	Updates:	Continuing with BwD template. KCSiE 2024 relevant. Changes in yellow highlight. Safeguarding governor updated.
Policy Review Date:	March 2025	Updates:	Change of Headteacher and staff; plus updates to MASH team and LADO contact details.

Headteacher: *C. Foster*

Chair of Governors: *N. Duffy*

Safeguarding Contacts

The Designated Safeguarding Leads are: Katie Forrest and Catherine Foster

Contact email: children.familysupport@stfrancis.blackburn.sch.uk

The Designated Mental Health Lead: Catherine Foster

Contact email: children.familysupport@stfrancis.blackburn.sch.uk

The nominated Safeguarding and Child Protection Governor is: Debby Lindsay

Contact email: debby.lindsay@stfrancis.blackburn.sch.uk

The Headteacher is: Catherine Foster

Contact email: office@stfrancis.blackburn.sch.uk (FAO: Catherine Foster)

LADO for Blackburn with Darwen: Elissa Harper

Contact email: LADO@blackburn.gov.uk

Contact telephone: 01254 666488

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

Contact email: MASH@blackburn.gov.uk

Referrals can be made through: [Multi-Agency Safeguarding Hub \(MASH\) | Blackburn with Darwen Borough Council](#)

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

Blackburn with Darwen Prevent Education Officer: Leanne Romney

Leanne.romney@blackburn.gov.uk / 01254 585270

Blackburn with Darwen Principal Inclusion Officer (CME / EHE): Catherine Salt

Catherine.Salt@blackburn.gov.uk / 01254 666756

Engage Link Worker: Jay Ratcliffe

Jay.ratcliffe@blackburn.gov.uk / 01254 353525

Children's Safeguarding Assurance Paternership (CSAP):

<https://www.safeguardingpartnership.org.uk/>

NSPCC Whistleblowing Helpline: 08000 280285 / help@nspcc.org.uk

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1. Scope, Purpose and Aims

- 1.1 The purpose of this policy is to ensure every child who is a pupil at our school is safe and protected from harm.
- 1.2 Safeguarding and promoting the welfare of children is everybody's responsibility.
- 1.3 This policy therefore applies to all school staff including supply and agency staff, and volunteers and gives clear direction on how to safeguard children effectively.
- 1.4 This policy aims to give clear direction to all staff, governors and parents about our moral and statutory responsibilities to safeguard and protect children.
- 1.5 Our school is committed to ensuring that those children who are at risk of, or experiencing significant harm or abuse, are supported and that swift and effective action is taken to ensure they are protected.
- 1.6 Our school fully recognises the contribution it can make to safeguarding and protecting children from harm through prevention, support and protection.
- 1.7 This, and associated policies, will be reviewed annually (as a minimum) and updated if needed, so that they are kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt.
- 1.8 This policy will be available publicly via the school website and paper copies can be provided upon request.

2. Definitions

2.1 **Safeguarding** is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

2.2 **Child Protection** is part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

2.3 **Abuse** is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others.

2.4 **Child/ren** refers to anyone who has not yet reached their 18th birthday.

2.5 **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, including supply and agency staff.

2.6 **Parent/Carer** refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers and adoptive parents or legal guardian.

2.7 **Governors** refers to individual governors, governing bodies and boards and in the case of academies, this refers to proprietors.

2.8 **Children Missing Education (CME)** are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school i.e. privately or electively home education (EHE).

2.9 **For the purposes of this document we define Children Missing Education as:** All children of compulsory school age who are:

2.9..1 Not on a school roll or receiving a suitable education otherwise than at a school

2.9..2 On the roll of a school but where they have been absent for 10 consecutive days following an agreed leave of absence and no contact has been received from parents.

3. Ethos and culture of safeguarding

3.1 Everyone at our school will endeavour to create and maintain an ethos where pupils feel valued, respected and secure.

3.2 Children are encouraged to communicate freely with any member of staff about any concerns or worries they may have. They will be listened to and supported in a way that is appropriate to their level of need.

3.3 We recognise that staff at our school play a particularly important role in safeguarding children as they are in a position to identify concerns early and therefore prevent concerns from escalating.

3.4 Staff will therefore maintain an attitude of 'it could happen here' where safeguarding and abuse is concerned and demonstrate professional curiosity.

3.5 School will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life.

3.6 All stakeholders will contribute to a whole school approach to safeguarding that creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.

3.7 Governing bodies and proprietors will create a culture that safeguards and promotes the welfare of children in their school.

- 3.8 Leaders will create the right culture and environment so that staff feel comfortable to discuss matters which may have implications for the safeguarding of children, both within, and where it is appropriate, outside of the workplace,
- 3.9 Governors and leaders will create and embed a culture of openness, trust and transparency in which the school's or college's values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff.
- 3.10 There will be a culture that makes clear that there is a zero-tolerance approach to sexual violence and sexual harassment and that it is never acceptable, and it will not be tolerated.

4. Curriculum

- 4.1 Children will be taught about how to keep themselves and others safe, including online.
- 4.2 Our curriculum will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.
- 4.3 All primary pupils will receive Relationships Education which includes explicit teaching about healthy and respectful relationships.
- 4.4 All pupils will receive Health Education which teaches them how to keep physically and mentally healthy.
- 4.5 This education will be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities.)
- 4.6 When planning the curriculum, online safety should be considered as part of a whole school approach to keeping children safe online.
- 4.7 LGBTQ+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and should therefore be included.
- 4.8 We actively promote the Fundamental British Values (FBV) of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs throughout our curriculum.
- 4.9 A safeguarding curriculum has been devised which highlights the links of safeguarding learning throughout the curriculum taught at St. Francis.

5. Safeguarding Induction and Training

- 5.1 All staff will undergo safeguarding training (including, Prevent, CSE, CCE, contextual safeguarding and online safety) at induction
- 5.2 Induction will include:
 - An explanation of systems within school which support safeguarding
 - This safeguarding and child protection policy
 - The school behaviour policy
 - Staff code of conduct
 - The school's safeguarding response to children who go missing from education
 - Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
- 5.3 Prevent training will be included in staff induction. Prevent training is available via BWD melearning and sessions are available to book via The Prevent Team.
- 5.4 Staff will be provided with copies of the above policies along with a copy of Part One of Keeping Children Safe in Education.
- 5.5 All staff will receive regular and relevant safeguarding and child protection training which is updated regularly.
- 5.6 All staff will receive safeguarding and child protection (including online safety) updates, as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

- 5.7 All staff will receive Prevent awareness training in accordance with Home Office advice or as informed by the school's Prevent risk assessment PREVENT policy.
- 5.8 It is recommended that staff complete the face to face Prevent training as delivered by the Prevent Team as it provides more bespoke education guidance and local information.
- 5.9 This will be updated at least biennially

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

- 5.10 All governors and trustees will receive appropriate safeguarding and child protection (including online) training at induction.
- 5.11 This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in our school are effective and support the delivery of a robust whole school approach to safeguarding. This training will be regularly updated.
- 5.12 In addition, governors should also attend bespoke governor Prevent training which is provided by BwD governor services.
- 5.13 All those involved with the recruitment and employment of staff to work with children will receive appropriate safer recruitment training, the substance of which should at a minimum cover the content of Part three of Keeping Children Safe in Education.
- 5.14 The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.
- 5.15 In addition to this formal training the designated safeguarding leads' (and any deputies') knowledge and skills should be refreshed at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role, and the community.
- 5.16 The designated safeguarding lead (and any deputies) will undertake Prevent awareness training.
- 5.17 DSLs will receive training that enables them to have a good understanding of Harmful Sexual Behaviour.

6. Staff Responsibilities

- 6.1 All staff working with children are advised to maintain an attitude of 'it could happen here'
- 6.2 All staff will read at least Part one of Keeping Children Safe in Education 2023 and demonstrate their understanding in their practice
- 6.3 All staff will contribute to a safe environment in which children can learn
- 6.4 All staff are able to identify children who may benefit from early help, be aware of their local early help process and understand their role in it
- 6.5 All staff are expected to complete safeguarding induction
- 6.6 All staff are expected to regularly attend or access safeguarding training relevant to their role
- 6.7 All staff should be aware of the process for making referrals to local authority children's social care
- 6.8 All staff should be aware of the process for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments
- 6.9 All staff should know what to do if a child tells them they are being abused, exploited, or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality
- 6.10 All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe

- 6.11 All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.
- 6.12 All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues
- 6.13 All staff should be aware that children can abuse other children (referred to as child-on-child abuse), and should challenge inappropriate behaviours between children that are abusive in nature
- 6.14 All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- 6.16 All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime.
- 6.17 All staff should have the skills, knowledge and understanding to keep looked after children and previously looked after children safe
- 6.18 All staff and volunteers should raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime

7. Governor Responsibilities

- 7.1 Governing bodies and proprietors must have regard to Keeping Children Safe in Education, ensuring policies, procedures and training in their schools or colleges are effective and comply with the law at all times.
- 7.2 Governing bodies and proprietors should have a senior board level (or equivalent) lead to take leadership responsibility for their school's or college's safeguarding arrangements
- 7.3 Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction.
- 7.4 Governing bodies and proprietors should ensure that those staff who work directly with children read at least Part one of this guidance.
- 7.5 Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements
- 7.6 Governing bodies and proprietors should carefully consider how they are supporting their pupils and students with regard to particular protected characteristics - including age, sex, race, sexual orientation, gender reassignment, religion or belief, pregnancy and disability.
- 7.7 Governing bodies and proprietors should ensure they facilitate a whole school or college approach to safeguarding.
- 7.8 Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead.
- 7.9 Governing bodies and proprietors should ensure the designated safeguarding lead has the appropriate status and authority within the school or college to carry out the duties of the post.
- 7.10 Governing bodies and proprietors should ensure that the school or college contributes to multiagency working in line with statutory guidance Working Together to Safeguard Children.
- 7.11 Governing bodies and proprietors recognise the importance of information sharing between practitioners and local agencies.
- 7.12 Governing bodies and proprietors should ensure that all staff undergo safeguarding and child protection training (including online safety, which amongst other things, includes the understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction.
- 7.13 Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online.

- 7.14 Governing bodies and proprietors must ensure that appropriate filters and monitoring systems are in place and regularly review the effectiveness of these.
- 7.15 Governing bodies and proprietors should ensure online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding.
- 7.16 Where governing bodies and proprietors hire or rent out school or college facilities/premises to organisations or individuals they should ensure that appropriate arrangements are in place to keep children safe and review the Lettings Policy as a result.
- 7.17 Governing bodies and proprietors should ensure they have clear systems and processes in place for identifying possible mental health problems.
- 7.18 Governing bodies of maintained schools and proprietors of academies must appoint a designated teacher for looked after children.
- 7.19 Governing bodies and proprietors should ensure that those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

8. DSL Responsibilities

- 8.1 The designated safeguarding lead takes lead responsibility for safeguarding and child protection (including online safety). This is explicit in the DSL's job description.
- 8.2 The designated safeguarding lead will keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.
- 8.3 When a child leaves the school, the designated safeguarding lead will transfer the child protection file to the new school or college within 5 days.
- 8.4 The designated safeguarding lead liaises with the designated teacher, SENCO, Mental Health Lead/First Aiders and other staff to ensure those children who are potentially at greater risk are safeguarded effectively.
- 8.5 The designated safeguarding lead will raise awareness of safeguarding throughout school by:
- Ensuring all staff read and understand this policy and at least Part one of Keeping Children Safe in Education
 - Updating this policy at least annually.
 - Ensure this policy is available publicly.
 - Ensuring that parents know about school's duty to refer suspected cases of abuse.
 - Linking with DSL networks and the local authority to make sure staff are aware of any training opportunities.
- 8.6 The designated safeguarding lead will provide support to staff to carry out their safeguarding duties.
- 8.7 The designated safeguarding lead will liaise closely with other services such as local authority children's social care.
- 8.8 The designated safeguarding lead (and any deputies) will access and engage with training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.
- 8.9 The designated safeguarding lead (and any deputies) will undertake Prevent awareness training. This training will be updated in accordance with schools Prevent risk assessment and CSAP advice. See PREVENT Section below

- 8.10 The designated safeguarding lead (and any deputies) are aware of local procedures for making a Prevent referral. See PREVENT Section below.
- 8.11 The designated safeguarding lead (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their families.
- 8.12 The designated safeguarding lead or a deputy will always be available, during school hours to discuss safeguarding concerns.
- 8.13 The designated safeguarding lead (and deputies) will lead on liaising with other agencies and setting up an Early Help assessment/CAF as appropriate.
- 8.14 The designated safeguarding lead (and deputies) will take a leading role on cases of child-on-child abuse and liaise with other agencies such as the police and children's social care in determining how to manage such cases.
- 8.15 The designated safeguarding lead will be aware of the local response to sexual violence and sexual harassment between children.

9. Procedures & Referrals

9.1 In addition to general duties and responsibilities to safeguard and protect children, there are certain circumstances where a specific procedure is required.

9.2 Child Protection

Under section 47(1) of the Children Act 1989, Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

9.3 If, at any point there is a risk of immediate serious harm to a child a referral should be made to the police or CADS immediately. Anybody can make a referral.

9.4 Referral to children's social care

Telephone Blackburn with Darwen Borough Council's Multi-Agency Safeguarding Hub 01254 666400

[3.1 Making a Referral to Children's Social Care \(proceduresonline.com\)](http://proceduresonline.com)

9.5 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.

9.6 If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration.

9.7 Consent from parents/carers

The school will normally seek to discuss any concerns about a pupil with their parents/carers if it is safe to do so, and ask for consent to share information and concerns with other agencies e.g. Multi-Agency Safeguarding Hub (MASH). Tell them what information you are going to share, who with and why you think it is the right thing to do.

Where the child is in the care of the local authority the DSL should liaise with the Designated Teacher regarding relevant consents/contacts. In the event of any safeguarding concerns arising for children with an allocated social worker the allocated social worker/team/ manager would be contacted in the first instance to share these concerns

(Consent is not necessary if the DSL is requesting advice from MASH without sharing any information about the child/family involved.)

However, if the DSL believes that informing parents would increase the risk of harm to the child or put anyone else at risk, or cause an unjustifiable delay in making the referral, 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)).

In summary:

You need consent to:

- Make a referral or request for a service to another agency or arrange a multi-agency meeting
 - Consult with other agencies about a family to help you to determine what support they might need where you are sharing their personal details
- You do not need consent to:**
- Have a conversation with the Multi-Agency Safeguarding Hub or Designated

Safeguarding Lead within your organisation where you do not share identifiable details of the family.

You do not need consent, nor should you delay, but should, wherever possible, inform the family when:

- You are concerned that a child/young person, family member or other person has come to, or is likely to come to significant harm and you need to share this with other agencies so that they can take steps to ensure their safety.

9.8 Allegations

All concerns or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, this includes, members of staff, supply teachers, volunteers and contractors should be reported to the headteacher, or, where the headteacher is the subject of an allegation, the chair of governors or chair of the management committee and in an independent school it will be the proprietor.

- 9.9 Before contacting the LADO, schools should conduct basic enquiries in line with local procedures to establish the facts and to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.
http://panlancashirescb.proceduresonline.com/chapters/p_allegations.html

9.10 Referral to the Local Authority Designated Officer

The Headteacher and/or Chair of Governors must discuss allegations with the Local Authority Designated Officer (LADO).

9.11 Low-Level Concerns

Low-level Concerns about conduct which do not meet the harm threshold must still be referred to the headteacher in a timely manner.

- 9.12 **Referral to the DBS (Disclosure and Barring Service)** must be made if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence.

9.13 FGM Mandatory Reporting Duty

- 9.14 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. It will be rare for teachers to see visual evidence of FGM, and they should not be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. [Female Genital Mutilation \(proceduresonline.com\)](http://proceduresonline.com/female-genital-mutilation)

9.15 Referral to Prevent and Channel Panel

The designated safeguarding lead (or deputy) will consider a referral to Prevent when there are concerns about a child being radicalised. [radicalisation \(proceduresonline.com\)](http://proceduresonline.com/radicalisation).

10. Record Keeping

- 10.1 An important part of safeguarding is ensuring that detailed, accurate and secure written records of concerns and referrals are kept.
- 10.2 The record keeping system used in our school is: CPOMS
- 10.3 Staff will receive relevant information and training at induction and when required that enables them to use the school’s record keeping system effectively.

10.4 All safeguarding and child protection concerns, discussions and decisions made and the reasons for those decisions, will be recorded on CPOMS

10.5 Records should include:

10.5..1 a clear and comprehensive summary of the concern

10.5..2 details of how the concern was followed up and resolved, and

10.5..3 a note of any action taken, decisions reached and the outcome

10.6 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.

10.7 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.

10.8 Child protection information will be stored and handled in line with guidance from the [Information Commissioner's Office](#) and UK GDPR requirements.

10.9 If in doubt about recording requirements, staff will discuss this with the designated safeguarding lead (or a deputy).

10.10 Where children leave the school or college, the designated safeguarding lead will ensure their child protection file is transferred to the new school or college within 5 days for an in-year transfer or within

the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives.

10.11 Confirmation of receipt of the child protection file should be obtained and retained by the school the child has left.

11. Information Sharing

11.1 Early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already a child in need, a child with a protection plan or a looked after child.

11.2 Staff will not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe.

11.3 Staff will only discuss concerns with the Designated Safeguarding Lead, Headteacher 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.

11.4 Where children leave school, the designated safeguarding lead will consider if it would be appropriate to share any information with the new school in advance of a child leaving.

11.5 [Information sharing advice for safeguarding practitioners - GOV.UK \(www.gov.uk\)](#) supports staff who have to make decisions about sharing information.

11.7 DPA and UK GDPR **do not** prevent the sharing of information for the purposes of keeping children safe and promoting their welfare.

11.8 Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children.

12. Children potentially at greater risk of harm

Whilst ALL children require safeguarding and protecting, some groups of children, are potentially at greater risk of harm than others.

12.1 Children who need a social worker (Child in Need and Child Protection Plans)

- Where children need a social worker, this should inform decisions about safeguarding and about promoting welfare.

12.2 Children missing from education and children absent from school/college

- It is recognised that when children go missing from education, particularly with unexplainable and/or persistent absences, this can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation- particularly county lines.
- When a child goes missing from education, local CME procedures will be followed to safeguard the child and help prevent the risk of them going missing in the future.
- Further information, guidance and the local procedure for referring CME can be found in our attendance policy.

12.3 Children who are absent for repeated or prolonged periods of time can be at risk of a range of safeguarding possibilities. Further information and guidance to improve attendance can be found in [Working together to improve school attendance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) to support early intervention and prevent the child going missing in the future.

12.4 Elective Home Education (EHE)

- Home education can mean some children are less visible to the services that are there to keep them safe.
- Leaders, including the DSLs and any deputies will familiarise themselves with DfE guidance [Elective home education - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the DSL will be informed and will endeavour to co-ordinate a meeting with the LA and other key professionals and parents/carers where possible.
- This is particularly important when the child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable.

12.5 Children requiring mental health support

- Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Staff will recognise and respond to indicators that a child may require mental health support and alert the DSL as with any other safeguarding concern.
- DSLs will be aware of and source appropriate mental health support using referral systems and escalation where necessary.

12.6 Looked after children and previously looked after children

- We ensure that staff have the skills knowledge and understanding to keep looked after and previously looked after children safe.
- We promote the educational achievement of registered pupils who are looked after, by working with the local authority and appointing a designated teacher for these children.

12.7 Children who are lesbian, gay, bi, or trans (LGBT)

- 12.7.1 We endeavour to reduce the additional barriers faced by children who are LGBT and provide a safe space for them to speak and share their concerns with a member of staff.

[Gender Questioning Children - non-statutory guidance \(education.gov.uk\)](https://www.education.gov.uk)

12.8 Children with special educational needs and disabilities (SEND)

12.8..1 We recognise that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Such barriers include:

12.8..1.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration

12.8..1.2 being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children

12.8..1.3 being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and

12.8..1.4 communication barriers and difficulties in managing or reporting these challenges.

12.8..1.5 cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

12.8..2 We therefore consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

12. 8..3 DSLs liaise with relevant staff, in particular the SENCO when there is a safeguarding concern for a child with SEND.

13. Child-on-child abuse

13.1 All child-on-child abuse is unacceptable and will be taken seriously by all staff.

13.2 Child-on-child abuse is most likely to include, but is not be limited to:

13. 2..1 Bullying, including online, prejudice-based and discriminatory bullying

13.2..2 Abuse in intimate personal relationships (teenage relationship abuse)

13.2..3 Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm

13.2..4 Initiation/hazing type violence and rituals

13.2..5 Sexual violence, such as rape, assault by penetration and sexual assault

13.2..6 Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment

13.2..7 Causing someone to engage in any sexual activity without consent

13.2..8 Consensual and non-consensual sharing of nude and semi-nude images

13.2..9 Upskirting, which typically involves taking a picture under a person's clothing without their permission

13.3 At this school we minimise the risk of child-on-child abuse by:

13.3..1 Developing and maintaining respectful and trusting relationships with all children

13.3..2 Developing and delivering a curriculum that educates children about safe and healthy relationships and behaviour

13.3..3 Having clear and consistent policies and procedures in place which set out the consequences of harmful and abusive behaviour

13.3..4 Creating a culture with a zero-tolerance approach to abuse

13.3..5 Never accepting harmful behaviour as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys' and never reinforcing harmful gender stereotypes

13.3..6 Challenge inappropriate behaviours between children in accordance with our behaviour and anti-bullying policies

13.4 Children can confidentially report any form of abuse, including abuse from peers by speaking with any adult in school or by other means, for example, 'I wish my teacher knew...' boxes.

13.5 Particular consideration will be given to how children with SEND are able to report concerns.

- 13.6 We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and all staff will maintain an attitude of 'it could happen here' with regards to child-on-child abuse.
- 13.7 All victims of child-on-child abuse will be reassured that they are being taken seriously
- 13.8 All adults in school take concerns and allegations of child-on-child abuse seriously and will refer the concern to the DSL (or deputy) as soon as practically possible.
- 13.9 All staff will record of the concern or allegation of child-on-child abuse using the CPOMS.
- 13.10 DSLs/Senior Leader will provide the initial response to any allegations of child-on-child abuse by speaking with the victim/s and alleged perpetrator/s and make clear records of their conversations/investigations.
- 13.11 When an allegation of sexual violence or harassment is made the designated safeguarding lead (or deputy), will consider the following:
- informing parents or carers (unless this would put the victim at greater risk)
 - a referral to local authority children's social care if a child is at risk of harm, is in immediate danger, or has been harmed, and
 - when a report of rape, assault by penetration or sexual assault is made, this will be referred to the police.
- 13.12 When there has been a report of **sexual violence**, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment.
- 13.13 When there has been a report of sexual harassment, the designated safeguarding lead will consider whether a risk assessment is required.
- 13.14 Risk assessments will be documented and kept under review.
- 13.15 The designated safeguarding lead (or a deputy) should engage with local authority children's social care and specialist services as required [5.31 Peer Abuse \(proceduresonline.com\)](#)
- 13.16 In cases of consensual and non-consensual sharing of nude and semi-nude images and/or videos, the key consideration is for staff not to view or forward such images of a child.
- 13.17 Staff should follow the following guidance: [Sharing nudes and semi-nudes: how to respond to an incident \(publishing.service.gov.uk\)](#)
- 13.18 The designated safeguarding lead will liaise with relevant staff and agencies to assess the level of support required for victim/s, alleged perpetrator/s and any other children affected. This may include:
- Internal pastoral support
 - Early Help Assessment/CAF
 - Referral to specialist services such as Local Authority children's social care.

14. Online Safety

- 14.1 It is essential that children are safeguarded from potentially harmful and inappropriate online material.
- 14.2 We recognise that there are unique risks associated with online safety and the designated safeguarding leads have the relevant knowledge and up to date capability required to manage such risks.
- 14.3 Through our broad and balanced curriculum, children are taught about safeguarding, including in relation to online safety.
- 14.4 Online safety is a running and interrelated theme in our whole school approach to safeguarding, including training for all staff.
- 14.5 There are effective mechanisms in place to identify, intervene in, and escalate any online safety concerns.

14.6 There is an effective Online Safety policy in place which outlines such mechanisms in greater detail.

15. Domestic Abuse

15.1 The Domestic Abuse Act 2021 recognises and considers Children as Victims of Domestic Abuse, if they are witness to incidents whereby, they hear, see and experience domestic abuse and its effects and they are related to either the Victim or the Perpetrator of Domestic Abuse. The Act enables children to be protected by Law and be offered support as necessary. Domestic Abuse Act 2021 (legislation.gov.uk)

15.2 Children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

15.3 We recognise that experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children and therefore offer appropriate support to children and families who experience domestic abuse supported by Operation Encompass.

16. Operation Encompass

16.1 Operation Encompass is a police and education early intervention safeguarding partnership which ensures that a child's school is informed that there has been an incident of domestic abuse to which the child or young person has been exposed.

16.3 When an Operation Encompass notification is received by school it is transferred onto CPOMS with actions linked to the notification. In addition to this, a DSL will converse with the class team without delay.

16.4 Upon Receipt of a PSR, this should NOT be copied in it's entirety onto the child's record, however a summary of the information and any actions taken can be recorded on the child's file, for example 'PSR received regarding an assault in the property – XX witnessed' as an example.

16.5 The DSL (or organised key adult) conduct an individual assessment of the child's needs, and decide on any school routine modifications that need to be made.

16.6 If there are additional concerns around the child's safety and wellbeing due to being aware of previously unknown information, a referral to CADS will be made.

17. Honour Based Abuse

17.1 Honour based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), child marriage, and practices such as breast ironing.

https://panlancashirescb.proceduresonline.com/chapters/p_honour_abuse.html

18. Child Sexual Exploitation and Child Criminal Exploitation

18.1 CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

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

18.2 CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity.

https://panlancashirescb.proceduresonline.com/chapters/p_ch_criminal_exp.html

Child Sexual Exploitation (CSE)

- *“Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.*
- *“The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.”*
(Working Together, DFE: 2017)

Child Criminal Exploitation (CCE)

- *“Child criminal exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology”*

(Criminal exploitation of children and vulnerable adults: county lines, Home Office: 2018)

19. Neglect

19.1 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.

19.2 Neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs

19.3 For training resources: [Neglect Awareness - Course library - Blackburn with Darwen Learning \(melearning.university\)](#)

20. Prevent Duty

20.1 There is clear guidance for schools and childcare providers on “preventing” children and young people from being drawn into terrorism.

<https://www.gov.uk/government/publications/protectingchildren-from-radicalisation-the-prevent-duty>

20.2 Localised support including assemblies and workshops for children are provided by The Local Prevent Education Officer (Leanne Romney) and the Community Safety Team.

20.3 A Risk Assessment and associated documents is used in school, with support from the Prevent Team as required, to assess and manage risks relating to radicalisation. It is also advised that schools should have a Prevent Policy.

21. Safer Recruitment

21.1 School has in place robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in our school.

21.2 School demonstrates its commitment to safeguarding throughout all its recruitment processes such as:

- Advert
- Application form
- Shortlisting
- Checking employment history and references
- Online presence search
- Interview and selection

21.3 Appropriate pre-employment vetting and checks will be undertaken to help identify whether a person may be unsuitable to work with children or is legally prohibited.

21.4 All offers of appointment are conditional until satisfactory completion of the mandatory preemployment checks. These are:

21.4..1 Verification of a candidate’s identity

- 21.4..2 An enhanced DBS check (including children's barred list information, for those who will be engaging in regulated activity with children)
 - 21.4..3 When using the DBS update service, the original physical DBS certificate will be checked
 - 21.4..4 Verification of the candidate's mental and physical fitness to carry out their work responsibilities
 - 21.4..5 Verification of the person's right to work in the UK, including EU nationals.
 - 21.4..6 A prohibition from teaching check
 - 21.4..7 Checks on people who have lived or worked outside the UK
 - 21.4..8 A check of professional or essential qualifications
 - 21.4..9 Checks to ensure that individuals employed to work in reception classes for children up to the age of 8, are not disqualified under the 2018 Childcare Disqualification Regulations.
 - 21.4..10 A check to see if a Section 128 direction has been issued for an individual participating in the management of the school or holding or continuing to hold office as a governor of a maintained school.
- 21.5 A single central record of pre-appointment checks is maintained.
 - 21.6 The single central record includes all staff, including teacher trainees on salaried routes agency and third-party supply staff, even if they work for one day.
 - 21.7 The single central record indicates when pre-employment checks have been carried out or certificates obtained, and the date on which each check was completed, or certificate obtained.
 - 21.8 Written notification is obtained from any agency, or third party organisation, that they have carried out the checks on an individual who will be working at the school or college that the school or college would otherwise perform, including supply staff.
 - 21.9 This written notification confirms the certificate has been obtained by either the employment business or another such business.
 - 21.10 The date this confirmation was received and whether details of any enhanced DBS certificate have been provided in respect of the member of staff is included on the single central record.
 - 21.11 Where the agency or organisation has obtained an enhanced DBS certificate which has disclosed any matter or information, a copy of the certificate is obtained from the agency.
 - 21.12 The details of an individual are removed from the single central record once they no longer work at the school.
 - 21.13 School do not keep copies of DBS certificates.
 - 21.14 A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications is kept in an individual's personnel file.
 - 21.15 We ensure that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check.
 - 21.16 The identity of contractors is checked on arrival at the school.
 - 21.17 When applicants for initial teacher training are salaried by the school, we ensure that all necessary checks are carried out. This includes an enhanced DBS check with children's barred list information when trainee teachers are engaging in regulated activity relating to children.
 - 21.18 Assurances are obtained that the appropriate level of DBS check has been undertaken for visitors who attend school in a professional capacity. Their ID is checked upon arrival at school.
 - 21.19 When such assurances cannot be obtained school will check the DBS certificate and corresponding ID.
 - 21.20 Risk assessments are undertaken on all volunteers working at the school.
 - 21.21 All governors have an appropriate level of DBS check.
 - 21.22 New checks on existing staff will only be undertaken when:

- 21.22..1 an individual working at the school moves from a post that was not regulated activity with children into work which is considered to be regulated activity with children.
- 21.22..2 there has been a break in service of 12 weeks or more, or
- 21.22..3 there are concerns about an individual's suitability to work with children.

22. Safeguarding concerns and allegations made about staff

22.1 **An allegation that may meet the harm threshold** refers to anyone working in the school, including supply teachers, volunteers and contractors that has:

- 22.1..1.1 behaved in a way that has harmed a child, or may have harmed a child and/or
- 22.1..1.2 possibly committed a criminal offence against or related to a child, and/or
- 22.1..1.3 behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- 22.1..1.4 behaved or may have behaved in a way that indicates they may not be suitable to work with children.

22.2 When any such an allegation is made CSAP procedures will be followed. [6.4 Allegations Against Persons who Work with Children \(including Carers and Volunteers\) \(proceduresonline.com\)](#)

22.3 **A concern or allegation that does not meet the harm threshold (low-level concern)** refers to anyone working in the school, including supply teachers, volunteers and contractors that have acted in a way that:

22.3..1 is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and

22.3..2 does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

22.4 All staff are clear about what appropriate behaviour is and are confident in distinguishing expected and appropriate behaviour from inappropriate, problematic or concerning behaviour, in themselves and others.

22.5 All staff will report any low-level safeguarding concerns to the headteacher. (See Low Level Concern Policy for further information)

22.6 Unprofessional behaviour is challenged, and support is given to the individual to correct it at an early stage.

22.7 Low-level concerns are managed sensitively and proportionately.

22.8 Low-level concerns can help identify any weakness in the school safeguarding system.

22.9 Employers of supply staff and contractors will be notified of any low-level concerns relating to their employees.

22.10 If there is any doubt as to whether a reported low-level concern meets the harm threshold, advice will be sought from the LADO.

23. Associated and related policies

Staff Code of Conduct

Online Safety Policy

Acceptable Use of IT / Social Media Policy

Attendance Policy

Lettings Policy

Behaviour Policy

Anti-Bullying Policy

SEND Policy

Intimate Care Policy

PREVENT Policy

Allergy Awareness and Anaphylaxis

Absconding

Equality for Children

First Aid

Asthma

Supporting Children with Medical Needs

Appendices:

- A)** Crib Sheet - What to do if a child discloses a child protection matter to you
- B)** Crib Sheet – What to do if you are worried about a child
- C)** Underlying Risk Factors and High-Risk Indicator
- D)** Disclosure and Barring Service (DBS) - Self Declaration Form for Existing Employees

Appendix A:

At a Glance Guidance/Procedure of what to do when a child makes a disclosure



If a child was to make a disclosure of abuse to you, you **MUST** follow this procedure which links to our school's Safeguarding and Child Protection Policy, regardless of what you think may or may not have happened.

Designated Safeguarding Leads: James Kewley, Katie Forrest & Catherine Foster

A child makes a disclosure of abuse.

You must:

- Remain calm and collected – the pupil may stop talking if they feel they are upsetting their listener or you are not interested;
- 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 by talking to me';
- Do 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 – you must never promise to keep what they are saying a secret;
- Do 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 using the CPOMS system, ensuring that you alert the DSL when submitting the incident.

If a child starts to make a disclosure but stops, even after a very short time, you must record this and report it to the DSL using the CPOMS system.

Respect confidentiality. You must not speak of the disclosure to any other member of staff. Seek support from the DSL as required. You are able to discuss the disclosure with the DSL

Appendix B:

At a Glance Guidance/Procedure of what to do when you are worried about a child

Protecting children is **EVERYBODY'S** **BUSINESS**

If you are worried about a child due to a change in behaviour or because of something you have seen or heard, you **MUST** follow this procedure which links to our school's Safeguarding and Child Protection Policy, regardless of what you think may or may not have happened.

Designated Safeguarding Leads: James Kewley, Katie Forrest & Catherine Foster

You notice that a child's behaviour has changed

OR

You hear something that makes you worried about a child

OR

You see something that makes you worried about a child

OR

You are told something that makes you worried about a child

You must:

- Have an open chat if you feel appropriate, do not ask any direct or leading questions. If the child then makes a disclosure, follow the guidance specific to what you must do when a child discloses abuse.
- Record your concerns and any information that the child gives you using the CPOMS system and alert the DSL through this system.
- Record concerns around poor health and wellbeing, presentation and anything else that causes you concern using the CPOMS system. Ensure you alert the DSL via the system.

(You must remember that the DSL may hold other information which together with your information causes greater concern. Every piece of information feeds into a jigsaw)

Respect confidentiality.

Seek support from the DSL as required.

Appendix C: Underlying Risk Factors and High Risk Indicator

Underlying Risk Factors

Those elements that are often present in risk situations but which do not, of themselves, constitute a risk:

- Poverty
- Poor housing
- Lack of support network/isolation
- Experiences of poor parenting
- Low educational attainment
- Physical/learning disability (adult / child)
- Mental health difficulties (adult / child)
- Drug and alcohol use/misuse
- Victimisation from abuse/neglect
- Disordered/discordant relationships
- Previous history of offending
- Rejecting/antagonistic to professional support
- Behavioural/emotional difficulties in parent
- Behaviour/emotional difficulties in child
- Young, inexperienced parent
- Physical ill health (adult / child)
- Unresolved loss or grief

High Risk Indicators

Those elements which, by their presence, do constitute a risk:

- Previous involvement in child physical and sexual abuse/neglect
- History of being significantly harmed through neglect as a child
- Seriousness of abuse (and impact on the child)
- Age of the child (particularly if less than three years old)
- Incidence of abuse (how much abuse over how long a period of time)
- Record of previous violent/sexual offending (against both children and adults)
- Evidence of disorganised attachment in the adult
- Older child removed or relinquished » Unexplained bruising (particularly in pre mobile children)
- Uncontrolled mental health difficulties (including periods of hospitalisation)
- Personality disorders
- Chaotic drug/alcohol misuse
- Denial/failure to accept responsibility for abuse/neglect
- Unwillingness/inability to put child's needs first and take protective action
- Cognitive distortions about the use of violence and appropriate sexual behaviour
- Inability to keep self-safe
- Unrealistic, age inappropriate expectations of the child

Appendix D

Disclosure and Barring Service (DBS) Self Declaration Form for Existing Employees

Academic Year 20_/20_

As an existing employee of St Francis C.E. Primary School you are required to complete a DBS Self Declaration form as stated within the DBS policy. The policy states that a new DBS is not required to be completed every three years, however, a self-declaration is required annually to comply with the policy.

In addition to completing the form annually, during your employment with St Francis C.E. Primary School, should you be subject to criminal investigations, convictions, bind-over orders, cautions, reprimands and warnings, prohibition or interim prohibition orders you are required to inform the headteacher at your earliest opportunity and without undue delay. Failure to do so may in itself lead to formal disciplinary action being taken against you. **Since my last DBS check, I declare the following information:**

Do you have any criminal convictions; bind over orders, cautions, reprimands or warnings recorded against you?	Yes / No (Please Circle)
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Do you have any prohibition or interim prohibition orders in place or on record?	Yes / No (Please Circle)
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<p>Have any orders relating to the care of children, as set out in schedule 1 of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018, been made in respect of you?</p> <p>This includes, but is not limited to:</p> <ul style="list-style-type: none"> • Orders disqualifying you from caring for children • Orders disqualifying you from private fostering • Any refusal of an application for you to be registered in relation to a children’s home • Care/child protection orders issued in respect of a child in your care 	Yes / No (Please Circle)
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If ‘Yes’, complete the following table. Continue on reverse if necessary.

I have the following criminal convictions, bind-over orders, cautions, reprimands and warnings or orders recorded against me:		
	Date:	
	Date:	
	Date:	
	Date:	
	Date:	

SELF-DECLARATION

I confirm that the information declared above is true, I understand that if I am subject to any criminal investigations, convictions, bind-over orders, cautions, reprimands and warnings, prohibition, interim prohibition orders or other orders relating to children I am required to inform the headteacher without delay and, if I fail to provide a truthful declaration or fail to update the headteacher as required it may lead to disciplinary action being taken.

Name:	Signed:
Current position:	Date:
Please return this form to the School Office Manager on the same day you are asked to complete the form.	