



## CHILD PROTECTION POLICY FOR *BEACON HILL (1.11)*

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This policy helps meet the agreed aims of the school in the following ways:

Beacon Hill is an innovative, creative and enterprising community which:

**1. promotes a happy, healthy atmosphere of trust security and respect**

This is obviously an important part of any schools purpose and the protection of pupils from harm of any sort is a vital part of our role. A happy and secure environment will also be one in which pupils would feel able to disclose any abuse.

**2. that develops pupils independence and self advocacy and confidence to make informed choices.**

Self advocacy skills are obviously important for all of us to develop especially those pupils who would not normally be able to express an opinion or an emotion unaided. In the area of child protection they are also important in giving pupils confidence to say not to unwanted abuse and helping them to understand that their views are valued. If abuse has occurred pupils with good self-advocacy skills will be able to discuss openly the effects of this and so hopefully aid their coming to terms with the abuse.

**3. that actively develops parental partnerships for the benefit of the pupils.**

Parental involvement is vital to all areas of our work and an open professional relationship with parents may help protect children by supporting parents with difficulties early on before a crisis develops. Similarly, close working relationships with other professionals developed in other areas of our work can be invaluable should child protection issue arise.

**4. Extends the inclusion of Beacon Hill within the whole community.**

The issues here are similar to self advocacy in that a pupil who feels valued as a part of society is less vulnerable to harm than one who has little self esteem or notion of their own worth. If abuse has occurred a pupil who has been able to develop self-esteem will usually be more able to recover and move forward.

**1.0 INTRODUCTION**

Beacon Hill fully recognises the responsibility it has to have arrangements about safeguarding and promoting the welfare of children.

'Education staff have a crucial role to play in helping to identify welfare concerns, and indicators of possible abuse or neglect, at an early stage. They

should refer those concerns to the appropriate organisation, normally the LA children's social care,....'

*(Working Together to Safeguard Children 2010) HM Government*

'There are two aspects to safeguarding and promoting the welfare of children. They are:

- arrangements to take all reasonable measures to ensure that risks of harm to children's welfare are minimised; and
- arrangements to take all appropriate actions to address concerns about the welfare of a child, or children, working to agreed local policies and procedures in full partnership with other local agencies

*(Circular DFES/0027/2004)*

Section 175 of the Education Act 2002 states

- A local education authority shall make arrangements for ensuring that the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children
- Schools and FE institutions should give effect to their duty to safeguard and promote the welfare of their pupils.
- The governing body of a maintained school shall make arrangements for ensuring that functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school<sup>1</sup>
- An authority or body ...shall have regard to any guidance given from time to time by the Secretary of State

This legislation makes child protection responsibilities clear and places an obligation on governors to ensure that these responsibilities are met in full.

### **Safeguarding Definition (Working Together 2010)**

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<sup>1</sup> Definitions

- Child means a person under the age of eighteen
- Maintained school means a community, foundation or voluntary school, a community or foundation special school or a maintained nursery school
- Welfare is defined as health happiness prosperity and well being of a person.

"The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter childhood successfully".

**There are four main elements to our policy:**

**PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos

**PROCEDURES** for identifying and reporting cases, or suspected cases, of abuse.

**SUPPORT TO PUPILS** who may have been abused.

**PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN** - Our policy applies to all staff and volunteers working in the school including community education staff and governors. Teaching assistants, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact school.

## **2. PREVENTION**

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention.

The school will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- include in the curriculum, activities and opportunities for PSHCE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help. The school will reinforce essential skills for every child. Self esteem and confidence building, thinking independently and making assessments of risk based on their own judgements are encouraged throughout the course;

- include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills;
- Personal, Social and Health Education sessions should contain where appropriate and after discussion with parents, elements such as 'Saying No', 'Stranger Danger', and awareness of body parts which should enhance pupil's ability to remain safe. The Health Education and Sex Education Policies will consider this as a priority.
- Where at all possible, pupils should have independence and privacy in all personal hygiene routines. Education programme should aim towards this. If toileting, personal hygiene, dressing or undressing for swimming, etc, is part of an educational programme, this should be recorded and known to parents. ( Further information in relation to this is found in the Intimate Care Policy)

### 3. PROCEDURES

We will follow the procedures set out in interagency procedures produced by the North Tyneside Local Safeguarding Children Board (LSCB). It is the responsibility of the North Tyneside LSCB to update these procedures.

The school will:

- ensure it has a designated senior member of staff for Child Protection, who is advised to undertake appropriate LSCB Child Protection training within North Tyneside. This training will be updated at least every two years. Currently the Deputy Heads are the designated teachers for the school. There will be notices in classrooms and around school identifying the named person responsible for Child Protection, using symbols so this is accessible to more pupils,
- ensure there are deputies and/or contingency arrangements should the designated member of staff not be available;
- recognise the importance of the role of the designated senior person and arrange support and training; *(Note: Multi Agency Child Protection Induction (one day) and Foundation (three day) training should be attended by the designated senior person and deputies for child protection as a minimum (ext 5502 to book). The Child Protection Officer for Education also provides training specifically for the designated senior person and will contact directly when training is planned. Schools may wish to mention any additional training undertaken by their designated senior person for child protection).*

- see that the designated senior person will take advice from First Call and/or the Education Child Protection Officer when managing complex cases;
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure;
- ensure every member of staff and every governor knows:
  - the name of the designated senior person and her role
  - that they have an individual responsibility for referring child protection concerns.

- Should a Child Protection Case Conference be called the relevant reports will be filled in by the member of staff concerned and the designated deputy who will ensure they are available in time and are circulated in advance. Normally the designated deputy will attend the conference with the relevant member of staff if that is felt appropriate. The member of staff will be briefed on the procedures before the meeting and will have the opportunity to discuss the results after it. If a Care Team is established it may be that the teacher is a member of it without the designated teacher as the class teacher is the staff member most closely involved with the child concerned.

- These issues are always very difficult and emotional for all concerned and staff should always attempt to support colleagues involved in such cases especially if the Courts and the Police become involved. It may be appropriate to involve the LEA personnel support team or other formal systems.

The senior designated person for child protection will ensure all staff including governors

- have child protection training, from the point of their induction, and updated every Three years at a minimum; *(note: whole school staff training can be delivered at your school by the Child Protection Officer. To request training contact [sue.burns@northtyneside.gov.uk](mailto:sue.burns@northtyneside.gov.uk). All support staff and volunteers should be included in the training sessions)*
- ensure all staff have access to this policy and understand it;
- understand their personal responsibility;

- understand the need to be vigilant in identifying cases of abuse;
- know how to support and to respond to a child who tells of abuse;
- are able to report concerns **immediately** they arise;
- that staff and volunteers are aware that consensual sexual activity involving children under the age of 13 is unlawful, as they cannot legally consent to such activity. The school accepts that any such activity should be taken to indicate a risk of significant harm to the child. All cases involving children under the age of 13 will be referred to First Call.
- understand where there is sexual activity involving young people between 13 and 16 years consideration will be given to referral. Whilst the legal age for sexual activity remains at 16 years, mutually agreed non - exploitative sexual activity does take place. Consideration will be given to referral if there are concerns for the child's welfare. Factors such as age imbalance, power imbalance, coercion or bribery, familial sexual offences, withdrawn or anxious behaviour, misuse of substances (affecting choice), or other known information will be considered.
- undertake appropriate discussion with parents prior to involvement of another agency unless doing so would place the child at risk of further significant harm;
- will report to Social Worker or First Call, where there is an unexplained school absence of, a Looked After Child or pupil who is subject to a child protection plan, of more than two days duration, or one day following a weekend; (or as agreed as part of any child protection or core group plan)
- work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance and written reports at Initial Child Protection Case Conferences, core groups/ care team meetings and Child Protection Review Conferences;
- keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Services immediately;
- ensure all records are kept secure and in locked locations;

- ensure that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and those concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.
- If a member of staff works 1-1 with a pupil they will
  - Do this with the young persons consent ( where age and ability allow this to be clear)
  - Never work 1-1 in a room with a shut door.
  - Work in an area where there are others moving about and never in an area where they may be vulnerable to accusation e.g in room at the end of a long corridor never passed by other colleagues.
  - Ensure others know where they are in the school.
  - Raise any concerns they have about the space they are expected to work in with their line manager in the first instance and the headteacher if they remain concerns.

#### **4. SUPPORTING THE PUPIL AT RISK**

We recognise that children who are abused or witness violence/abuse may find it difficult to develop a sense of self worth, they may feel helplessness, humiliation and some sense of self-blame.

This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.

The school will endeavour to support the pupil through:

- the content of the curriculum to encourage self esteem and self motivation;
- the school ethos which promotes a positive, supportive, and secure environment and gives pupils a sense of being valued; (see section 2)
- the school's behaviour policy which is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach, which

focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but that s/he is valued and not to be blamed for any abuse, which has occurred;

- liaison with other agencies which support the pupil such as Children's Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service;
- a commitment to develop productive and supportive relationships with parents whenever it is in a pupil's best interest to do so;
- recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse are vulnerable and in need of support and protection;
- vigilantly monitoring children's welfare, keeping records (separate to child's school record) and notifying Social Services **as soon as there is a recurrence of a concern**;
- ensuring that when a pupil subject to a child protection plan leaves, information will be transferred to the new school immediately;

## **5. PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN**

The school will operate safe recruitment practices including ensuring appropriate CRB and reference checks are undertaken according to Circular DfES/1568/2004 Safeguarding Children: Safer Recruitment and Selection in Education Settings.

In the event of an allegation against staff the school will consult with the designated Child Protection Officer for Education and LA Designated Officer for allegations against staff. (Cath McEvoy 6437314)

Guidance set out in North Tyneside Safe Working Practice Guidelines, Allegations against Staff in Schools, DCSF Safeguarding Children

Documentation and all other relevant Safeguarding and Child Protection policies, advice and guidance will be adhered to.

The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents.

*For secondary schools only...*

The school will ensure that staff and volunteers are aware that sexual relationships between them and pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust).

## **6. OTHER RELEVANT POLICIES**

### **Physical Intervention**

Our policy on physical intervention by staff is set out in the Behaviour Policy and is reviewed by the governing body. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.

We understand that physical intervention which causes injury, or distress to a child may be considered under child protection or disciplinary procedures.

### **Bullying**

Our policy on bullying is set out in a separate document and is reviewed by the governing body. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

### **Racist Incidents**

Our policy on racist incidents is set out in a separate document and is reviewed by the governing body. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

### **Health & Safety**

Our Health & Safety policy is set out in a separate document, and is reviewed by the governing body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

### **Special Educational Needs**

All of us would be happier were we able to dismiss child abuse as a problem which does not affect our pupils or indeed any pupils. Unfortunately, this is not the case and we cannot just hope the problem will go away. Recent research has shown that young people with learning difficulties are more vulnerable to abuse of all types than mainstream pupils because of their difficult behaviour, poor communication skills and inability to make choices of their own. It is vital all staff are aware of and act upon these procedures if they have any concerns.

### **Confidentiality and information sharing**

Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubts about confidentiality, staff will seek advice from a senior manager or outside agency as required.

The Head Teacher or Designated Teacher will disclose any information about a pupil to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that information a child discloses regarding abuse of themselves or another child must be shared as appropriate, and cannot be kept secret.

Should a Child Protection Case Conference be called the relevant reports will be filled in by the member of staff concerned and the designated deputy who will ensure they are available in time and are circulated in advance. Normally the designated deputy will attend the conference with the relevant member of staff if that is felt appropriate. The member of staff will be briefed on the procedures before the meeting and will have the opportunity to discuss the results after it. If a Care Team is established it may be that the teacher is a member of it without the designated teacher as the class teacher is the staff member most closely involved with the child concerned.

### **Staff Support**

These issues are always very difficult and emotional for all concerned and staff should always attempt to support colleagues involved in such cases especially if the Courts and the Police become involved. It may be appropriate to involve the LEA personnel support team or other formal systems.

## **7. GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES**

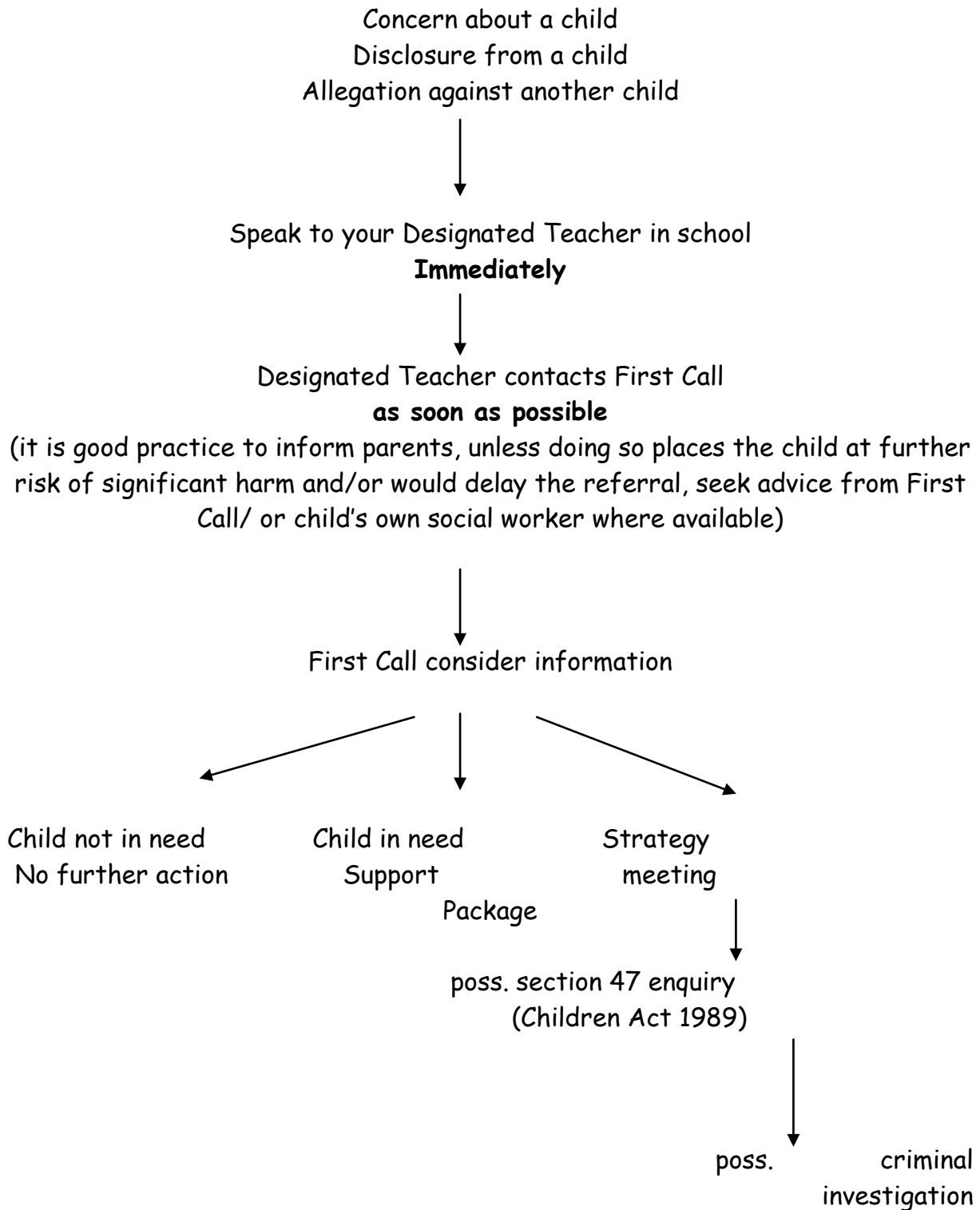
The governing body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children.

It will ensure :

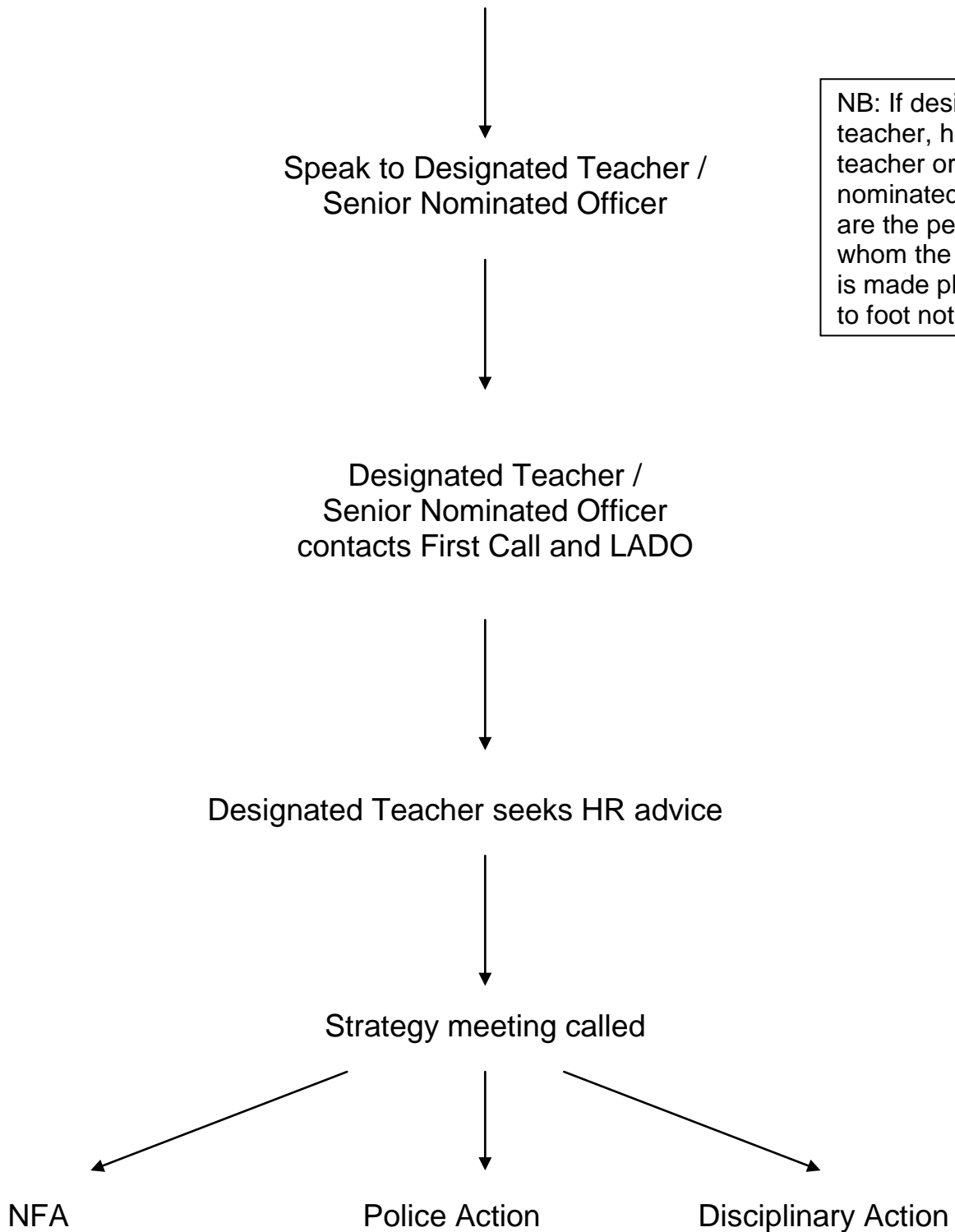
- the school has a child protection policy and procedures in place that are in accordance with local education guidance, and locally agreed interagency procedures, and the policy is made available to parents on request;
- the school operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children;
- procedures are in place for dealing with allegations of abuse against staff and volunteers that comply with local education guidance and locally agreed inter-agency procedures;
- has a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with Education Child Protection Officers, and working with other agencies;

- in addition to basic child protection training, the designated person undertakes training in inter-agency working, plus refresher training at two yearly intervals;
- all other staff who work with children undertake training and refresher training every three years;
- the governing body remedies any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention without delay;
- a member of the governing body (usually the chair) is nominated to be responsible for liaising with LA (Safeguarding Operations Manager Cath McEvoy tel: 6437314 / or partner agencies as appropriate in the event of allegations of abuse being made against the head teacher;
- the governing body should review policies and procedures annually and should provide information about them to the LA, as required.

## CHILD PROTECTION PROCESS



Allegation against a member of staff



Foot Note: If the employee whom the allegation is made is either the designated teacher, senior nominated officer or head teacher please ensure the following:

- if the allegation made relates to the designated officer please refer the matter to the Headteacher who will act as the Nominated Officer in this instance.
- if the allegation made relates to the senior nominated officer please refer to Headteacher who will act as the Nominated Officer in this instance.
- if the allegation made relates to the head teacher please refer to Chair of Governors who will act as the Nominated Officer in this instance.

## APPENDIX B

### Key definitions and concepts

**Child Protection** - is a part of safeguarding and promoting welfare. This refers to the activity, which is undertaken, to protect specific children who are suffering or at risk of suffering significant harm.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

**Children in need** - Children who are defined as being 'in need', under section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services (section 17(10) of the Children Act 1989), plus those who are disabled. The critical factors to be taken into account when deciding whether a child is in need under the Children Act 1989 are what will happen to the child's health or development without services being provided, and the likely effect the services will have on the child's standard of health and development. Local Authorities have a duty to safeguard and promote the welfare of children in need.

**The concept of significant harm** - Some children are in need because they are suffering or likely to suffer significant harm. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies the compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer significant harm.

A court may make a care order (committing the child to the care of the local authority) or supervision order (putting the child under the supervision of a social worker, or a probation officer) in respect of a child if it is satisfied that:

- the child is suffering, or is likely to suffer, significant harm; and
- the harm or likelihood of harm is attributable to a lack of adequate parental care or control.

There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence and degree of threat, coercion, sadism, and bizarre or unusual elements. Each of these elements has been associated with more severe effects on the child, and/or relatively greater difficulty in helping the child overcome the adverse impact of the maltreatment. Sometimes, a single traumatic event may constitute significant harm, e.g. a violent assault, suffocation or poisoning. More often, significant harm is a compilation of significant events, both acute and longstanding, which interrupt, change or damage the child's physical and psychological development. Some children live in family and social circumstances where their health and development are neglected. For them, it is the corrosiveness of long term emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm. In each case, it is necessary to consider any maltreatment alongside the family's strengths and supports.

### **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 the child that they are worthless or unloved, inadequate, or valued only insofar that they meet the needs of another person.

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 seeing or hearing the ill treatment of another. It may involve causing children frequently to feel frightened or in danger, or the corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though 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 looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, 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 caretakers, 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.

Working Together to Safeguard Children  
A guide to inter-agency working to safeguard and promote the welfare of  
children.  
HM GOVERNMENT  
2006

## Common Assessment Framework (CAF)

### What is the CAF?

- ❖ A simple **pre-assessment checklist** to help practitioners identify children who would benefit from a common assessment;
- ❖ A **process for undertaking a common assessment**, to help practitioners gather and understand information about the needs and strengths of the child, based on discussions with the child, their family and other practitioners as appropriate;
- ❖ A **standard form** to help practitioners record, and, where appropriate, share with others, the findings from the assessment in terms that are helpful in working with the family to find a response to unmet needs;

### Holistic Approach

The CAF provides a process to assess the additional needs of a child or young person and to give a holistic view that considers strengths as well as needs. Practitioners will then be better placed to agree, with the child and family, what support is appropriate.

## APPENDIX C

### Guidance on receiving a disclosure

#### ❖ **RECEIVE**

- ❖ React calmly, be aware of your non verbal messages
- ❖ If you don't understand the child's communication method, reassure the child, and find someone who can
- ❖ Don't interrogate the child, observe and listen, use active listening techniques
- ❖ Don't stop a child who is freely recalling significant events
- ❖ Keep responses short, simple, slow, quiet and gentle.
- ❖ Don't end the conversation abruptly

#### ❖ **REASSURE**

- ❖ tell the child they are not to blame; and have done the right thing by telling you.
- ❖ tell the child what will happen next; be honest about what you can and can't do
- ❖ don't promise confidentiality; say to the child, 'Some things are so important I might have to tell them to somebody else.'

#### ❖ **REACT**

- ❖ explain what you have to do next and whom you have to tell
- ❖ Inform the designated teacher for child protection, **immediately**

## APPENDIX D

### **Standards For Effective Child Protection Practice In Schools**

In best practice, schools:

1. have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;
2. provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
3. work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
4. are vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby teachers report such cases to senior staff and are aware of local procedures so that information is effectively passed on to the relevant professionals;
5. monitor children who have been identified as at risk, keeping, *in a secure place*, clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences;
6. provide and support child protection training regularly to school staff every three years and to designated teachers every two years to ensure their skills and expertise are up to date, and ensure that targeted funding for this work is used solely for this purpose;
7. contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;
8. use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, taking into account of the guidance for Governors on sex and relationship education in circular 5/94;

9. provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the schools approach to bullying;
10. have a clear understanding of the various types of bullying - physical, verbal and indirect, and act promptly and firmly to combat it, making sure that pupils are aware of the schools position on this issue and who they can contact for support;
11. take particular care that pupils with SEN in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communicative skills;
12. have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance set down in circular DFES/0027/2004 Safeguarding Children in Education
13. have a written whole school policy, produced, owned and regularly reviewed by schools staff and which clearly outlines the school's position and positive action in respect of the aforementioned standards.
14. the school will ensure that specified information is passed on in a timely manner to the LA for monitoring purposes

## APPENDIX E

### Useful sources of information and advice

#### **North Tyneside LSCB Child Protection/Safeguarding Procedures**

**Working Together to Safeguard Children:** A guide to interagency working to safeguard and promote the welfare of children

HM Government 2006

#### **DfES**

Safeguarding Children in Education DfES/0027/2004

Safeguarding Children in Education: Dealing with allegations of abuse against teachers and other staff DfES/2044/2005

Safeguarding Children: Safer Recruitment and Selection in Education Settings DfES/1568/2004

What to do if you're worried child is being abused (ref: 31553)

All above available from -

[www.teachernet.gov.uk/childprotection](http://www.teachernet.gov.uk/childprotection)

#### **Child Protection in Education**

[www.cape.org.uk](http://www.cape.org.uk)

#### **NSPCC**

[www.nspcc.org.uk](http://www.nspcc.org.uk)

#### **Child Protection Officers (Education)**

Children Young People and Learning Directorate

#### **Local Authority Designated Officers - Allegations against Staff**

Safeguarding Operations Manager - Cath McEvoy tel: 643 7314

HR Manager - Christina Ponting tel: 643 8010

#### **First Call**

Children Young People and Learning Directorate

Tel: 643 7979 (out of hours 0300 123 0812)