



Richardson Dees Primary School

Safeguarding and Child Protection Policy

September 2016

To be reviewed: September 2017, or sooner, as needed.

Designated Safeguarding Lead: Wayne Myers

Deputy Designated Safeguarding Leads: Katie Kershaw
Julie Atkinson
Helen Wise

Governor responsible for Safeguarding: Lyndsey Pilling



Richardson Dees Primary School

In school we have in place both a Safeguarding Policy and Child Protection policies.

SAFEGUARDING POLICY

We define safeguarding as being broader than 'child protection'. Safeguarding in our school confirms what we do for all children, applies across the whole school and is linked to our overall culture, ethos and the principles we follow in school. Safeguarding in our school is child centred and ensures that at all times we work in the best interests of the child to ensure that school is a safe place for all of our children and young people to be.

We define Child Protection as what we do for children at risk of significant harm, or who have been significantly harmed and we have separate clear procedures which are understood by ALL in place for this.

We define children and young people in our school as being children within the age ranges of 3 to 11 years, however we are aware that children includes everyone under the age of 18. However, as appropriate we operate in accordance with 'No Secrets' and the previous Protection of Vulnerable Adults (POVA) guidance (now Adult's guidance)¹² to ensure that any young person who is over the age of 18 who continues to receive education in our school is provided for within our safeguarding arrangements.

We accept and expect ALL in school to understand that safeguarding is everyone's responsibility. Safeguarding is defined in Working Together to Safeguard Children 2015 as:

1. protecting children from maltreatment
2. preventing impairment of children's health and development
3. ensuring that children grow up in circumstances consistent with the provision of safe and effective care and
4. taking action to enable all children to have the best outcomes

In school we act in the best interest of all children and ensure we take all reasonable steps to prevent them from harm. Having appropriate safeguards in place not only protects and promotes the welfare of children/young people, but also enhances the confidence of pupils, staff, volunteers and parents/carers.

The Child Protection Policy

¹ No Secrets: guidance on protecting vulnerable adults in care, Department of Health 2010; www.gov.uk/government/publications/no-secrets-guidance-on-protecting-vulnerable-adults-in-care

² Safeguarding adults: a national framework of standards and good practice and outcomes in adults protection work, Association of Directors of Social Services 2005: <http://lx.iriss.org.uk/content/safeguarding-adults-national-framework-standards-good-practice-and-outcomes-adult-protection>

Our child protection policy demonstrates our commitment to safeguard children from harm. The essential inclusions within our child protection policy are outlined below:

Principles	<ul style="list-style-type: none"> • the welfare of the child is paramount. • we are clear on reference to principles, legislation and guidance that underpin the policy. • we are clear that the policy applies to ALL working with or supporting children within our school and ALL are clear on their role and responsibilities. • all concerns and allegations of abuse will be taken seriously by governors, staff and volunteers and responded to appropriately - this may require a referral to children's social care services, the Designated Officer for the Local Authority (LADO) and as appropriate the policy. • arrangements are in place for the policies and the supporting procedures and updates to be reviewed regularly to ensure that they reflect good/current practice. • reference to all associated policies and procedures which promote children's safety and welfare e.g. with regards to: health and safety, anti-bullying, protection of children online.
Equality of Application	<ul style="list-style-type: none"> • no child or group of children must be treated any less favourably than others in being able to access education which meets their particular needs. • all children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs.
Up to Date	<ul style="list-style-type: none"> • our policy is reviewed, approved and endorsed by the Governing Body annually or when legislation changes.
Recruitment	<ul style="list-style-type: none"> • we operate an effective safe recruitment, selection and vetting procedure in accordance with Part Three of KCSE2016.
Communication	<ul style="list-style-type: none"> • children and parents/carers are informed of the policy and procedures and a copy of placed on the schools website.

These are the procedures and systems which provide clear step-by-step guidance on what to do in different circumstances and they clarify roles and responsibilities. Systems for recording information and dealing with complaints are also in place to ensure implementation and compliance.

Our child protection procedures are linked to the [North Tyneside’s Safeguarding Children Board’s \(NTSCB\) procedures](#). Our procedures and systems include:

Responsibility	<ul style="list-style-type: none"> a named senior designated safeguarding lead (Wayne Myers) and deputies (Katie Kershaw, Julie Atkinson and Helen Wise) with a clearly defined role and responsibilities in relation to child protection, appropriate to the level at which s/he operates.
Clarity of Understanding	<ul style="list-style-type: none"> a description of what child abuse is, and the procedures for how to respond to it where there are concerns about a child’s safety or welfare including the need for early help or concerns about the actions of a governor, staff member or volunteer.
Responsibilities are clearly understood	<ul style="list-style-type: none"> relevant contact details for the Front Door, children’s services, police, health, the Local Authority Designated Officer (LADO), Child Exploitation Online Protection Centre (CEOP) for eSafety concerns and NSPCC help lines are made available to ALL. a code of behaviour for governors, staff and volunteers; the consequences of breaching the code are clear and linked to disciplinary and grievance procedures. safe recruitment^[1], selection and vetting procedures that include checks into the eligibility and the suitability of all governors, staff and volunteers who have direct or indirect contact with children. systems to ensure that all staff and volunteers working with children are monitored and supervised and that they have opportunities to learn about child protection in accordance with their roles and responsibilities; safeguarding induction training is now mandatory for all those who work directly with children, young people, their families and/or carers. requirements for governors, staff and volunteers to learn about child protection in accordance with and as appropriate to their roles and responsibilities, including the emerging issues of eSafety, domestic violence^[2], forced marriage, female genital mutilation, children who live away from home or go missing, child sexual exploitation, race and racism and extremism. school understands their responsibility in line with the Prevent Duty (2015) and are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. School also builds pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Pupils are encouraged to debate controversial issues and provides a safe space in which pupils and staff can understand the risks associated with terrorism

[1] In accordance with Part Three of KCSE2016

[2] Including engagement with the Operation Encompass scheme between police, children’s social care and schools

	<p>and develop the knowledge and skills to be able to challenge extremist arguments.</p> <ul style="list-style-type: none"> • our safeguarding policy and procedures are tailored to our children and their needs and take into account any particular vulnerabilities of the children with whom we have contact, including those who are at increased risk of abuse due to either their age and/or dependence on adults including being part of the Operation Encompass scheme running in the local authority. Operation Encompass ensure that following any domestic abuse incident being reported to the police, the police will make contact with Children’s Social Care Front Door service who will then communicate relevant and necessary information our nominated school staff the next morning. This will ensure our school is made aware at the earliest possible opportunity and can subsequently provide support to our pupils in a way that means they feel safe and listened to.
Record Keeping/ Confidentiality	<ul style="list-style-type: none"> • a process for recording incidents, concerns and referrals and storing these securely in compliance with relevant legislation and kept for a time specified by your insurance company. • guidance on confidentiality and information sharing, legislation compliant, and which clearly states that the protection of the child is the most important consideration.

CHILD PROTECTION POLICY

INTRODUCTION

There are four main elements to our child protection policy:

1. **PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.
2. **PROCEDURES** for identifying and reporting cases, or suspected cases of harm/abuse.
3. **SUPPORT TO PUPILS** who may have been harmed/abused.
4. **PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN** including staff, agency workers, volunteers (including Governors), community education staff, other professionals and other visitors who may be working in school or coming into contact with children/young people.

1. PREVENTION

The safety and well-being of all of pupils is our highest priority. It is our responsibility to:

- know every child and young person as an individual
- provide a secure and caring environment

so that every child and young person can:

- learn in safety
- develop his/her full potential, and
- feel positive about him/herself as an individual.

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

In school we will therefore:

<u>Adults</u>	<u>Children/Young People</u>
<ul style="list-style-type: none">• provide induction which includes relevant information on child protection to ensure that individuals understand and discharge their role and responsibilities, to include but not be limited to the Child Protection Policy, Code of Conduct/Behaviour Protocol, role of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DpDSL).• provide induction training that is structured to ensure all new staff,	<ul style="list-style-type: none">• ensure children/young people know that there are adults in school whom they can approach if they are worried or in difficulty.• establish and maintain an ethos where children/young people feel secure, are encouraged to talk and are listened to.• encourage and reinforce essential skills for every child/young person such as self esteem, confidence building, independent thinking and

<p>agency workers and volunteers (including Governors) can attend appropriate child protection training as soon as reasonably possible after their appointment.</p> <ul style="list-style-type: none">• provide all staff with regular safeguarding and child protection updates (at least annually) which is in line with advice and changing practice – both nationally and from the North Tyneside Safeguarding Children Board (NTSCB).• ensure that all staff receive training endorsed by the NTSCB on child protection at least every three (3) years.• ensure that the DSL and/or DpDSL attend (NTSCB) Multi-Agency Training every two (2) years.• in addition to DSL formal training and any general staff updates, the DSL and DpDSL are supported to update their knowledge and skills (e.g. via e bulletins, meeting other DSLs or taking time to read and digest safeguarding developments) at regular intervals but at least annually.	<p>making assessments of risk based on their own judgements and help children/young people develop realistic attitudes to the responsibilities of adult life.</p> <ul style="list-style-type: none">• include activities and opportunities in the curriculum which equip children/young people with the skills they need to stay safe from harm/abuse and to know to whom to turn for help.• children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE) including sex and relationship education (SRE).• ensure that appropriate filters and monitoring systems are in place but that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
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2. CHILD PROTECTION PROCEDURES

In school we follow the procedures set out in interagency procedures produced by [North Tyneside’s Safeguarding Children Board \(NTSCB\)](#). We are aware of these procedures and ensure that they are incorporated into the practice, policy and procedures that we operate in school.

We will contact the Front Door Service (see the information attached at the end of this policy - contact details) as the first point of contact for concerns about the safety or welfare of a child/young person in North Tyneside. We understand that the Front Door Service is the access point to the MASCT (Multi Agency Screening and Co-ordination Team) which has a duty team who offer information, support and services including information about early help and will respond to concerns.

In school, we ensure that all staff are aware that they have a professional responsibility to share information with other professionals and agencies in order to safeguard children/young people. All staff are aware of confidentiality protocols, adhere to these and ensure that information is shared appropriately. In school we all understand the need for and respect the appropriateness of the Head Teacher (Wayne Myers), who is the DSL, the DpDSLs or Designated Teacher for Looked After Children (Katie Kershaw) disclosing any information about a pupil to other members of staff on a need to know basis only.

In school, we ensure that all staff are aware that any information a child/young person discloses regarding harm/abuse of themselves or of another child/young person must be shared as appropriate, and cannot be kept secret. In addition to our overarching principles which operate to ensure child protection is effective we also have 5 areas of focus. We believe as a Governing Body that this ensures child protection procedures are easier to understand for ALL and better ensures we are operating our child protection procedures effectively. Each area of focus is of equal importance:

- Training & Awareness for All
- Role & Responsibilities of the DSL & Deputy DSLs
- Safeguarding in Practice
- Working with Others
- Teaching & Learning and the Curriculum

In our school the Governing Body ensures:

<u>Overarching Principles:</u>	<ul style="list-style-type: none"> • we have a DSL for Child Protection who is part of the school’s senior leadership team; Head Teacher, Wayne Myers. • the DSL takes lead responsibility for safeguarding and child protection and this is explicitly noted in their job description and whilst some of the activities of this role may be delegated to appropriately trained and experienced deputies, however, the ultimate lead responsibility for safeguarding and child protection remains with the DSL as this cannot be delegated. • the DSL and their Deputies will undertake appropriate and timely North Tyneside Safeguarding Children Boards (NTSCB) training every two (2) years. • we have three (3) appropriately trained and experienced Deputy DSLs in school; Katie Kershaw, Julie Atkinson and Helen Wise, and these arrangements are clearly
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	<p>communicated to staff, agency workers, volunteers and governors.</p> <ul style="list-style-type: none"> • staff, agency workers, volunteers and governors are clear where they have a concern or a query relating to a child/young person that they need to contact the DSL/DpDSL in school. • all staff, agency workers, volunteers, governors and other adults supporting/working in school knows what to do if they have any concerns about a child, including referring the matter to the DSL/DpDSLs and are also aware that irrespective of the arrangements in school, any staff member can make a referral to Children’s Social Care, through the Front Door. • all staff, agency workers, volunteers, governors and other adults supporting/working in school are provided with an immediate induction relevant to their role in school, this induction will then increase as appropriate linked to their role in school and the expected duration of that role . • all staff, agency workers, volunteers and governors will be provided with a copy of our child protection policy, safeguarding arrangements, code of conduct/behaviour protocols for staff and the whistle blowing policy and will be supported and then expected to understand how these polices and guidance documents apply to their role in school. • all staff, agency workers, volunteers and governors will be provided the names and contact arrangements of the DSL/Dp DSLs, Front Door (through which Children’s Social Care can be contacted) and the NSPCC Whistle blowing Help line. This list will be reviewed termly by the DSL to ensure that it remains up to date and any necessary updates notified to ALL immediately (attached as Reference Document A). • all visitors will be required to sign in at reception in accordance with our visitor’s protocol and will be required to operate within the conditions contained in this document. In addition to child protection, safeguarding and health and safety, this visitor’s protocol is noted as being our part of our ‘induction’ for visitors. • ensure all staff, agency workers, volunteers and governors are aware of the need to maintain appropriate and professional boundaries in their relationships with pupils and parents. We will support this practice via induction and periodic training/updates to support a practical understanding of the guidance that school provides on safe working practices. • all staff, agency workers, volunteers and governors will be assigned an ‘induction’ mentor for a set period of time following their appointment within school. The duration of the ‘induction period’ set will be tailored to suit the role and the time duration of the role that each individual will be undertaking in school. • the DSL and DpDSLs are issued with an appropriate job description/role clarity for this role which incorporates Annex B of Keeping Children safe in Education (KCSE 2016). • staff understand and recognise the importance of the role of the DSL/DpDSL. In addition to this all staff understand their own professional and personal duties and responsibilities in relation to this role. • the DSL/DpDSL takes advice from the North Tyneside Front Door service when managing cases where there is or may be a concern that warrants further support or intervention in line with the North Tyneside Threshold Guidelines. • this policy is accessible to ALL, being placed on the school’s
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	<p>website and in the staff 'Shared' drive on the network, as well as paper copies being available in the school office and the staff room, allowing those colleagues to access, who do not have day-to-day access to a school network/PC.</p> <ul style="list-style-type: none"> • this policy and its associated guidance is reviewed by the governing body annually and/or following a required review and the lead responsibility for ensuring that this happens is assigned to the DSL. • as a Governing Body we receive a confidential annual report from the DSL and the Safeguarding Governor to provide updates of the practice that operates in school, including any changes linked to legislation/good practice and our schools own developments/feedback from staff and to provide assurance to the Governing Body that both safeguarding and child protection is operating effectively at all levels in school. The school will also complete the NTSCB Section 11 audit to further evidence that safeguarding arrangements are effective. • parents/carers have an understanding of the responsibility placed on school and staff for child protection. This is achieved in school, as we clearly communicate our policy, in information provided to parents/carers and ensure our Child Protection Policy is published on the website.
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<p><u>Training & Awareness for ALL:</u> the DSL for child protection in school will ensure all relevant persons – who in school, we define to include all staff, agency workers and volunteers (including Governors) who have contact with children/young people;</p>	<ul style="list-style-type: none"> • will know the name of the DSL/DpDSLs, their roles, contact details and who they are – to achieve this the DSL will as a minimum issue contact details outlined at the end of this policy to ALL and will ensure that this information is reviewed/updated and re-issued, on a termly basis, as appropriate. • all staff will be provided with child protection training, immediately that they are appointed/placed in school. • all staff will receive training endorsed by the NTSCB on child protection at least every three (3) years. • are able to access the 3 yearly training offered to all staff. Attendance will be open to volunteers and governors who have direct contact with children/young people, as well as any agency workers who are on placement within the school, at the point of time the training is delivered. • will also all receive regular safeguarding and child protection updates (regularly, but at least annually) from the DSL and the DpDSLs, in line with advice and changing practice – both nationally and from NTSCB. • the DSL and the DpDSLs will attend NTSCB Multi Agency Child Protection Training every two (2) years. • the DSL/DpDSLs are supported to update their knowledge and skills on a periodic basis, this will be achieved by them accessing e-bulleting, e-training (Learning Pool) network meetings, via their appraisal/mentor process and in taking time to read and digest safeguarding developments, both locally and nationally. • have the opportunity to contribute to and shape safeguarding arrangements and child protection policy and protocols. • are all provided with additional reference documents – included within our policy to ensure that they understand: <ul style="list-style-type: none"> ○ Key concepts and definitions relating to significant
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	<p>harm, the categories of harm and abuse, Early help and signposts to further reading on specific safeguarding issues (attached as reference document B).</p> <ul style="list-style-type: none"> ○ guidance for staff on receiving a disclosure (attached as reference document C). ○ information relation to the other policies that operate in school which support safeguarding and child protection (attached as reference document D). ○ actions to take when there are concerns about a child (attached as reference document E). <ul style="list-style-type: none"> • are working in accordance with KCSE2016³ (linked to research from Serious Case Reviews), where the dangers of failing to take corrective action have been shown; poor practice has included failing to act upon the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear to be taking action does not occur in school. We have, in place practices and procedures, to ensure that all concerns, discussions and decisions made, and the reasons for those decisions, is recorded in writing. Where staff have doubts they are clear that they must talk to the DSL or the DpDSLs, who will ensure that information is appropriately recorded, reviewed and any necessary actions taken.
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<p><u>Role & Responsibilities of the DSL:</u> the DSL is clear on their role and responsibilities for safeguarding and child protection, understanding that they cannot delegate this responsibility and in carrying out this role they are clear on what they are responsible for which ensures that all relevant persons in school are also clear on the role of the DSL and Dp DSL's.</p>	<ul style="list-style-type: none"> • the DSL and the DpDSLs are responsible for ensuring that ALL are issued with a copy of KCSE2016; 'Information for all school and college staff' (Part 1) in September 2016 or upon their appointment/placement in school should it be after this date, and ensure that individuals have read, understood and are able to discharge their role and responsibilities as set out in this document. • issue to all staff, as part of this procedure, a copy of page 10 of KCSE2016 – actions where there are concerns about a child (and attached as reference document E as part of the overall staff briefing in September 2016, as noted above) and upon their appointment/placement in school should it be after this date and ensure that individuals have read, understood and are able to discharge their role and responsibilities as set out in this referral guide. • to ensure that all policies, procedures, guidance and practice are in place in school to ensure effective safeguarding and child protection and to ensure that those policies, procedures, guidance and practice are updated and implemented in a timely way. • work with the Local Authority, NTSCB and other agencies to ensure that we are able fulfil our duties and responsibilities in relation to Safeguarding and Child Protection arrangements, which will include, but not be limited to, completion of an annual return e.g. including a Section 11 audit.
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³ new learning from serious case reviews: a two year report for 2009-2011

	<ul style="list-style-type: none"> • work to develop effective links with relevant agencies and co-operate, as required, with their enquiries regarding welfare and child protection matters including attendance and written reports at Initial Child Protection Conferences, core groups/care team meetings, Child Protection Review Conferences and Team Around the Family (TAF) meetings which are part of the Early Help process. • ensure that 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, are maintained appropriately, in school. • ensure all records are kept to the required standard/guidance and are stored securely, with restricted access, in a locked location. • to work closely with the Safeguarding Governor to ensure that they are clear on their role and responsibilities, in relation to safeguarding, to work within them throughout the year and in the production of the annual report to Governors and the Section 11 audit.
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<p><u>Safeguarding in Practice:</u> the DSL will ensure all relevant persons;</p>	<ul style="list-style-type: none"> • know that they have a professional responsibility for sharing concerns about a child's safety and welfare, with the DSL/Dp DSLs, in school, and understand their personal responsibility with regards to safeguarding and child protection matters. • understand that school staff are in an important position to identify concerns early and provide help for children, where relevant. This is linked to the NTSCB thresholds document to prevent concerns escalating. • ensure that all staff know what to do, if a child tells them he/she is being abused or neglected, and how to maintain appropriate levels of confidentiality whilst at the same time liaising with the DSL, the DpDSLs or children's social care. Staff should be aware that they should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child. • for teaching staff - the DSL and DpDSLs will ensure that each teacher understands their professional duties linked to Teacher's Standards and what is expected of them as a teaching professional. • know that if a child/young person's situation does not appear to be improving, the adult with concerns should press for 'reconsideration' and should clearly understand what this means and how this operates, within the context of the Child Protection Policy. • understand the need to be vigilant in identifying cases of harm/abuse and the importance of immediately report concerns when they arise. • know that information a child/young person discloses regarding harm/abuse of themselves or another child/young person must be shared as appropriate, and cannot be kept secret. • know how to support and to respond to a child/young person who tells of harm/abuse or other matters, that have the potential to be a cause for concern/harm. • ensure confidentiality protocols are adhered to and information is shared appropriately. • understands that the Head Teacher/DSL or the DpDSLs, in school, will disclose any information about a pupil, to other
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	<p>members of staff, on a need to know basis only.</p> <ul style="list-style-type: none"> • recognise their duty and feel able to raise concerns about poor or unsafe practice, in regard to children/young people, and know that those concerns will be: <ul style="list-style-type: none"> • addressed • managed sensitively and effectively • dealt with in a timely manner • dealt with in accordance with schools agreed policies/practices, including Whistle Blowing Policy. • understand that if they have a concern about another adult in school (including agency workers, volunteers, governors, other staff/adults – including but not limited to Local Authority, Health, etc), they must refer the matter to the Head Teacher (whose contact details are noted at the end of this document). Where the concerns are about the Head Teacher, they should refer the matter to Chair of Governors (whose contact details are noted at the end of this document) - as outlined in Part 4 of KCSE2016 and, as noted to all adults in school, as part of induction and training protocols. • ensure that staff are able to recognise that children are capable of abusing their peers and ensure that the child protection arrangements in school have in place procedures to minimise the risk of peer on peer abuse and how such allegations are managed. The policy in school reflects the different forms peer on peer abuse can take, is clear that this abuse is not, and will not, be tolerated. The policy also notes how victims of peer on peer abuse will be supported in school.
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<p><u>Working with Others:</u> the DSL for child protection in school will co-ordinate and lead on the following:</p>	<ul style="list-style-type: none"> • the undertaking of appropriate discussion with parents/carers, prior to the involvement of another agency, unless doing so would place the child/young person at risk of further significant harm. • contacting the North Tyneside Front Door service for information, advice, guidance (including the early help pathway) or to make a referral where there are concerns about harm a child/young person. • ensuring that all relevant persons who have contact with children/young people know what to do if they have any concerns about a child, including referring the matter to the DSL or the DpDSLs. • ensuring that any staff member is aware that they can make a referral to Children’s Social Care, through the Front Door. • reporting an unexplained school absence to the child/young person’s Social Worker or Front Door where there is a pupil who is subject to a child protection plan or is a Looked After Child. The Designated Teacher for Looked After Children (LAC) must also be informed, and confirm that this will operate as a first day response, or as agreed, when part of any inter-agency plan in place. • ensuring that the school have in place a Designated Teacher for LAC and that their contact details are noted in the information attached at the end of this policy.
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	<ul style="list-style-type: none"> • working with the Head of the Virtual School, within the Local Authority, to discuss and agree how funding can best be used to support the progress of LAC in school and meet the needs identified in the child's Personal Education Plan. • recognising that children with Special Educational Needs and/or Disabilities (SEND), can face additional safeguarding challenges. The child protection procedures and practices which operate in school reflect the fact that additional barriers can exist when recognising abuse and neglect in this group of children. • demonstrating operational policy and practice in school reflects and provides for children's learning experiences, including care and accommodation, for short periods of time, by a host family, to which they are not related, as set out in Annex E of KCSE2016
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<p><u>Teaching & Learning and Curriculum:</u> The DSL will be required to ensure;</p>	<ul style="list-style-type: none"> • children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE) including sex and relationship education (SRE). • that as we increasingly work on-line, we ensure that our children are safeguarded from potentially harmful and inappropriate online material. We have appropriate filters and monitoring systems in place. • the appropriate filters and monitoring systems that we have in place do not "over block", nor do they lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding. • in accordance with Annex C of KCSE2016, we have in place a policy that recognises that technology has become a significant component of many safeguarding issues. We have in place an effective approach to online safety, which empowers school to protect and educate the whole school community in the use of technology and have established mechanisms to identify, intervene and escalate any incident, where appropriate. • staff have an awareness of risk taking behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting, which put children in danger. • staff have an awareness of issues that can manifest themselves, via peer on peer abuse. This is most likely to include, but is not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. • staff are clear as to the school policy and procedures for managing allegations made against other children/young people, including peer on peer abuse.
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3. SUPPORTING PUPILS

In school we recognise that children/young people, who are harmed, 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.

School may be the only stable, secure and predictable element in the lives of children/young person at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. We recognise that some children/young people actually adopt abusive behaviours and that these children/young people must be referred on for appropriate support and intervention.

<p>In school we will endeavour to support the pupil through:</p>	<ul style="list-style-type: none"> • 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. • the school's behaviour policy, which is aimed at supporting vulnerable pupils in school. • the ensuring of all staff's awareness of their responsibility to provide a consistent approach, focusing on the behaviour of the offence committed by the child/young person, but not damaging the pupil's sense of self-worth. • endeavouring to ensure that the pupil knows that some behaviour is unacceptable, but that s/he is valued, and not to be blamed for any harm/abuse, which has occurred. • liaison with other agencies which support the pupil such as Children's Services, Integrated Locality Team within the LA, Child and Adolescent Mental Health Services (CAMHS), the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service. • a commitment to develop productive and supportive relationships with parents/carers, whenever it is in a pupil's best interest to do so. • recognition that children/young people living in a home environment where there is risk, e.g. domestic abuse, drug or alcohol abuse, other health or wellbeing concerns, are vulnerable and in need of support and protection. • vigilantly monitoring children/young people's welfare, keeping records (separate to child/young person's school record and in accordance with the schools record management practices) and notifying Children's Services <u>as soon as there is a recurrence of a concern.</u> • ensuring that when a pupil subject to a child protection plan leaves, information will be transferred to the new school immediately – in accordance with KCSE2016 – this will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained.
<p><u>Special Educational Needs and Disability (SEND)</u></p>	<p>We recognise, that statistically, children/young people with disabilities and/or behavioural difficulties are more vulnerable to harm/abuse. School staff who deal with children/young people with disabilities, sensory impairments and/or emotional and behaviour problems are therefore particularly sensitive to signs of harm/abuse.</p> <p>To support the operation of this policy we have in place guidance</p>

	<p>which ensures:</p> <ul style="list-style-type: none"> • assumptions are not made, without further investigation; indicators of possible abuse such as behaviours, mood and injury may be part of the child’s special need or disability • an understanding that children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs; and • support is provided so that communication barriers and difficulties are not a barrier to children, when it comes to their ability in raising concerns, and being supported to voice those concerns.
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4. PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN/YOUNG PEOPLE

<p>In school we will:</p>	<ul style="list-style-type: none"> • operate Safe Recruitment practices including ensuring appropriate Data Barring Service (DBS) and reference checks are undertaken according to KCSE2016 for all staff, agency workers and volunteers (including Governors), before individuals are appointed or placed into school. • ensure that at least one member of the governing body and the Head teacher is trained in Safe Recruitment Practices. • with effect from 1st April 2016, ensure all Governors appointed before this date have an Enhanced DBS certificate in place (this was effective by the deadline of 1st September 2016). All Governors appointed after the 21st April 2016 will undertake an Enhanced DBS check within 21 days of their appointment. • ensure all other relevant NTSCB, DfE and Ofsted safeguarding requirements, advice and guidance will be adhered to. • through Allegations Management: <ul style="list-style-type: none"> ○ implement ‘Guidance for Dealing with Allegations of Abuse Against Staff’ and ‘Safer Working Practices for Adults who work with Children and Young People’ and all other relevant Safeguarding and Child Protection policies. ○ in the event of an allegation against staff, school will consult with the Designated Officer for the Local Authority; see the information attached for contact details. • ensure that any proceedings against staff, relating to child protection matters, are concluded in full, even where the member of staff is no longer employed at the school, and that notification of any concerns is made to the relevant authorities, professional bodies and included in references where applicable. • ensure that all staff, agency workers and volunteers (including Governors) are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents. • ensure that staff, agency workers and volunteers (including Governors) are aware that sexual relationships between them and pupils aged under-18, are unlawful, and could result in legal proceedings being taken against them, under the ‘Sexual
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	Offences Act 2003' (Abuse of position of trust).
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Reference Document A



Richardson Dees Primary School

Contact Details for Child Protection and Safeguarding as at: Monday 19th September 2016*

(*these details will next be reviewed on Monday 9th January 2017 to ensure that they remain relevant, but will be altered sooner, if required)

Designation/Role	Individual(s)	Contact Details
Head Teacher	Mr Wayne Myers	Email: wayne.myers@northtyneside.gov.uk (secure) Telephone(s): (0191) 200 7256 Mobile(s):
Chair of Governors	Mrs Anne Parker	Email: anneparker22@hotmail.com Telephone(s): Contactable through school on (0191) 200 7256 Mobile(s):
Designated Safeguarding Lead:	Mr Wayne Myers	Email: wayne.myers@northtyneside.gov.uk (secure) Telephone(s): (0191) 200 7256 Mobile(s):
Deputy Designated Safeguarding Lead:	Mrs Katie Kershaw	Email: katie.kershaw@northtyneside.gov.uk (secure) Telephone(s): (0191) 200 7256 Mobile(s):
	Mrs Julie Atkinson	Email: julie.atkinson@richardsondeesps.org.uk (non-secure) Telephone(s): (0191) 200 7256 Mobile(s):
	Mrs Helen Wise	Email: helen.wise@richardsondeesps.org.uk (non-secure) Telephone(s): (0191) 200 7256 Mobile(s):
Designated Teacher for Looked After Children	Mrs Katie Kershaw	Email: katie.kershaw@northtyneside.gov.uk (secure) Telephone(s): (0191) 200 7256 Mobile(s):

Designated Safeguarding Governor:	Name: Email: Telephone(s): Mobile(s):	Lyndsey Pilling Lyndsey.mcnally@gmail.com Contactable through school on (0191) 200 7256
Designated Officer; Local Authority		Contactable through the Front Door Service; see below
Front Door		0345 2000 109 Out of hours: 0191 200 6800
Integrated Locality Teams	<u>North West</u> 6438966 <u>The Coast</u> 6438210 <u>South West</u> 643 6262 <u>Central</u> 643 8266	Locality manager: Nicky Garner Based at Shiremoor Children's Centre Locality manager: Lesley Davies Based at Whitley Bay Customer First Centre Locality manager: Julie Connolly Based at Howdon Children's Centre Locality manager: Toni Clarke-Brown/Bev Marrs Based at Riverside Children's Centre
Police	Emergency and non-emergency number	999 or 101 (non-emergency number)
Prevent Duty	Dedicated DFE Prevent	020 7340 7264
NSPCC National Whistle Blowing Help Line		0800 028 028 5 help@nspcc.org.uk

Reference Document B

Key concepts and definitions

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.

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 harm/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 a family and in social circumstances where their health and development are neglected. For them, it is the corrosiveness of long term emotional, physical or sexual harm/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.

Definitions from Working Together to Safeguard Children (2015)

A guide to inter-agency working to safeguard and promote the welfare of children

Abuse – 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child. (KCSE 2016 Page 11, types of abuse or neglect).

Physical Harm/Abuse - A form of abuse which 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 Harm/Abuse - 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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a 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 serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Harm/Abuse - Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for harm/abuse (including via the internet). Sexual harm/abuse is not solely perpetrated by adult males. Women can also commit acts of sexual harm/abuse, as can other children.

Neglect - 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, 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 care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

What is the Early Help Assessment (EHA)? - An EHA provides an assessment when a child or young person and their family are identified as needing some additional help and it is thought they would benefit from coordinated support from more than one agency. An EHA provides an opportunity for the whole family to consider and prioritise their needs and build on their strengths within the context of their own family.

The approach is one where practitioners come together to;

- share information
- find out what support is required
- work as a team around the family
- create a single SMART action plan
- contribute to and the support required
- identify who else might be asked to help
- regularly review progress

It is an assessment tool and as such it is not about making referrals, requests for additional services or used to pass families to another practitioner or team. It is not about form filling; it is about having a meaningful conversation with a family about their strengths and challenges, working out what they need and identifying the right people to provide the right support at the right time.

When concerns arise, school should consider the [North Tyneside Safeguarding Children Board's Threshold document](#), and where a child's needs are thought to be at an appropriate level for early help, the school should undertake an EHA to identify what help the child and family require and prevent the needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

If at any stage during the EHA process, there are worries that a child or young person has been harmed or is at risk of harm, normal safeguarding procedures must be followed and school must contact the Front Door

The lead person for engaging in the process of EHA will be determined in each school with a named staff member being identified, however this does not exclude other members of school staff being asked to contribute to the assessment or becoming the lead worker in the early help process.

Professionals can ring the Early Help and Co-ordination Team or the Front Door to find out if an EHA already exists for a child/family and for further information on the early help process. Each school is also linked to an Integrated Locality team. Contacts can be found in the school's full child protection policy.

Further reading

To ensure understanding of key concepts and definitions and specific safeguarding issues,

- all staff ***must*** read **Part One of Keeping Children safe in Education (KCSE) 2016**

and,

- all staff working directly with children, must also read **Annex A of Keeping Children safe in Education (KCSE) 2016**

Annex A of KCSE2016 outlines further information on specific safeguarding issues including;

- a child missing from education
- child sexual exploitation (CSE)
- so called 'honour based' violence (HBV) which includes but is not limited to,
 - Female genital mutilation (FGM) which now has a mandatory reporting duty placed on teachers
 - Forced marriage
 - Breast ironing
- Preventing radicalisation including
 - The Prevent Duty
 - Channel guidance

Reference Document C

Guidance for staff on receiving a disclosure/allegation

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 Safeguarding Lead (DSL) or deputy DSL immediately.

Reference Document D

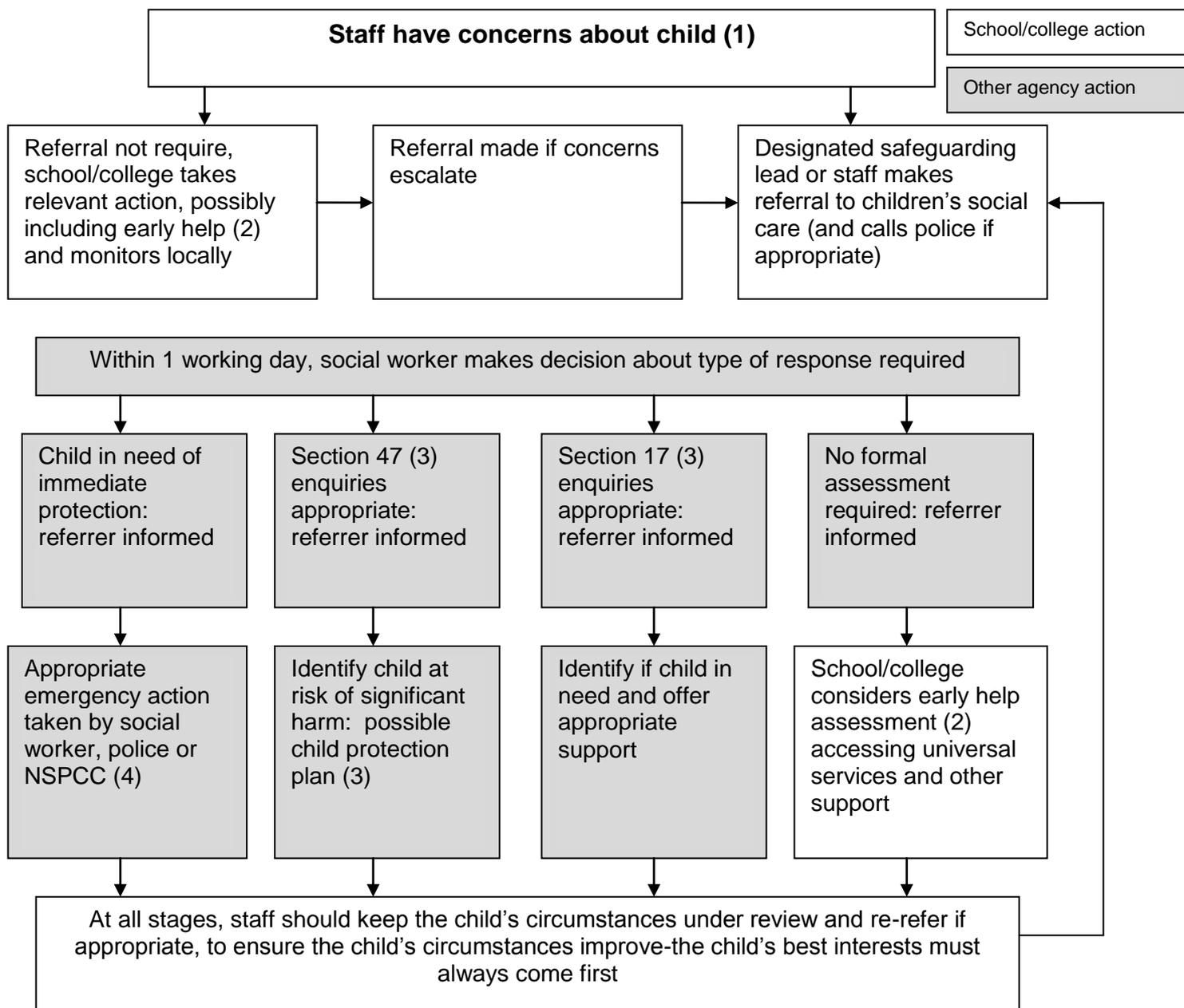
Links to other procedures in School

This policy does link to other school procedures and therefore must be read in conjunction with other related policies in school. This includes, but is not limited to the following,

- Anti-bullying (including racist, disability, and homophobic or transphobic abuse)
- Attendance management
- Allegation management - adults
- Allegation management – made against other children/young people including peer to peer abuse
- Arrangements for those educated in alternative provisions
- Behaviour policy
- Complaints
- Confidentiality, data protection and information sharing
- E-safety, use of the internet, photography and mobile phones
- Exclusions
- Early Help/Early Intervention and Prevention
- First aid
- Health & Safety
- Inclusion and Special Educational Needs and Disability (SEND)
- Induction procedures
- Intimate care policy
- Lettings & school security
- Looked after children policy
- Medication policy
- Missing children policy
- On line and e-safety
- Physical intervention & use of reasonable force
- Promoting equality & diversity
- PSHE policy, including SRE policy (Sex and Relationship Education)
- Recruitment and Selection
- School trips and visits
- Staff behaviour policy (code of conduct)
- Visitors, agency workers and volunteers (including Governors)
- Whistle blowing

Reference Document E

Actions where there are concerns about a child – to be issued to ALL (from *Keeping Children Safe in Education 2016*)



In cases which also involve an allegation of abuse against a staff member, see Part four of this *Keeping Children Safe in Education (2016)*.

1. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of *Working together to safeguard children* provides detailed guidance on the early help process.
2. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of *Working together to safeguard children*.
3. This could include applying for an Emergency Protection Order (EPO).

Part Three – Additional references for the DSL and DpDSLs only

Standards for effective child protection practice in schools

In schools which are noted as having in place best practice, they are able to demonstrate the following:

- have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;
- 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;
- 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;
- are vigilant in cases of suspected child harm/abuse, recognising the signs and symptoms, have clear procedures whereby staff report such cases to the relevant person or service and are aware of local procedures so that information is effectively passed on to the relevant professionals;
- 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 relevant meetings.
- provide and support child protection training regularly to school staff and to designated safeguarding leads and any deputies as outlined in KCSE2016 to ensure their skills and expertise are up to date, and ensure that targeted funding for this work is used solely for this purpose;
- contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;
- 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 **Sex and Relationship Education Guidance (2000)**: Statutory Guidance on sex and relationship education;
- 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;
- 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;
- take particular care that pupils with Special Educational Needs and/or Disability (SEND) in mainstream and special schools, who may be especially vulnerable to harm/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;
- have effective safeguarding arrangements in place for those pupils who are educated in an alternative provision and recognise that school ultimately remains responsible for the safeguarding and welfare of pupils educated off-site.
- have a clear policy about the handling of allegations of harm/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 in KCSE2016.
- have a clear policy about the handling of allegations of abuse made against other children, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times.

- 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.

References and useful sources of information and advice

Schools need to ensure that the documents that they produce to support a safer culture in schools and child protection either include or have considered the information contained within these reference documents.

Local information and guidance

- North Tyneside Safeguarding Children Board (NTSCB) child protection/safeguarding procedures; click [here](#)
- Guidance for safer working practice for those working with children and young people in education settings Oct 2015; click [here](#)
- Guidance on allegations of harm/abuse against staff in schools-Schools are now directed to the statutory DfE Guidance KCSE2016 for advice in such matters-See part 4 Allegations of abuse made against teachers and other staff; click [here](#)
- North Tyneside Safeguarding Children Board (NTSCB) Section 11 audit *(NTSCB to circulate updated 2016 version in Autumn 2016. 2015 version available [here](#))*
- North Tyneside Threshold Guidelines; click [here](#)

Contact details

Front Door	<p>Tel: 0345 2000 109</p> <p>Out of hours: 0191 200 6800</p>
Designated Officer for the Local Authority and/or Allegations Against Staff	<p>Contactable via Front Door Service on 0345 2000 109</p> <p><u>Allegations against staff only –</u></p> <p>Senior HR Business Partner - Schools</p> <p>Christina Ponting</p> <p>Christina.ponting@northtyneside.gov.uk</p> <p>Tel: (0191) 643 8010 / 07970 640 472</p>
Integrated Locality Teams <u>North West</u>	<p>Locality manager: Nicky Garner</p> <p>Based at Shiremoor Children's Centre; 6438966</p>

<p><u>The Coast</u></p> <p><u>South West</u></p> <p><u>Central</u></p>	<p>Locality manager: Lesley Davies</p> <p>Based at Whitley Bay Customer First Centre; 6438210</p> <p>Locality manager: Julie Connolly</p> <p>Based at Howdon Children's Centre; 643 6262</p> <p>Locality manager: Toni Clarke-Brown/Bev Marrs</p> <p>Based at Riverside Children's Centre; 643 8266</p>
<p>Safeguarding Training for schools</p>	<p>Training and Development Officer for Safeguarding Training in Education</p> <p>Lisa Wardingham. lisa.wardingham@northtyneside.gov.uk</p> <p>Tel: 0191 643 8076</p>

Further references and information

1. [Keeping children safe in education - Publications - GOV.UK](#)
2. [Working together to Safeguard Children \(2015\)](#)
3. [What to do if you're worried a child is being abused. Advice for practitioners \(2015\)](#)
4. [The Munro Review of Child Protection: Final Report: *A child-centred system* Professor Eileen Munro \(2011\)](#)
5. [Education Act 2002](#)
6. [Children's Act 1989](#)
7. [School attendance \(2014\) including guidance on children missing from education](#)
8. [Children who run away or go missing from home or care \(2014\)](#)
9. [School attendance parental responsibility measures \(Jan 2015\)](#)
10. [Children missing education, Statutory guidance for local authorities \(Jan 2015\)](#)
11. [Sexual Offences Act 2003 \(Abuse of position of trust\)](#)
12. [Sex and Relationship Education Guidance \(2000\)](#)
13. [Sex and relationships education \(SRE\) for the 21st century](#)
14. [Information Sharing \(2015\)](#)
15. [Behaviour and discipline in schools \(2016\)](#)
16. [Use of Reasonable Force \(2013\)](#)
17. [Searching, screening and confiscation: advice for schools \(2014\)](#)
18. [Preventing and tackling bullying](#)
19. [Prevent: Preventing Violent Extremism Strategy](#)
20. [The Prevent Duty \(2015\) Departmental advice for schools and childcare providers](#)
21. [The use of social media for online radicalisation](#)
22. [Safeguarding Children and young people from sexual exploitation](#)
23. [Safeguarding Children in whom illness is fabricated or induced](#)
24. [Safeguarding Children from female genital mutilation](#)
25. [Safeguarding disabled children](#)
26. [Forced Marriage](#)
27. [Safeguarding Children from abuse linked to faith or belief](#)
28. [The role and responsibilities of the designated teacher for looked after children](#)

All available from www.gov.uk , www.education.gov.uk or www.legislation.gov.uk

Other useful websites:

Child Protection in Education www.cape.org.uk

NSPCC www.nspcc.org.uk

CEOP www.ceop.police.uk

The Children's Legal centre www.protectingchildren.org.uk

The Children's Commissioner for England www.childrenscommissioner.gov.uk

Child line www.childline.org.uk/Pages/Home.aspx

Think you know www.thinkuknow.co.uk

Childhood bereavement www.childhoodbereavementnetwork.org.uk

Private Fostering www.privatefostering.org.uk

Child Carers www.actionforchildren.org.uk/our-services/young-people/supporting-young-carers

FGM www.fgmelearning.co.uk/

NWG (National Working Group for CSE) <http://www.nwgnetwork.org/>