

Marden Bridge



Middle School

*Believe, achieve, succeed.*

## CHILD PROTECTION POLICY

*Adopted: December 2014*  
LA to review

## **CHILD PROTECTION POLICY FOR MARDEN BRIDGE MIDDLE SCHOOL**

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**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. The governing body ensure the following procedures are in place in accordance with Keeping Children Safe in Education (2014), Local Authority (LA) guidance and locally agreed interagency safeguarding procedures.

The governing body will ensure that,

- the child protection policy and relevant procedures are in place and that all staff and volunteers have access to this policy, understand it, know its location and the policy is revisited by all staff periodically in particular, after it has been reviewed by the governing body (annually and/or following a required review);
- the child protection policy is made available to parents;
- the staff code of conduct/staff behaviour policy is issued to all staff and volunteers on induction to the school and periodically in particular, after it has been reviewed by the governing body;
- Safer Working Practices guidance and Keeping Children Safe in Education (2014)-Information for all staff is issued to all staff and volunteers on induction to the school;
- 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 made against staff and volunteers that comply with local authority guidance and locally agreed inter-agency procedures;
- a senior member of the school’s leadership team is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with and working with other agencies;
- 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 on induction and 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 the LADO (Angela Glenn tel: 0191 643 7315) and partner agencies as appropriate in the event of allegations of abuse being made against the head teacher;
- the policies and procedures operating in school are reviewed/updated annually(\*). An updated copy should be provided to the LADO on an annual basis. Additionally where the school choose to adopt a non-recommended LA policy they should provide a copy to the LADO.  
(\*or as and when safeguarding arrangements necessitate the need for a review).

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The policy was ratified on Wednesday 3 December 2014 and will be reviewed on by the LA

Signed by Head Teacher.....

Signed by school Governor.....



*Endorsed by NTSCB*

## INTRODUCTION

Marden Bridge Middle School fully recognises the responsibility it has regarding arrangements for safeguarding and promoting the welfare of children.

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 and the Local Authority, as employers, to ensure that these responsibilities are met in full.

Safeguarding and promoting the welfare of children is defined in **Working Together (2013)** as:

- *protecting children from maltreatment;*
- *preventing impairment of children's health or development;*
- *ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and*
- *taking action to enable all children to have the best outcomes.*

In addition,

**Keeping Children Safe in Education (2014)** outlines:

*Everyone who comes in to contact with children and their families has a role, to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating*

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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

## **There are four main elements to our 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 abuse.
- 3. SUPPORT TO PUPILS** who may have been abused.
- 4. PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN** - Our policy applies to all staff and volunteers working in school including community education staff and governors.

### **1. PREVENTION**

The safety and well-being of all of our pupils is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety and can develop his/her full potential and feel positive about him/herself as an individual.

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

The school will therefore:

- provide with an induction for all new staff and volunteers are which includes relevant information on child protection procedures and then ensure they can attend child protection training as soon as reasonably possible. Further child protection training is then provided in school every three years for all staff;
- ensure children 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 feel secure and are encouraged to talk, and are listened to;
- encourage and reinforce essential skills for every child such as self esteem, confidence building, independent thinking and making assessments of risk based on their own judgements and help children develop realistic attitudes to the responsibilities of adult life;
- include activities and opportunities in the curriculum which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help. \*

*\* In consultation with governors, we will consider whether and if so, how school includes appropriate information in the curriculum about various types of potential abuse and the extent to which teaching should be more directly concerned with warning children of the risks of child abuse, including sexual abuse and specific safeguarding issues (see appendix C) and with helping children protect themselves.*

## 2. PROCEDURES

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

We will contact the Front Door Service (Tel: 0345 2000 109) as the first point of contact for concerns about the safety or welfare of a child in North Tyneside. 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 and will respond to concerns.

All staff must be aware that they have a professional responsibility to share information with other professionals and agencies in order to safeguard children. Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. 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 information a child discloses regarding abuse of themselves or another child must be shared as appropriate, and cannot be kept secret (See appendix D).

**The governing body will ensure the following,**

**The school will:**

- ensure it has a designated senior member of staff for Child Protection who is part of the school's senior leadership team, who is advised to undertake appropriate North Tyneside SCB Child Protection training (see appendix G for training pathway). This training will be updated at least every two years;
- ensure a deputy designated person/s and/or contingency arrangements are in place should the designated member of staff not be available. *(Please note: The designated person will usually decide whether to make a referral to the Front Door, but it is important to note that any staff member can refer their concerns directly);*<sup>2</sup>
- recognise the importance of the role of the designated senior person and arrange support and ongoing training;
- see that the designated senior person will take advice from Front Door when managing cases where they have a concern that warrants further support or intervention in line with the [North Tyneside Threshold Guidelines](#);
- ensure this policy is accessible to all relevant parties and reviewed by the governing body annually and/or following a required review;
- ensure that parents have an understanding of the responsibility placed on school and staff for child protection by setting out its obligations in information provided to parents and ensure this policy is published on the school's website;

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<sup>2</sup> Keeping Children Safe in Education (2014) Section 17

**Designated senior member of staff for Child Protection:** Mr J Instone

**Deputy designated member/s of staff for Child Protection**

Miss Helen Glendinning and Mrs A Hall

**The senior designated person for child protection will ensure all staff (which includes governors and volunteers):**

- know the name/s of the designated senior person/s and their role and;
- has child protection training, from the point of their induction, and updated every three years at a minimum including governors who have direct contact with children

and that **all staff** have read,

- Keeping Children Safe in Education-Information for all school and college staff;<sup>3</sup>
- The child protection policy on induction, annually and/or after review;
- The staff code of conduct/staff behaviour policy on induction, annually and/or after review;
- North Tyneside Council's Guidance for Safer Working Practices for Adults who work with Children and Young People.

In addition, the designated person will ensure **all staff**,

- know that they have a professional responsibility for sharing child protection concerns with the relevant person in school and understand their personal responsibility with regards to safeguarding and child protection matters in school. If a child's situation does not appear to be improving the staff member with concerns should press for reconsideration;<sup>4</sup>
- understand the need to be vigilant in identifying cases of abuse and are able to **immediately** report concerns when they arise;
- know that information a child discloses regarding abuse of themselves or another child must be shared as appropriate, and cannot be kept secret (see appendix D);
- know how to support and to respond to a child who tells of abuse;
- ensure confidentiality protocols are adhered to and information is shared appropriately;
- understands that 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;
- recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and know that those concerns will be addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

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<sup>3</sup> Keeping Children Safe in Education: Information for all school and college staff (2014)

<sup>4</sup> Keeping Children Safe in Education (2014) Section 18

**The senior designated person for child protection in school will co-ordinate and lead on the following procedures:**

- undertaking appropriate discussion with parents prior to involvement of another agency unless doing so would place the child at risk of further significant harm;
- contacting the Front Door for information, advice or guidance or to make a child protection referral where there are concerns about a child; *The designated person will usually decide whether to make a referral to the Front Door, but it is important to note that any staff member can refer their concerns directly;*<sup>5</sup>
- reporting an unexplained school absence to the child's Social Worker or Front Door where there is a pupil who is subject to a child protection plan or a Looked After Child (the Designated Teacher for Looked After Children should also be informed). This must be a first day response or as agreed as part of any child protection or core group plan;
- working 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 Conferences, core groups/ care team meetings and Child Protection Review Conferences;
- keeping 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;
- provide an annual report to the governing body detailing how the governing body is fulfilling its statutory duties in response to child protection matters.

**The senior designated person for child protection in school will also** ensure 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 and all cases involving children under the age of 13 will be referred to Front Door.

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.

### **3. SUPPORTING PUPILS**

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.

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<sup>5</sup> Keeping Children Safe in Education (2014) Section 17

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 appendix F);
- the school's behaviour policy which is aimed at supporting vulnerable pupils in. 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 (CAMHS), 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 Children's 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.

#### **Additional Educational Needs**

We recognise that statistically children with disabilities and/or behavioural difficulties are more vulnerable to abuse. School staff who deal with children with disabilities, sensory impairments and/or emotional and behaviour problems therefore need to be particularly sensitive to signs of abuse.

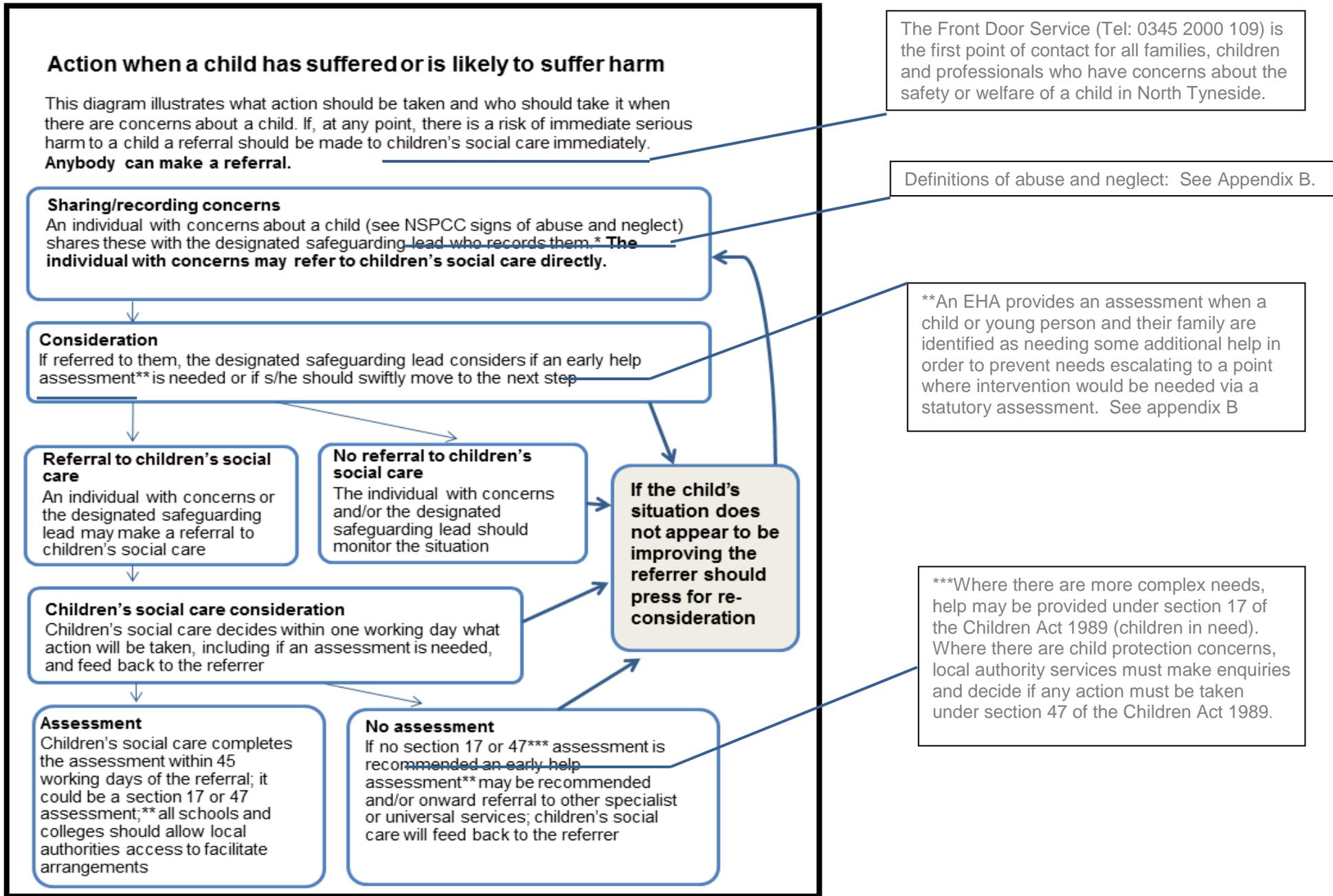
#### **4. PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN**

The school will:

- operate Safe Recruitment practices including ensuring appropriate Data Barring Service (DBS) and reference checks are undertaken according to Keeping Children Safe in Education (2014);
- ensure that at least one member of the Governing Body and the Head teacher are trained in Safer Recruitment Practices (NTSCB endorsed);
- ensure all other relevant NTSCB, DfE and Ofsted safeguarding requirements, advice and guidance will be adhered to;
- implement the guidance set out in North Tyneside Practice Guidance for Dealing with Allegations of Abuse Against Staff in Schools (2013) and North Tyneside's Safer Working Practices for Adults who work with Children and Young People (2012), national guidance and all other relevant Safeguarding and Child Protection policies, advice and guidance will be adhered to;
- in the event of an allegation against staff, school will consult with the Local Authority Designated Officer (LADO), Angela Glenn 0191 643 7315;

- 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 and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents;
- 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).

## Appendix A: Child Protection Process



## 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.

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 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 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, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not only perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance 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 2013***

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

### **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 support.

An Early Help Assessment (EHA) should identify what help the child and family require to 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, NTSCB child protection procedures will be followed and school will contact the Front Door.**

The lead person for engaging in the process of EHA will be Mr J Instone & Mrs H Glendinning SENCO and Mrs A Hall although other school staff will be asked to contribute to the assessment.

Professionals need to ring the Early Help and Co-ordination Team on 643 8178 to find out if an EHA already exists for a child/family. The Early Help and Co-ordination team can support the process.

## **Appendix C**

### **Specific safeguarding advice**

In addition to the key definitions and concepts outlined in appendix B, school staff should also make themselves aware of any relevant specific safeguarding advice (available on P7 & P8 of *Keeping Children Safe in Education (2014) information for all schools and college staff* which should be issued to all school staff on induction) and should also **be vigilant to indicators of these specific safeguarding issues**. This includes, but is not limited to the following,

Child sexual exploitation (CSE)	Domestic violence
Faith abuse	Female genital mutilation (FGM)
Private fostering	Extremism and radicalisation
Fabricated or induced illness (FII)	Bullying including cyber bullying
Teenage relationship abuse	Drugs
Forced marriage	Trafficking

*Also see list in Appendix G*

### **Further information on some specific safeguarding issues**

#### **Extremism and radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is defined by the Government in the Prevent Strategy as *vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. The definition also includes extremist calls for the death of members of our armed forces, whether in this country or overseas.*

There is no such thing as a “typical extremist”. Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities. Indicators of vulnerability include,

- identity crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- personal crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

- personal circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- unmet aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- experiences of criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- additional educational need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include being in contact with extremist recruiters, accessing violent extremist websites, especially those with a social networking element, possessing or accessing violent extremist literature, using extremist narratives and a global ideology to explain personal disadvantage, justifying the use of violence to solve societal issues, joining or seeking to join extremist organisations and/or significant changes to appearance and / or behaviour;

**Child sexual exploitation (CSE)** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

**Female Genital Mutilation (FGM):** professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

#### **What to do.**

If staff have concerns that a pupil may be at risk of any safeguarding issue, they should follow normal child protection procedures as set out in this policy.

## Appendix D

### 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 E**

### **Links to other procedures in school**

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

- Anti-bullying (including racist, disability, and homophobic or transphobic abuse)
- Attendance management
- Behaviour policy
- Complaints
- Confidentiality, data protection and information sharing
- First aid
- Health & Safety
- Inclusion and Special Educational Needs
- Induction procedures
- Intimate care policy
- Lettings & school security
- Looked after children policy
- Medication policy
- Missing children policy
- On line and e-safety
- Physical intervention
- 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)
- Use of the internet, photography and mobile phones
- Visitors and volunteers
- Whistle blowing

## Appendix F

### Standards for effective child protection practice in schools

In best practice, schools:

- 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 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;
- 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;
- 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;
- 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 AEN 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;
- 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 in *Keeping Children Safe in Education (2014)*

- 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.

## Appendix G

### References and useful sources of information and advice

#### Local information and guidance

NTSCB child protection/safeguarding procedures click [here](#)

North Tyneside guidance for safer working practices for adults who work with children and young people (Sept 2012) click [here](#)

North Tyneside practice guidance for dealing with allegations of abuse against staff in schools (Feb 2013) click [here](#)

Safeguarding and safer recruitment checklist for governing bodies click [here](#)

North Tyneside Threshold Guidelines click [here](#)

#### Contact details

- **Front Door**

Tel: 0345 2000 109

**Out of hours:** 0191 200 6800

- **Local Authority Designated Officer/Allegations against Staff**

Service Manager Front Door-Angela Glenn tel: 643 7315

HR Manager – Christina Ponting tel: 643 8010

- **Early help and co-ordination team**

[earlyhelpassessments@northtyneside.gcsx.gov.uk](mailto:earlyhelpassessments@northtyneside.gcsx.gov.uk)

Tel: 643 8178

#### Safeguarding training for schools

Training and Development Officer for safeguarding training in education  
Lisa Wardingham.

[lisa.wardingham@northtyneside.gov.uk](mailto:lisa.wardingham@northtyneside.gov.uk) or call 643 8076.

Whole school child protection training due every three years.

All support staff and volunteers should have child protection training. Catch up sessions for those who miss their whole school child protection training are available monthly on the North Tyneside CPD website <http://www.ntcpd.org.uk>

## Designated person training

*LSCB Multi Agency Child Protection training* and *The Role of the Designated Person training* should both be attended by the designated senior person and deputies for child protection every two years.

Designated Person training available to book on North Tyneside CPD website <http://www.ntcpd.org.uk>

LSCB Multi Agency Child Protection training available to book on the North Tyneside Learning Pool <http://www.learningpool.com/northtyneside>

## **Further references and information**

[Keeping Children Safe in Education \(2014\)](#)

[Keeping Children safe in Education: Information for all school and college staff \(2014\)](#)

[Working together to Safeguard Children \(2013\)](#)

[The Munro Review of Child Protection: Final Report: \*A child-centred system\* Professor Eileen Munro \(2011\)](#)

[Education Act 2002](#)

[Children's Act 1989](#)

[Sexual Offences Act 2003 \(Abuse of position of trust\)](#)

[Sex and Relationship Education Guidance \(2000\)](#)

[DfE Dealing with allegations of abuse against teachers and other staff \(2011\)](#)

[Information Sharing](#)

[Safeguarding Disabled Children: Practice guidance](#)

[Use of Reasonable Force](#)

[Preventing and tackling bullying](#)

[Prevent: Preventing Violent Extremism Strategy](#)

[Safeguarding Children and young people from sexual exploitation](#)

[What to do if you suspect a child is being sexually exploited](#)

[Safeguarding Children in whom illness is fabricated or induced](#)

[Safeguarding Children who may have been trafficked](#)

[Safeguarding Children from female genital mutilation](#)

[Statutory guidance on children who run away or go missing from home or care](#)

## [Forced Marriage](#)

### [Safeguarding Children from abuse linked to faith or belief](#)

All available from [www.gov.uk](http://www.gov.uk), [www.education.gov.uk](http://www.education.gov.uk) or [www.legislation.gov.uk](http://www.legislation.gov.uk)

#### **Other useful websites**

Child Protection in Education [www.cape.org.uk](http://www.cape.org.uk)

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

CEOP [www.ceop.police.uk](http://www.ceop.police.uk)

The Children's Legal centre [www.protectingchildren.org.uk](http://www.protectingchildren.org.uk)

The Children's Commissioner for England [www.childrenscommissioner.gov.uk](http://www.childrenscommissioner.gov.uk)

Childline [www.childline.org.uk/Pages/Home.aspx](http://www.childline.org.uk/Pages/Home.aspx)

Think you know [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Childhood bereavement [www.childhoodbereavementnetwork.org.uk](http://www.childhoodbereavementnetwork.org.uk)

Private Fostering [www.privatefostering.org.uk](http://www.privatefostering.org.uk)

Child Carers [www.actionforchildren.org.uk/our-services/young-people/supporting-young-carers](http://www.actionforchildren.org.uk/our-services/young-people/supporting-young-carers)

FGM [www.fgmelearning.co.uk/](http://www.fgmelearning.co.uk/)