

Adopted by Governors: Sept 2016  
Next review: Sept 2017

# **SAFEGUARDING & CHILD PROTECTION POLICY**

**Christ Church C of E Primary School**  
Kielder Terrace, North Shields NE30 2AD

## **Key contacts:**

**Designated Safeguarding Lead (DSL):** Mrs Gill Taylor

**Deputy Designated Safeguarding Lead (DpDSL):** Mrs Karen Bell

**North Tyneside Council 'Front Door' Service:**

0345 2000 109 **Out of hours:** 0191 200 6800

**Local Authority Designated Officer (LADO)**

Majella Tallack - 0191 643 7982

Majella.tallack@northtyneside.gov.uk

- may also be contacted via 'Front Door' (above)

**More useful contact details on next page**

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

(\*these details must be updated whenever changes occur)

<b>Designation/Role</b>	<b>Individual</b>	<b>Contact Details</b>
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Designated Safeguarding Lead (DSL)	Mrs Gill Taylor	Phone via school office: 0191 200 6345 Email via school at: <a href="mailto:christchurch.primary@northtyneside.gov.uk">christchurch.primary@northtyneside.gov.uk</a>
Deputy Designated Safeguarding Lead (DpDSL)	Mrs Karen Bell	Phone via school office: 0191 200 6345 Email via school at: <a href="mailto:christchurch.primary@northtyneside.gov.uk">christchurch.primary@northtyneside.gov.uk</a>
Designated Teacher for Looked After Children	Mrs Gill Taylor	Phone via school office: 0191 200 6345 Email via school at: <a href="mailto:christchurch.primary@northtyneside.gov.uk">christchurch.primary@northtyneside.gov.uk</a>
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Front Door service	Duty Officer	0345 2000 109 <b>Out of hours:</b> 0191 200 680
Early Help and Co-ordination Team	Duty Officer	0191 643 8178 <a href="mailto:earlyhelpassessments@northtyneside.gcsx.gov.uk">earlyhelpassessments@northtyneside.gcsx.gov.uk</a>
Police	Emergency and non-emergency number	999 or 101, non-emergency number
Prevent Duty	Dedicated DFE Prevent	020 7340 7264
Training and Development Officer for safeguarding training in education	Lisa Wardingham	0191 643 8076 <a href="mailto:lisa.wardingham@northtyneside.gov.uk">lisa.wardingham@northtyneside.gov.uk</a>
North Tyneside HR manager	Christina Ponting	tel: 0191 643 8010
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Integrated locality Teams:	North West - 6438966  The Coast - 6438210  South West – 6436262  Central – 643 8266	Manager – Nicky Garner (Based at Shiremoor Children’s Centre) Manager – Lesley Davies (Whitley Bay Customer First Centre) Manager – Julie Connolly (Howdon Children’s Centre) Manager – Toni Clarke-Brown/Bev Marrs (Riverside Children’s Centre)

**SAFEGUARDING POLICY**  
**Christ Church C of E Primary School**

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## 0. INTRODUCTION

Christ Church C of E Primary School fully recognises its Safeguarding responsibilities.

### 0.1 What is Safeguarding and Child Protection?

Safeguarding involves promoting the welfare of children and seeking to prevent them from suffering harm. It is an umbrella term bringing together a range of policies and procedures including vital Child Protection duties and responsibilities.

The government's overarching guide to Safeguarding is known as "Working Together" (2015). It defines Safeguarding 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.*

We define Child Protection as what we do for children at risk of significant harm, or who have been significantly harmed. We have clear procedures in place outlined in this document.

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

There are four main elements to our school's approach to Safeguarding:

- 1. Safer recruitment and training**
- 2. Prevention and risk reduction**
- 3. Procedures relevant to safeguarding**
- 4. Supporting pupils who may have been harmed**

### 0.2 Policy Statements

- We recognise the unique status of children in accordance with the Children Act 1989, we agree that their welfare is paramount and we will respect them all equally as individuals without any bias or discrimination according to gender, ethnicity, disability, sexuality or beliefs.
- All our staff, agency workers, sub-contractors, and volunteers working for and on behalf of the school, will safeguard the safety and welfare of the children in their care.
- We will ensure that relationships with children are built and maintained with integrity and without exploitation. The highest professional standards will be continually encouraged.
- We will operate stringent recruitment processes and require staff, agency workers, sub-contractors and volunteers to provide evidence that their behaviour has never caused harm to children, young people or vulnerable adults or put them at risk. At time of recruitment, and at specified intervals during their service, all staff, sub-contractors and volunteers will be subject to background checks, including detailed character references and screening by the DBS (previously CRB).
- Any allegation of abuse disclosed will be taken seriously and we will collaborate fully with the statutory and voluntary agencies concerned with abuse of the vulnerable. We will adhere to systems of accountability and supervision and reserve the right to conduct investigations into the conduct of school-based workers.

In fulfilling our Safeguarding duties we will comply fully with Section 175 of the **Education Act 2002** which 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
- an authority or body ...shall have regard to any guidance given from time to time by the Secretary of State

This legislation makes our Safeguarding responsibilities clear, and places an obligation on our governors, and the Local Authority as employers, to ensure that these responsibilities are met in full.

### **0.3 Regulated Activity**

Our Safeguarding policy recognises the importance in law of Regulated Activity. The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006. Keeping Children Safe in Education 2016 (p.24) summarises as follows:

Regulated activity includes:

a) teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on well-being, or driving a vehicle only for children,

b) work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers;

Work under (a) or (b) is regulated activity only if done regularly.

Some activities are always regulated activities, regardless of their frequency or whether they are supervised or not. This includes:

c) relevant personal care, or healthcare provided by or provided under the supervision of a health care professional:

- personal care includes helping a child, for reasons of age, illness or disability, with eating or drinking, or in connection with toileting, washing, bathing and dressing;
- health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

### **Relationship of DBS checks to Regulated Activity**

A DBS background check from the Disclosure & Barring Service (DBS) is ALWAYS required prior to an individual being cleared to work in Regulated Activity in order to establish whether or not that is on the national databases of barred persons (also known as the 'barred list').

- If a school or college knows or has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form of Regulated Activity.

## *0.4 Summary of our commitments and 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 (2016), as well as current guidance from the North Tyneside Safeguarding Children Board (NTSCB) and locally agreed interagency safeguarding procedures.

The governing body will ensure that,

- the safeguarding 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);
- parents have an understanding of the responsibility placed on the school and its staff for child protection by setting out its obligations in information provided to parents, and by ensuring this policy is easily available on the school's website and by request from the school office;
- 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 (2016) 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 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 safeguarding and 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 (contact details on front page) and partner agencies as appropriate in the event of allegations of abuse being made against the head teacher;
- the school coordinates with other agencies to ensure early help is available when additional needs of children are identified
- the school contributes to inter-agency plans to provide additional support to children subject to child protection plans.
- the policies and procedures operating in our school are reviewed/updated annually(\*). An updated copy will be provided to the LADO on an annual basis.  
(\*or as and when safeguarding arrangements necessitate the need for a review).

## 1. SAFER RECRUITMENT AND TRAINING

### 1.1 Preventing unsuitable people from working with children

**One of the best ways that we can ensure that the children in our care are safe is to prevent unsuitable people from working with them.**

Therefore the school will:

- ensure that at least one member of the Governing Body and the Head teacher are trained in Safer Recruitment Practices (NTSCB endorsed);
- operate Safe Recruitment practices including ensuring appropriate DBS checks (see 0.2) and reference checks are undertaken according to Keeping Children Safe in Education 2016 (part three) for all staff, agency workers and volunteers including Governors and workers from the European Economic Area (EEA).
- in the event that a DBS check revealing past convictions or intelligence data is returned, conduct an appropriate risk assessment (led by the Head Teacher), and make the final hiring decision in light of that assessment. ensure all other relevant NTSCB, DfE and Ofsted safeguarding requirements, advice and guidance will be adhered to;
- 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 Local Authority Designated Officer (LADO) - name and contact details on front page of this policy.
- ensure that any proceedings against staff relating to safeguarding / 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).

### 1.2 Induction and Further Training

**Another really important way to keep our pupils safe from harm is to ensure that all adults who will be working with them have a really good induction and further training opportunities that covers safeguarding thoroughly. Therefore:**

All staff and volunteers recruited to work within the school environment shall undertake an induction as close as possible to the time of their appointment, at which they will discuss the school's Safeguarding policies and procedures. The objective of the induction is to ensure that they understand their personal responsibility to keep our pupils safe from harm, know how to respond to concerns they may have – including the school's chain of command (1.3), and how to handle issues of confidentiality and information sharing.

At the induction they will be issued with copies of:

- the staff code of conduct/ behaviour policy
- the most up-to-date version of this Safeguarding and Child Protection policy
- NT Safer Working Practices guidance and 'Keeping Children Safe in Education' (2016)

**Further training in Safeguarding shall be determined by role as follows:**

Designated Person and Deputy DP	Training in: <i>The Role of the Designated Person</i> and also <i>LSCB multi-agency working</i> at yearly intervals
Teaching staff	refresher training every years
Administrative staff	Minimum every 2 years
Ancillary staff and agency workers	Minimum every 2 years
Volunteers	Minimum every 2 years
Governors	Shall receive their further training from NT Governor services according to the published timetable.

- A training audit file shall be kept by the school administrator recording when staff have completed training and to alert when refresher training is required.
- Catch up sessions for those who miss out on any safeguarding training are available monthly on the North Tyneside CPD website [www.ntcpd.org.uk](http://www.ntcpd.org.uk)
- Designated Person training available to book on North Tyneside CPD website [www.ntcpd.org.uk](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>

### **1.3 Chain of command – Designated Persons for Safeguarding & Child Protection**

**Designated Safeguarding Lead (DSL):** Mrs Gill Taylor (Head Teacher)

**Deputy Safeguarding Lead (DpDSL):** Mrs Karen Bell

- We also have two designated Safeguarding & Child Protection governors:
  - Mrs Sarah Clarke and Mr Matt Wilson

The senior designated person for safeguarding and 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 safeguarding training, from the point of their induction, and updated every three years at a minimum including governors who have direct contact with children
- is aware of the Prevent duty and has undertaken relevant training

and that **all staff** have read,

- Keeping Children Safe in Education (2016) Statutory Guidance for schools and colleges;
- The school safeguarding policy on induction, annually and/or after review;
- The staff code of conduct/staff behaviour policy on induction, annually and/or after review;

- The school Whistle Blowing Policy – and been made aware of the Whistle Blowing helpline number, listed on p.2 of this policy.
- Safer Working Practices for Adults who work with Children and Young People (UK Govt - Safer Recruitment Consortium)
- Have been provided with the names and contact details of the senior designated person and designated person(s) as named on the front page of this policy – and that this information is reviewed periodically to ensure that it information remains up-to-date and that all individuals in school who come into contact with children/young people (relevant persons) have the most up-to-date information available to them.

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

- are clear where they have a concern or a query relating to a child/young person that they need to contact the designated safeguarding person(s) in school
- understand the need to be vigilant in identifying cases of abuse and are able to **immediately** report concerns when they arise;
- are clear that in exceptional circumstances, such as in emergency where a DP or SDP is not available or there is a genuine concern that appropriate action has not been taken, they can speak directly to the Front Door service – see the information attached at the end of this document for contact details
- are provided with an appropriate induction relevant to their role in school at the beginning of their role/relationship/contact with school.
- are 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 expected to understand how these policies and guidance apply to their role in school.
- know how to support and to respond to a child who tells of abuse;
- 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 'induction' for visitors.
- are aware of the need to maintaining appropriate and professional boundaries in their relationships with pupils and parents. We will support this practice via induction and periodic training to support a practical understanding of the guidance that school provide on safe working practices.
- understand and recognise the importance of the role of the senior designated person and the designated person(s) and understand their own professional and personal duties and responsibilities in relation to this role
- 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);
- ensure confidentiality protocols are adhered to and information is shared appropriately;
- understand 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;
- are aware of the **Prevent duty** and relevant training is undertaken.

## 2. PREVENTION AND RISK REDUCTION

### 2.1 Pro-active prevention and risk reduction measures

**We have nearly 200 pupils at our school from nursery up to year 6. Their safety and well-being is our highest priority. It is our responsibility to:**

- provide a secure and caring environment for every pupil
- know each pupil as an individual with unique needs and circumstances

so that every pupil can:

- learn in safety
- develop their full potential, and
- feel positive about themselves 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 our prevention agenda.

#### **A culture of safety**

We want the very best for our pupils and therefore in school we will:

- ensure our pupils know that there are adults in school whom they can approach if they are worried or in difficulty;
- establish and maintain a culture where our pupils people feel secure, are encouraged to talk and are listened to;
- encourage and reinforce essential skills for every pupil - such as self esteem, confidence building, independent thinking and making assessments of risk based on their own judgements and help them develop realistic attitudes to the responsibilities of adult life;
- include activities and opportunities in the curriculum which equip our pupils with the skills they need to stay safe from harm/abuse and to know to whom to turn for help.
- we have a policy for how we will keep children safe on school trips and outings.

#### **Site security measures**

During the school day our school premises are made secure with boundary fencing and a series of locked gates and secure internal doors protecting various areas within the site.

- All visitors need to report to school office.
- Staff only release pupils at the end of the day when their designated adult is present.
  - If an adult is unknown to staff then ID may be requested.
- Nursery is located in a separate building and gates to this are kept locked during school hours. Any late children are required to enter the building through the main reception and key code door. All gates to the school grounds are locked when children are playing outside.
- Notification must be given to staff if another adult is to pick up a child from Nursery/ Reception. If an adult is unknown to staff ID may be requested.

#### **In and out of school**

We are aware that even when we do everything we can to prevent our pupils from coming to harm whilst in at school they may face risks in their life beyond school. We also therefore take very seriously our responsibility to be alert to any such risks and to act whenever we have a concern about their safety, regardless of whether the situation is directly 'school-related'. Indeed, there is every likelihood that within our school some pupils will be subject to neglect and abuse in their life beyond school, so if we have any indication that this is the case we must and will act in their best interest.

## 2.2 The Prevent Duty

From 1<sup>st</sup> July 2015, all schools were made subject to a specific duty under Section 26 of the Counter Terrorism and Security Act 2015. This duty requires that due regard be given to the need to prevent pupils from being drawn into terrorism. This duty, known as the **PREVENT DUTY**, is relevant to Safeguarding as the grooming of children in extremist views can be considered a form of emotional abuse and can lead to involvement in harmful behaviour.

The duty placed on schools covers 4 key areas:

- Risk assessment
- Working in Partnership
- Staff Training
- IT Policies

### What Is 'Extremism'?

The Government has defined extremism 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas".

### What Is 'Channel'?

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The aims of Channel are to support and protect people who may be susceptible to radicalisation and ensure they have the resilience to resist all forms of violent extremism. Channel is not about prosecuting or stigmatising individuals who have been referred.

### What Is 'WRAP'?

WRAP (Workshop to Raise Awareness of Prevent) is a (free of charge) specialist workshop designed by the Home Office and delivered by approved facilitators. The workshop is an introduction to the Prevent strategy and an individual's role in safeguarding vulnerable people. It provides participants with:

- An understanding of the Prevent strategy and their role within it;
- The ability to use existing expertise and professional judgment to recognise potentially vulnerable individuals who may need support
- Knowledge of when, how and where to refer concerns about vulnerable individuals

At Christ Church the Designated Safeguarding Lead/Deputy attended WRAP Training (Workshop to Raise Awareness about Prevent) (Nov 2015) and this was disseminated to all staff. Prevent Legislation (DFE) also given to all staff. Support can be provided to all staff.

- Whole school updates/refresher training will take place in 2016
- IT policies will be updated as appropriate.

Appendix C contains more information on how we can prevent extremism and radicalisation.

### 3. SAFEGUARDING AND CHILD PROTECTION PROCEDURES

#### 3.1 Working with North Tyneside SCB

Whenever we have concerns about a child we follow the interagency procedures agreed 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. All policies are held at school and versions are available for parents both on the school website and also as paper copies from the school office.

- NTSCB has a website at [www.northtynesidescb.org.uk](http://www.northtynesidescb.org.uk)
- A helpful referrals flow-chart can be found in Appendix A

#### 3.2 Working with the 'Front Door Service'

The **Front Door Service** is the access point to North Tyneside's Multi Agency Screening and Co-ordination Team (aka MASCT) which has a duty team of trained social workers who offer information, support and services and will respond to concerns.

Our school procedure is to contact the Front Door Service as the first point of contact for concerns about the safety or welfare of a pupil in our school.

- contact details listed on page 2 of this policy

#### 3.3 Duty to share information

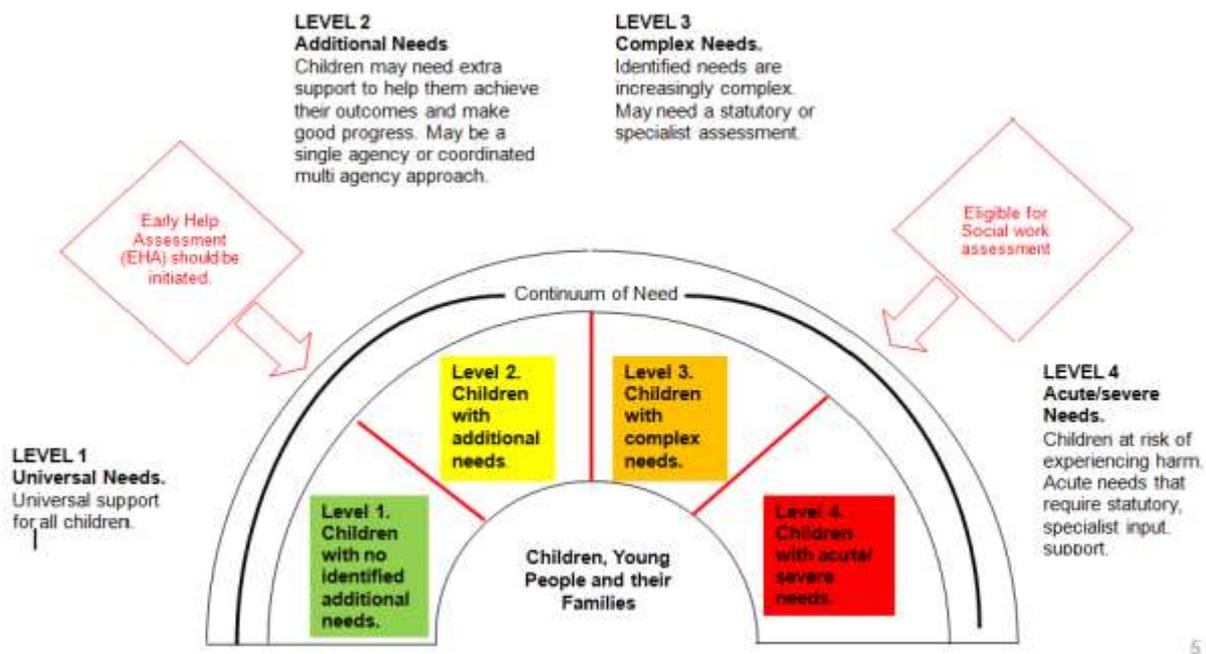
In school, we ensure that all staff are aware that they have a professional responsibility to share information with other professionals and agencies in order to safeguard children/young people. All staff are made aware of confidentiality protocols, adhere to these and ensure that information is shared appropriately. We have a Staff Code of Conduct which is signed by all new staff. In school we all understand the need for and respect the appropriateness of the Head Teacher or Designated Teacher(s) 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 another child/young person must be shared as appropriate, and cannot be kept secret.

*Important note: The Designated Person will usually decide whether to make a referral to the Front Door, but it is important for all adults working in the school to know that they can refer their concerns to the Front Door Service directly – especially when a child is at risk of significant harm.*

The governing body will ensure the following,

- that the school has a Designated Safeguarding Lead (DSL) responsible for Safeguarding / Child Protection who is part of the school's senior leadership team.
- ensure a deputy designated person/s and/or contingency arrangements are in place should the designated member of staff not be available.
- and who shall undertake appropriate North Tyneside SCB Child Protection training (see appendix G for training routes).
- recognise the importance of the role of the DSL 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](#); which gives a 4-level approach from basic universal needs, through additional and complex needs requiring multi-agency support, to those children with acute needs and/or at risk of significant harm and requiring statutory intervention, as follows:



5

### 3.4 Handling allegations against members of staff

All school staff should take care not to place themselves in a situation with a pupil that could be perceived as compromising of their own integrity, and/or violating the child's emotional and/or physical wellbeing. Therefore:

- Whenever possible it is advisable for work with individual children to be conducted in view of other adults.
- Guidance about conduct and safe practice in school, including safe use of mobile phones and cameras by staff and volunteers will be given at induction.
- All Staff should be aware of North Tyneside's Guidance on Behaviour Issues, and the school's own Behaviour Management policy.
- The school will follow the North Tyneside Guidance procedures for managing allegations against staff.
- The Head should be familiar with guidance on handling allegations against staff that is contained in 'Keeping Children Safe in Education 2016' (KCSIE 2016). The guidance is very thorough running to 10 pages (pp.40-50) and covers:
  - Duties of the employer and employee
  - Initial considerations (including the 'common sense' test) and defining the nature of the allegation (is it substantiated, unsubstantiated, suspected to be malicious etc)
  - Supporting those involved
  - Confidentiality
  - Managing resignations and 'settlement agreements'
  - Record keeping
  - Timescales
  - Criminal investigations - how Police and CPS may become involved
  - Suspension and redeployment
  - Information sharing
  - Concluding a case
  - Learning lessons

### **How we will act in the event of an allegation:**

- If such allegation against a member of staff is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Designated Person (the Head teacher).
- The Head on all such occasions will without delay discuss the content of the allegation with the Local Authority Designated Officer (LADO) and take action accordingly.
- The school will not automatically send home a child who has made an allegation, unless this advice is given as a result of a consultation with the LADO.
- Some rare allegations will be so serious they require immediate intervention by children's social care services and/or police.
- If the allegation made to a member of staff concerns the Head, then the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO as in the point above, without notifying the Head first.
- In accordance with KCSIE 2016 the school recognizes that investigations may find allegations to be either substantiated or to be false or malicious. For this reason the 'suspension pending investigation' of the staff member concerned will not be automatic. Various alternatives such as temporary redeployment will be considered.
- Ultimately the decision to suspend the member of staff (excluding the Head) against whom an allegation has been made will be taken by the Head in consultation with the LADO and the North Tyneside HR unit.
- In the event of an allegation against the Head, the decision to suspend will be made by the Chair of Governors following consultation with the LADO and the head of the North Tyneside HR unit (in accordance with NT Disciplinary Policy).
- The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2002 legislates reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused.

### **Reporting historic allegations of abuse**

KCSIE 2016 advises that Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

### **3.5 DSL role in reacting to concerns about abuse and neglect**

**The Designated Safeguarding Lead and her deputy in school will co-ordinate and lead on the following procedures:**

- taking 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](#)
- 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>1</sup>

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<sup>1</sup> Keeping Children Safe in Education (2015)

- 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 (LAC). In such an instance 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 confidential 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 DSL will also** ensure that staff and volunteers are aware that consensual sexual activity between 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.

### ***3.6 Occasions when the police may be involved***

Staff may call the police without delay using 999 if there is a threatening, abusive or violent adult on / around the school premises, or if such harassment occurs during an outing.

The police non-emergency number (101) is to be used for the reporting of incidents that may require investigating but which do not involve an immediate threat.

## 4. SUPPORTING PUPILS WHO MAY HAVE BEEN HARMED

### 4.1 Acknowledging how hard it can be for children

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

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

The school will endeavour to support the pupil through:

- the content of the curriculum to encourage self esteem and self motivation;
- the school ethos which promotes a positive, supportive, and secure environment and gives pupils a sense of being valued (see 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. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained.

### Special Educational Needs and Disability (SEND)

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 therefore need to be particularly sensitive to signs of harm/abuse.

## ***4.2 How to listen and respond to a child disclosing about abuse***

When a child chooses to tell a responsible adult, i.e. their teacher, about abuse they have suffered or are suffering, we call this a 'disclosure'.

A disclosure in this sense is an allegation of inflicted harm, perpetrated by another person or persons.

- All disclosures must be taken seriously.
- Allegations may relate to abuse from a family member or someone outside the family, e.g. a sports coach, neighbour, etc. No group of people is exempt from being abusers – even other schoolchildren (known as peer on peer abuse).

**If a child wants to talk about abuse it is important that the 3 R's are followed:**

- **RECEIVE**
- **REASSURE**
- **REACT**

### **RECEIVE**

- Listen 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**

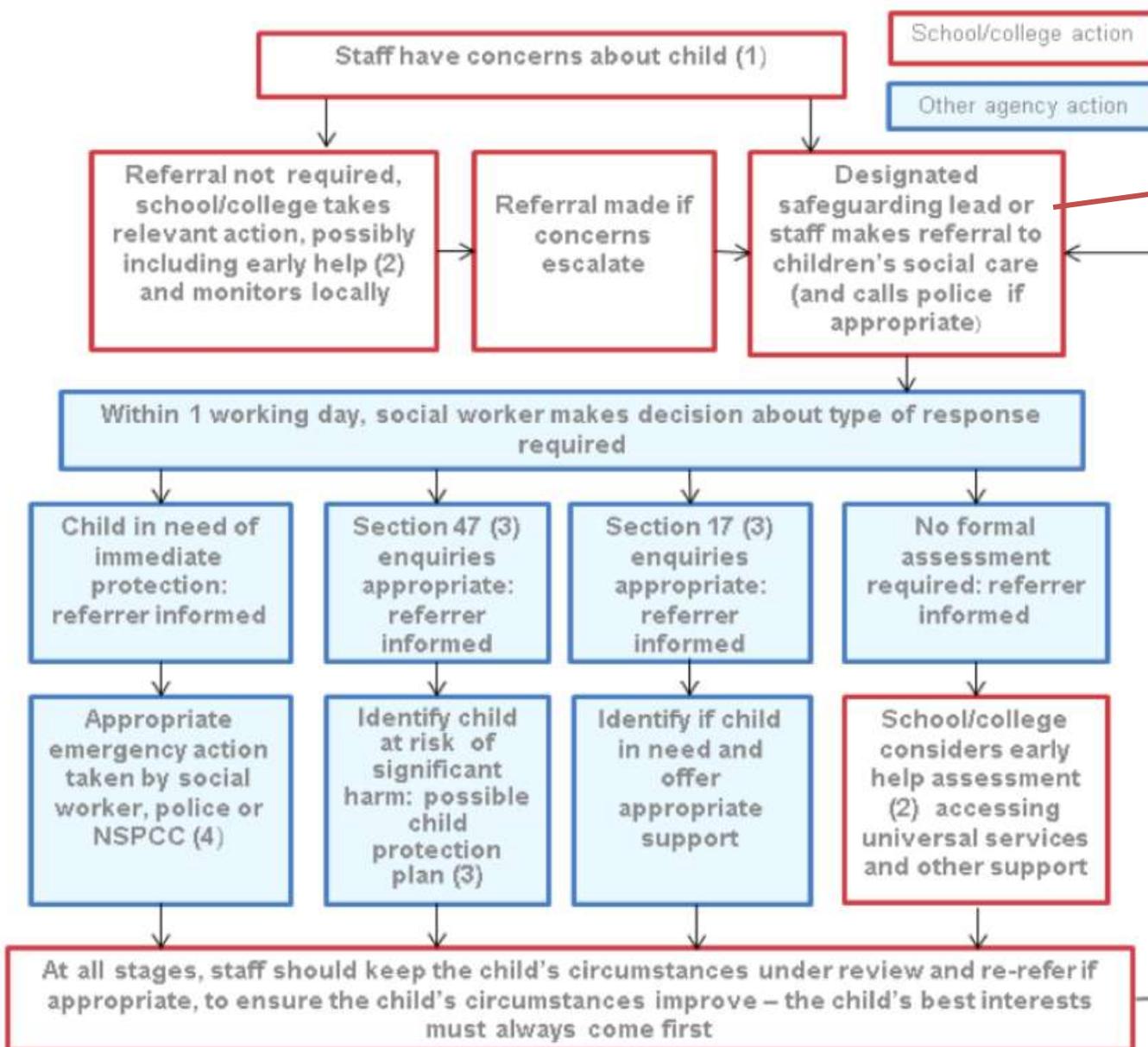
- Tell the child they are not to blame; and have done the right thing by telling you.
- Tell the child what will happen next; be honest about what you can and can't do.
- Don't promise confidentiality; say to the child, 'Some things are so important I might have to tell them to somebody else'.

### **REACT**

- Explain what you have to do next and whom you have to tell.
- Inform the designated person for safeguarding, immediately.

## Appendix A: Child Protection Referral Process

### Notes:



The Front Door Service (Tel: 0345 2000 109) is the first point of contact for all families, children and professionals who have concerns about the safety or welfare of a child in North Tyneside.

(1) Definitions of abuse and neglect:  
See Appendix B.

(2) An EHA provides an assessment when a child or young person and their family are identified as needing some additional help in order to prevent needs escalating.  
See appendix B

(3) Where there are more complex needs, help may be provided under section 17 of the Children Act 1989.  
Where there are child protection concerns, local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

## Appendix B

### *Key safeguarding definitions and concepts inc. abuse categories*

#### **Safeguarding**

Safeguarding involves promoting the welfare of children and seeking to prevent them from suffering harm.

The government's overarching guide to Safeguarding is known as "Working Together" (2015). It defines Safeguarding 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.*

**Child Protection** – is a part of safeguarding and promoting welfare. This refers to the activity that 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 (peer on peer abuse – see below).

## **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.

## **Peer on peer abuse**

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, harassment, sexual experimentation etc. When these issues occur between children they are not generally seen as child protection issues. It is a matter for professional judgement.

However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the children concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

## ***Working Together to Safeguard Children 2015***

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 designated person 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 p.12 & p.13 of *Keeping Children Safe in Education (2016)* which is 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

#### Further information on some of these specific safeguarding issues:

##### Preventing 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 is 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

### *List of related policies and procedures in school*

This policy relates 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, religious, 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
- Internet Safety
- Intimate care policy
- Lettings & school security
- Looked after children policy
- Medication policy
- Missing children policy
- Mobile phones policy
- On line and e-safety
- Peer on peer abuse
- Physical intervention
- Promoting equality & diversity
- Photography policy
- PSHE policy, including SRE policy (Sex and Relationship Education)
- Recruitment and selection
- School trips and visits
- Staff behaviour policy (code of conduct)
- Visitors and volunteers
- Whistle blowing

**The policies can be found on the school website at:**  
**[www.christchurchcofe.primary--school.org.uk/policies.html](http://www.christchurchcofe.primary--school.org.uk/policies.html)**

## Appendix E

### *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 SEN in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communicative skills;
- 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 (2016)*
- have a written whole school policy, produced, owned and regularly reviewed by school staff and which clearly outlines the school's position and positive action in respect of the aforementioned standards.

## Appendix F

### *References and useful sources of information and advice*

#### **Local information and guidance**

- **NTSCB child protection/safeguarding procedures**, available from website:

<http://www.northtynesidescb.org.uk/>

On the NTSCB website the following helpful documents can also be found:

- North Tyneside guidance for safer working practices for adults who work with children and young people (Sept 2015)
- North Tyneside practice guidance for dealing with allegations of abuse against staff in schools (Feb 2014)
- Safeguarding and safer recruitment checklist for governing bodies

#### **Further references and information**

[Keeping Children Safe in Education \(2016\)](#)

[Working together to Safeguard Children \(2015\)](#)

[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 \(2014\)](#)

[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/)