

QUEEN ELIZABETH HIGH SCHOOL & HEXHAM MIDDLE SCHOOL HARD FEDERATION GOVERNING BODY

CHILD PROTECTION POLICY

INTRODUCTION

Queen Elizabeth High School and Hexham Middle School fully recognise the responsibility they hold to have arrangements about safeguarding and promoting the welfare of young people.

- Safeguarding arrangements set out in '[Safeguarding Children and Safer Recruitment in Education](#)' 2010 prompts Governing Bodies to review their Child Protection Policy annually.

The Safeguarding Vulnerable Groups Act 2006, which came in to effect in 2008, introduced a new vetting and barring scheme for all those working with children and young people. As part of the new scheme, the Department announced the tightening of existing regulations and issued guidance on the implications of this legislation. The guidance, [Safeguarding Children and Safer Recruitment in Education \(2010\)](#) is current.

'Education staff have a crucial role to play in helping identify welfare concerns, and indicators of possible abuse or neglect, at an early stage. They should refer those concerns to the appropriate organisation, normally local authority children's social, care, contributing to the assessment of a child's needs and, where appropriate to ongoing action to meet those needs.'

[Working Together to Safeguard Children 2010](#)

It should be noted a person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family or in an institution or community setting: by those known to them or, more rarely, by a stranger. Abuse can be either: Physical; Emotional; Sexual; or Neglect.

"These requirements underpin and reinforce the common duty of care and sit alongside other statutory duties in this area, for example health and safety and dealing with bullying."
(Circular DFES/0027/2004)

Section 175 of the Education Act 2002 states

- A local education authority shall make arrangements for ensuring that the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children.
- 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 students at the school¹.
- An authority or body ... shall have regard to any guidance given from time to time by the Secretary of State.

This new legislation makes child protection responsibilities clear and gives governors as employers the ability to dismiss or otherwise discipline heads and teachers who fail in this duty.

¹ Definitions

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

RATIONALE

Queen Elizabeth High School and Hexham Middle School believe that students have a fundamental right to be protected from harm and that they cannot learn unless they feel secure. We also believe that all staff working in school have a right to personal support and guidance concerning the protection of students.

There are four main elements to our policy:

1. **PREVENTION** through the teaching and pastoral support offered to students 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 STUDENTS** who may have been abused.
4. **PREVENTING UNSUITABLE PEOPLE WORKING WITH YOUNG PEOPLE**

Our policy applies to all staff and volunteers working in the school including community education staff and governors. Teaching assistants, midday supervisors, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact school governors.

1. PREVENTION

- 1.1. We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention. We will therefore raise awareness of child protection issues and equip young people with the skills to keep them safe. We have a strong commitment to inclusion. QEHS have a mentor attached to each year group and an inclusion/seclusion centre (Turning Point) whilst at HMS teaching assistants and teachers with pastoral responsibility are available. Such staffing is to support the emotional wellbeing of young people.
- 1.2. The school will therefore:
 - 1.2.1. establish and maintain an environment and positive ethos where young people feel secure, supported and are encouraged to talk, are listened to, can learn, develop and feel valued;
 - 1.2.2. ensure young people know that there are adults in the school whom they can approach if they are worried or in difficulty;
 - 1.2.3. include in the curriculum, activities and opportunities for PSHE which equip young people with the skills they need to stay safe from abuse and to know to whom to turn for help;
 - 1.2.4. include, in the curriculum, material which will help young people develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills, the latter being in the guidance programme at QEHS.

2. PROCEDURES

We will follow the procedures set out in Inter-agency Procedures produced by the Northumberland Safeguarding Children Board, (NSCB) [Northumberland Safeguarding Children Board website](#) and [Working Together 2010](#) and in “[What to do if you're worried a Child is Being Abused](#)”

2.1. The school will:

- 2.1.1. ensure it has a designated senior member of staff (Diane Harris, Deputy Headteacher, QEHS; Jean Barnett, SENCo, HMS) who has undertaken appropriate training. The training should be updated every two years. There are contingency arrangements should the designated member of staff not be available. When the designated person is not in school then Helen Bailey, Deputy Headteacher, (QEHS)/David Watson, Headteacher, (HMS) will assume this role.
- 2.1.2. recognise the importance of the role of the designated person and arrange support and training. Multi-agency training is also undertaken by the designated person and other key members of staff.
 - QEHS have a CP training register which ensures timely refresher training for all staff on a three yearly basis.
 - ***Training was delivered to all HMS staff in September 2010 by the Local Authority. Training for new staff is arranged as required.***
- 2.1.3. See also: The role and responsibilities of the designated teacher for looked after children: statutory guidance for school governing bodies.

[The role and responsibilities of the designated teacher for looked after children: Statutory guidance for school governing bodies](#)
- 2.1.4. A useful reference: The Child Protection and Safeguarding Handbook for Schools. (copy held by Di Harris, QEHS; and Jean Barnett, HMS)
- 2.1.5. NSCB Training Programme 2011-12.

Click [HERE](#) to view the Northumberland Safeguarding Children Board training programme directory (2011 - 12)
- 2.1.6. that the designated member of staff will take advice from a child protection specialist when managing complex cases.
- 2.1.7. ensure every member of staff (including temporary and supply staff and volunteers, and on-site contracted services) and every governor knows:
 - the name of the designated person and her/his role

- that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales set out in the NSCB procedures
- where the school's Child Protection Procedures and the NSCB procedures are located. (At QEHS, the policy is on the website and a hard copy of this and the NSCB procedures is in the upper school office. All the year teams have the NSCB procedure document in their offices.)

At HMS each member of staff has a hard copy of the Child Protection Policy and has access to relevant information on the school computer system.

- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure.

2.1.8. provide training for all staff from the point of their induction, and updated every three years at a minimum, so that they know

- their personal responsibility,
- the NSCB procedures,
- the need to be vigilant in identifying signs of abuse
- how to support and to respond to a young person who tells of abuse

At QEHS, Diane Harris, designated person, provides update training at least bi-annually on a rolling programme for all staff. HMS staff are welcome to attend. Staff are also directed to Local Authority training as an alternative.

2.1.9. undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this. Further guidance on this can be found in the Inter-agency Procedures produced by the Northumberland Safeguarding Children Board, [Northumberland Safeguarding Children Board website](#))

2.1.10. notify the locality FACT Team ([Northumberland Safeguarding Children Board website](#)) if:

- it should have to exclude a student on the child protection register (whether fixed term or permanently)
- if there is an unexplained absence of a student on the child protection register of more than two days duration from school (or one day following a weekend); (or as agreed as part of any child protection or core group plan)

2.1.11. work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance and written reports at initial child protection conferences, core groups and child protection review conferences;

- 2.1.12. keep clear detailed written records of concerns about young people (noting the date, event and action taken), even where there is no need to refer the matter to the locality team immediately;
- 2.1.13. ensure all records are kept secure and in locked locations;
- 2.1.14. ensure that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to young people and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies. At QEHS visitor badges contain information about child protection procedures for immediate reference should an issue arise. HMS is also implementing this.
- 2.1.15. ensure supply teachers and visitors e.g. visiting speakers, to the school are made aware of child protection procedures via the office manager on arrival. They will be told to report concerns to the office manager or teacher organising the visit who will pass on the concerns **immediately** to Diane Harris (QEHS); Jean Barnett (HMS).
- 2.1.16. Reference: Safer Working Practice for Adults who work with Children DCSF revised version 2009.

[Safer Working Practice for Adults who work with Children DCSF revised version 2009](#)

3. SUPPORTING THE STUDENT AT RISK

- 3.1. We recognise that young people who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.
- 3.2. The schools may be the only stable, secure and predictable element in the lives of young people at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.
- 3.3. We recognise that some young people actually adopt abusive behaviours and that these young people must be referred on for appropriate support and intervention and will need to support them in accordance with his/her agreed child protection plan. Outside agencies used include Educational Psychology; Child and Adolescent Mental Health Service (CAMHS – Chad House); Youth Inclusion & Support Panel (YISP), School Health Advisors (SHA); Education Welfare Officer (EWO); Locality Inclusion Support Team (LIST)
- 3.4. The school will endeavour to support the student through:
 - 3.4.1. the content of the curriculum to encourage self-esteem and self motivation (see section 2)
 - 3.4.2. the school ethos which (i) promotes a positive, supportive and secure environment (ii) gives students a sense of being valued (see section 2)
 - 3.4.3. the school's behaviour policy is aimed at supporting vulnerable students in the school. All staff will agree on a consistent approach, which focuses on

the behaviour of the offence committed by the young person but does not damage the student's sense of self worth. The school will endeavour to ensure that the student knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse that has occurred. [see Behaviour Policy]

- 3.4.4. liaison with other services which support the student such as the locality team, Child and Adolescent Mental Health Services, the Educational Psychology Service, **LIST**, and the Education Welfare Service. There are regular multi-agency meetings in both schools to ensure a consistent, co-ordinated approach.
- 3.4.5. a commitment to develop productive and supportive relationships with parents whenever it is in a student's best interest to do so.
- 3.4.6. recognition that young people living in a home environment where there is domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection.
- 3.4.7. vigilantly monitoring young people's welfare, keeping records and notifying the locality team **as soon as there is a recurrence of a concern.**
- 3.4.8. When a student on the child protection register leaves, information will be transferred to the new school immediately and under separate cover to any main file and receipts received confirming the transfer.

4. PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH YOUNG PEOPLE

4.1. Further implementation of the Vetting and Barring Scheme in 2009

From 12 October 2009, a new duty to share information and a set of increased safeguards have been introduced under the Vetting and Barring Scheme, as administered by the Independent Safeguarding Authority (ISA). For further information and guidance, visit the 'Vetting and Barring Scheme' section of the Every Child Matters website and also see Vetting and Barring Scheme Remodelling Review

[Link to ISA guidance doc](#)



Vetting and Barring
Scheme Remodelling I

- 4.2. The school will consult with the Local Authority Designated Officer: Andrea.Carmichael@northumberland.gov.uk (telephone: 01670 533503) in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in the schools' Personnel LMS Manual, Appendix C17.
<http://www.northumberlandlea.net/personnel/487>
- 4.3. The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

- 4.4. The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents as advised by the County Council's Code of Conduct.
- 4.5. The school will ensure that staff and volunteers are aware that sexual relationships with students 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).
- 4.6. The school will promote responsible use of social networking sites by education staff. Please refer to circular letter: 20 April 2009
<http://www.northumberlandlea.net/courier/1660>



07-01-10 Dealing
with indecent pupil im

5. OTHER RELEVANT POLICIES

5.1. Physical Intervention

- 5.1.1. QEHS' policy on physical intervention by staff is set out in a separate document. We fully adopt the procedures in this document and its updates. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.

HMS we recommend that their staff do not use physical intervention.

- 5.1.2. We understand that physical intervention of a nature that causes injury or distress to a young person may be considered under child protection or disciplinary procedures.

5.2. Bullying

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

5.3. Racist Incidents

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

5.4. Health & Safety

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

5.5. Children with Statements of Special Educational Needs

We recognise that statistically young people with behavioural difficulties and disabilities are most vulnerable to abuse and may have more difficulty in communicating their concerns. This is something we recognise and endeavour to provide support via the staff who get to know these students well. School staff who deal with young people with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems are particularly sensitive to signs of abuse.

5.6. E-Safety

Our e-safety policy is set out in a separate document. It reflects the consideration we give to the protection of our students within the school environment and how we raise their awareness regarding e-safety risks. For further information, see <http://ngfl.northumberland.gov.uk/e-safety>

5.7. Confidentiality and information sharing

- 5.7.1. Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubts about confidentiality, staff will seek advice from a senior manager or outside agency as required. QEHS' confidentiality policy is set out in a separate document.
- 5.7.2. The Headteacher or designated person will disclose any information about a student to other members of staff on a need to know basis only.
- 5.7.3. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard young people.
- 5.7.4. All staff must be aware that they cannot promise a young person to keep secrets. (see QEHS Confidentiality Policy)
- 5.7.5. Reference:
[HM Government Information Sharing Guidance 2008](#)
- 5.7.6. Reference: Preventing harm to children from parents with mental health needs.
<http://www.nrls.npsa.nhs.uk/resources/type/alerts/?entryid45=59898>

5.8 Missing from Education

Link to NCC procedures for tracking children missing or at risk of missing education – (www.northumberlandlea.net in 'Pupils and Parents/EOTAS'). A monthly report is made to the Local Authority.



FINAL Revised 2009
Missing Out - (Childre

6. GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES

- 6.1. The governing body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of young people.
- 6.2. It will:

- 6.2.1. designate a governor - Alison Killen - for child protection who will oversee the schools' child protection policy and practice and champion child protection issues; Adrian Woolley, Chair of Governors, will also play a significant role in ensuring the policy is applied effectively and consistently. The Chair of Governors will be the lead contact with Ofsted in relation to Child Protection.
 - 6.2.2. ensure an annual report is made to the governing body, and copied to Children's Services, on child protection matters to include changes affecting CP policy and procedures, child protection training received, the number of incidents/cases (no names) and child protection in the curriculum;
 - 6.2.3. ensure that this policy is annually updated and reviewed
- 6.3. If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.
 - 6.4. Where services or activities are provided separately by another body the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding young people and child protection and there are arrangements to liaise with the school on these matters where appropriate.

Our designated members of staff with responsibility for Child Protection issues are:

Queen Elizabeth High School

- Diane Harris – last trained February 2010
- Helen Bailey - last trained March 2010

Hexham Middle School

- Jean Barnett –last trained 4 July 2009*
- David Watson – last trained 25 September 2007*

(Note: JB & DW will attend refresher training Summer Term 2011)

Safer Recruitment and Selection on-line training

Neil Morrison, Headteacher, QEHS, completed October 2006

David Watson, Headteacher, HMS, completed December 2009

Angela Mole, Teaching Assistant & Governor, HMS, completed December 2009

Fiona Cave, Head of Year 5, HMS, completed December 2009

Safer Recruitment and Selection training completed via course run by NCC at The Mart, Hexham 21 and 23 April 2009 by:

Adrian Woolley – Chair of Governors

Peter Maxwell – Governor

Sandra Thompson – Governor

Diane Harris – Deputy Headteacher, QEHS

Andrew Byers – Deputy Headteacher, QEHS

Helen Bailey – Deputy Headteacher, QEHS

Susan Hope – School Business Manager, QEHS

This revised policy was agreed by the Pupil and Curriculum Development Committee at their meeting on Tuesday 14 June 2011

Designation	Signature	Date
Chair of Governors & Chair of Pupil & Curriculum Committee Adrian Woolley		
Headteacher, QEHS Neil Morrison		
Headteacher, HMS David Watson		
Review Date	June 2012	

APPENDIX A PREVENTION – QUEEN ELIZABETH HIGH SCHOOL

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

Our school aim to provide an environment in which:

- Students are treated as individuals with particular needs and aspirations.
- We aim to develop positive relationships between students and between students and staff, instead of relying on a long list of rules we seek to achieve an atmosphere of mutual respect where working together and consideration for others is paramount.
- Within the school environment we aim to ensure students feel happy and secure and feel their views and opinions are valued. Students are encouraged to talk and know they will be listened to.

Our school manages this by:

- Ensuring the pastoral system works effectively; and encouraging LGCs/deputy LGCs, mentors and tutors to develop positive, open relationships with students in their care, the aim being to be available for support whenever a student needs it.
- Ensuring CPD of all staff in the various aspects of their work.
- Having active year and school councils where students are encouraged to put forward their views and opinions.
- Undertaking student attitude surveys.
- Use of Young People's Health Project.
- Use of school counsellor.
- Use of peer support schemes.
- Fostering positive relationships with parents, working in partnership with them.

We provide support and guidance to students so that they have access to a range of appropriate adults who they feel confident to approach if they are experiencing difficulties. Each year group has a Learning & Guidance Co-ordinator and a full time mentor (see also Mentoring Policy).

In their planners, students have information about bullying and who can help if needed. A specific section is devoted to these issues. This is considered by students together with their tutors. Our guidance programme also allows students to discuss issues - e.g., children's rights, bullying. We also have mentors, a school counsellor and a Young People's Health Project where students can seek help should they need it. All students are made aware of this support via their planners, the guidance programme, the daily bulletin, posters around school etc.

We develop partnerships/positive working relationships with parents/carers so that they have an understanding of the school's statutory responsibility to ensure the welfare and

safety of all students, which includes referrals to Social Services in suspected child abuse cases.

We provide details of our responsibilities and actions we take in our prospectus. Parents are made aware that our designated member of staff with responsibility for child protection issues is available at all parents' evenings.

We have positive multi-agency links and with Children's Services and Health Services to ensure effective and appropriate referrals.

We have close working relationships with:

- Children's Services – Social Workers
- School Health Advisor
- CHAD House - Child and Adolescent Mental Health Service.
- Education Welfare Officer
- Educational Psychologist
- Locality Inclusion Support Team (LIST)
- Police
- And of course our Young People's Health Project.

Multi-agency meetings take place regularly to ensure a coherent system operates and appropriate referrals are made. Joint meetings of a multi-disciplinary nature take place as appropriate regarding students of concern and school representatives are always present at social services case conferences.

Training has taken place on numerous issues, e.g. in self harm, behaviour management, solution focused brief therapy, anti bullying etc. We also use the services as a source of advice and can contact e.g. colleagues at CHAD House/Social Services if we feel we need support.

A number of our staff have attended counselling courses and this good practice has been shared in school.

We ensure that our curriculum provides opportunities to students to help them to express feelings, be assertive, raise self-esteem, be safe, develop an awareness of potential risks to health and well being, and understand that they have an entitlement to say 'no' on occasions which make them feel uncomfortable. Students develop the skills they need to stay safe from abuse and to know to whom to turn to for help, and also develop realistic attitudes to the responsibilities of adult life. Within the curriculum, specifically in the guidance programme, and in other lessons - e.g. drama, English, RE, Citizenship - students are provided with such opportunities. Life skills days focusing on **various issues including sex and relationships education also take place annually.**

All staff, teaching and support staff, and, where appropriate, other helpers and volunteers, receive guidance and/or training in child protection issues in order to ensure their vigilance in recognising abuse and appropriate procedures for dealing with it. All new staff, NQTs and student teachers follow an induction programme. Child protection issues are part of the programme. Refresher training is then provided on a three yearly basis.

Our designated member of staff with responsibility for Child Protection issues is **Diane Harris**. Our second named person is **Helen Bailey** (who will deal with any Child Protection issues arising in the absence of the designated person).

At HMS the designated member of staff with responsibility for Child Protection issues is **Jean Barnett** and our second named is **David Watson**. All staff and governors can name the designated personnel.

APPENDIX B CATEGORIES OF ABUSE

The following categories of abuse are recognised for the purposes of the child protection register. All staff should be aware of these categories and report any concerns to the designated person.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, 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.

Physical Injury: 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 feigns the symptoms of, or deliberately causes ill health to a child they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Munchausen syndrome by proxy.

Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to have in sexually inappropriate ways.

Emotional Abuse: is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless and unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

The designated person will ensure that all staff, through training and discussion, are familiar with the above categories including signs and symptoms for recognising possible abuse.

Easy to follow steps:

- Report any suspicious injury or suspect dialogue **no matter how small** to the designated person.
- In cases of disclosure **never** mention to parents what a student has disclosed before reporting to the designated person and Children's Services.
- **Never** investigate further or take action beyond that agreed in the procedures established by the Northumberland Safeguarding Children Board (NSCB).

Appendix C

Contacts

Advice Area	School Contact(s)
Discussion about a CP or child welfare referral	Local District Child Care team
Advice on the operation of CP/Safeguarding Procedures , how to refer and where	Russell Pilling /Independent Reviewing Officers 01670 714411
Lead roles in relation to responding to allegations against staff (including those not employed by school)	Andrea Carmichael (as LADO for all allegations) 01670 533503 Suzanne Hendey (01670 533640) or Ian Harbottle (01670 533134) re school staff Hugh Cadwallader (01670 533621) for centrally employed education staff Sarah Kirk (01670 533708) or Rudi Imhoof (01670 534007) for Facilities Management Staff, e.g. Catering, caretakers, crossing patrol etc
CP Allegations relating to school transport	Andrea Carmichael /School transport Team (01670 533670)
Model CP Policy for schools	Janet Ingham (01670 533691)
Policy on Use of restraint in Schools	John Kirton (01670 533803)
Recruitment and Selection/Vetting and Barring	Suzanne Hendey/Ian Harbottle/Hugh Cadwallader
Co-ordination of Training Requirements for Designated staff (CP)	Eleanor Phillips (01670 534410)
MAPPA – Risk Management re individuals who may pose a risk to children	Mark Douglas (01670 533363) /MAPPA Unit, Northumbria Police
Monitoring/Quality Assurance re operation of schools safeguarding arrangements	Tony Mays and/or School Improvement Partners (01670 533507)
Safeguarding Traveller Children	Jane Walker (01670 533575)
Children Missing from Education	John Kirton (01670 533803)

Appendix D

Standards for Effective Child Protection Practice in Schools

[Child protection and safeguarding are receiving an increased priority in Ofsted inspections.](#) The following standards may assist schools in evaluating their practice

In best practice, schools:

1. operate safe recruitment practices including ensuring appropriate CRB and reference checks are undertaken according to [‘Safeguarding Children and Safer Recruitment in Education’](#)
2. have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;
3. 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;
4. 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;
5. 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;
6. 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;
7. provide and support child protection training regularly to school staff every three years and in particular 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;
8. contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;
9. use the curriculum to raise pupils’ awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, taking into account of Sex and Relationships guidance. See [Sex and relationships education, support for school governors’ 2003](#)
10. 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;
11. 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;
12. 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;
13. 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 - [‘Safeguarding Children and Safer Recruitment in Education’](#)

14. 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.
15. the school will ensure that specified information is passed on in a timely manner to Children's Services for monitoring purposes

Appendix E

Frequently Asked Questions

What do I do if I hear or see something that worries me?

Tell the designated member of staff or headteacher.

If that is not possible, telephone Children's Services (Locality FACT Team) as quickly as possible. (In an emergency call 999 for the police)

What are my responsibilities for child protection?

To know the name of your designated member of staff for Child Protection and/or Looked After Children.

To respond. You cannot ignore concerns. 'Don't do nothing'.

Can I go to find someone else to listen?

No. You should never stop a young person who is freely recalling significant events.

Can I promise to keep a secret?

No! The information becomes your responsibility to share in order to protect. As an adult, you have a duty of care towards a child or young person.

Can I ask the child questions?

No! Nor can you make judgements or say anything about the alleged abuser; it may be construed as contriving responses.

*You **can** ask a young person to repeat a statement.*

Do I need to write down what was said?

Yes, as soon as possible, exactly what was said. (Date and signature)

REFERENCES

[Working Together to Safeguard Children 2010](#)

[The role and responsibilities of the designated teacher for looked after children: Statutory guidance for school governing bodies](#)

[The Child Protection and Safeguarding Handbook for Schools](#)

Click [HERE](#) to view the Northumberland Safeguarding Children Board training programme directory (2011 - 12)

[Safer Working Practice for Adults who work with Children DSCS revised version 2009](#)

[HM Government Information Sharing Guidance 2008](#)

[Preventing harm to children from parents with mental health needs](#)