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**PARKSIDE HOUSE SCHOOL**

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**Safeguarding incorporating Child Protection**



PARKSIDE HOUSE SCHOOL  
Policy developed September 2016

Reviewed September 2019

Parkside House School is committed to safeguarding and promoting the welfare of children in its care and expects all staff and volunteers to share this commitment. In order to safeguard and promote the welfare of its pupils and ensure that risk of harm is minimized, the school employs a Safe Recruitment and Selection Policy which complies with the DFE guidance Keeping Children Safe in Education 2019. All staff must read this guidance.

### **Safeguarding information;**

Safeguarding and promoting the welfare of children is protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children to have the best outcomes.

### **The role of the school**

The school staff are particularly important as they are in a position to identify concerns early and provide help for children. Schools form part of the wider safeguarding system for children. At PHS and in line with the statutory guidance Working Together to Safeguard Children 2019, we have two Designated Safeguarding Leads for Safeguarding, Mrs. B Young and Miss M Maxwell who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services.

A child centered and coordinated approach is vital to safeguarding.

All school staff have a responsibility to provide a safe environment in which children can learn and have a responsibility to identify children who may be in need of extra help or who are suffering or likely to suffer significant harm, all staff have a responsibility to take action and report this to the Designated Safeguarding Lead. All school staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff will discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

All staff members will receive appropriate safeguarding training. All staff need to be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help.

Knowing what to look for is vital in the early identification of abuse and neglect, if staff members are unsure they should speak to the Designated Safeguarding Lead.

**Any staff member** who has a concern about a child's welfare should follow the referral process which is as follows:

- If a staff members have any concerns about a child they will need to decide what action to take
- Where possible there will be a conversation with the safeguarding lead to agree a course of action

- If anyone other than the designated safeguarding lead makes a referral they should inform the designated safeguarding lead as soon as possible
- If a staff member, who is not the safeguarding Designated Safeguarding Lead, makes a referral concerning the welfare of a child they must initially contact the local authority children's services to which the child belongs to
- Once a referral has been made and the designated safeguarding lead has been informed, the safeguarding lead should follow up on this if the information is not forthcoming
- There is an online tool [Reporting child abuse to your local Local Authority](#) that will direct staff to local children's social care contact numbers
- All staff should be aware of their early help process and understand their role in it.

## **Purpose**

The purpose of the PHS safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect our children and young people from maltreatment
- Know every child as an individual
- Prevent impairment of our children's and young people's health or development
- Ensure that our children and young people grow up in circumstances consistent with the provision of safe and effective care
- Undertake that role so as to enable our children and young people to have optimum life chances and enter adulthood successfully.

This policy will give clear direction to staff, governors, volunteers, visitors and parents about the expected behaviour and our legal responsibility to safeguard and promote the welfare of all children and young people at our school.

## **Our Ethos**

Our school will establish and maintain an ethos where our pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff or regular visitor to our school if they are worried or concerned about something.

## **Online Safety**

Throughout our curriculum we will provide activities and opportunities that will equip our children with the skills they need to stay safe. We will run Safer Internet days, we will equip pupils with the skills to address; Cyber Bullying, we will run Social Media Awareness sessions for pupils and parents in conjunction with other professionals including the community police.

We will encourage our children to develop essential life skills. At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies.

## **Procedures**

When new staff, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place. During induction they will be requested to read Keeping Children Safe in Education statutory guidance for schools and colleges part 1. They will be given a copy of our Safeguarding and Child Protection Policy and will be informed of who our Designated Safeguarding Lead for Safeguarding is, who will show them the recording format, give information on how to complete it and show them the short Child Protection presentation.

The induction will also remind staff and volunteers of their responsibility to safeguard all children in our school and the remit of the Designated Safeguarding Lead.

Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record any issues of confidentiality.

Every Staff member will receive Child Protection training every 3 years and all new staff members will be immediately booked on Child Protection training. The Designated Safeguarding Lead will receive training every 2 years.

All regular visitors and volunteers to our school will be told where our policy is kept, they will be given a set of safeguarding procedures, and they will be told who the Designated Safeguarding Leads are and what the recording and reporting system is.

When new pupils join our school, all parents and carers will be informed that we have a safeguarding policy. This will be offered to parents should they request a copy. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

All pupils will know that there are adults in school whom they can approach if they are worried or in difficulty.

Our Governing Body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. Training for Governors to support them in their safeguarding role is available.

All of our staff must keep up to date with the most recent safeguarding advice and guidance. All staff must read Keeping Children Safe in Education Statutory Guidance for Schools and Colleges, September 2019

The Head Teacher and the Designated Safeguarding Lead are to be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school.

### **Child Protection Meetings**

From time to time staff members may be asked to attend a child protection meeting on behalf of the school in respect of an individual child. Usually the person attending from school will be the Head Teacher or the Designated Safeguarding Lead

In any case the person attending will need to have as much relevant up to date information about the child as possible.

A child protection meeting will be convened if a referral has been made and, following an investigation, the findings have considered the child to be at risk of harm, or, if the child is already subject to a child protection plan, a review conference is held to monitor the safety of the child and the required reduction in risk.

Staff may be required to attend child protection meetings to represent the school. For the most up to date information regarding child protection meetings, staff will have access to Working Together to Safeguard Children and keeping Children Safe in Education (2019) national statutory Guidance for schools and colleges, as well as the Local Safeguarding Children's Board and the NSPCC website.

All reports for child protection conferences will be prepared in advance. The information contained in the report will be shared with parents prior to the conference and emailed to the Safeguarding unit 3 days before the conference. PHS has a set report to complete for all Child Protection Conferences and Reviews. The report includes information relating to the child's physical, emotional and intellectual development and how the child presents at school. A Risk Assessment relating to the continuing risk of harm to the child may also be included.

Clearly child protection conferences can be upsetting for parents. We recognize that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

All adults who come into contact with our pupils have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so. All staff should be alert at all times to signs of abuse and recognize the additional vulnerabilities of our pupils due to their communication and learning difficulties, their culture and social backgrounds. A number of our pupils are in the Looked after System which makes them vulnerable to CSE, Radicalization and Extremism. Pupil's diagnosis of ASD or Attachment Disorder can make them vulnerable to Grooming, Sexting, and Absconding. Conditions such as ADHD and Attachment Disorder make our pupils more likely to be involved in risk taking behaviours as they are unable to associate actions with consequences. There is a strong correlation between ASD and body dysmorphia which makes those pupils at risk of bullying.

The following sections identify the main types of abuse.

## **Types and Signs of Abuse**

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

### **Sexual abuse**

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

## **Neglect**

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

Failing to:

Provide adequate food, clothing and shelter (including exclusion from home or abandonment);

Ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

## **Specific safeguarding issues**

Expert and professional organisations are best placed to provide PHS with up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the [TES website](#) and [NSPCC website](#). Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- [child sexual exploitation \(CSE\)](#)
- [bullying including cyberbullying](#)
- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#)
- [forced marriage](#)
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)

- [mental health](#)
- [private fostering](#)
- [preventing radicalisation](#)
- [sexting](#)
- [teenage relationship abuse](#)
- [Trafficking](#)
- [Preventing Youth Violence and Gang involvement](#)
- [Teaching online Safety in Schools](#)

### **Peer on peer Abuse**

- All staff should be aware that children can abuse other children often referred to as Peer on peer abuse this is most likely to include:
  - Bullying ( including cyber)
  - Physical abuse
  - Sexual violence
  - Sexual Harassment
  - Up skirting ( which can involve taking a picture under a person's clothing without their knowledge)
  - Sexting
  - Initiation of hazing type violence and rituals

### **Serious Violence**

All staff should be aware of the indicators, which may signal that children are at risk from, or involved with serious violent crime. These may include any of the following signs;

- Increased Absence
- A change in friendships
- Signs of self- harm
- Unexplained injuries
- Unexplained gifts or new possessions

### **Further information on Child Sexual Exploitation**

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 organized 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 cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

### **Further information on Female Genital Mutilation**

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 practice 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 16-17 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

If a teacher in the course of their work in the profession discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

### **The Prevent Duty and extremism and radicalisation**

The Prevent Duty Guidance (under the Counter-Terrorism and Security Act 2015) was released by the Government in March 2015 which places a duty on schools, and other agencies, to "have due regard to the need to prevent people from being drawn into terrorism". This legal duty came into force on 1st July 2015. The duty placed on schools covers 4 areas:

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

Parkside House School does have a specific policy on Prevent duty, general safeguarding principles apply to keeping children safe from the risk of radicalisation will cover this

responsibility. However, the “Prevent duty – Departmental advice for schools and child care providers (June 2015) (DFE)” outlines that schools should ensure that they have considered the 4 key areas above in relation to school practice and are clear within other policies how the requirements of Prevent will be addressed.

The Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments and ideologies.

### **Definitions**

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*

Fundamental British values include 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, including police officers whether in this country or overseas.

**What to do:** If school staff have a concern about a pupil, they should follow our schools normal safeguarding procedure which would include a discussion with the Designated Safeguarding Lead who would then contact the Front Door Service, 0345 2000 109, out of hours 0191 200 680. The Front door service is the access point to the MASCT (Multi Agency Screening and Co-ordination Team) which has a duty team who offer information, support and services and will respond to concerns.

Other agencies who will support a schools concerns include, the police (999 or 101, non-emergency number) and the DfE has a dedicated helpline on 020 7340 7264. Parkside House School will ensure that all staff understands this additional route/involvement of the Front Door and other agencies when dealing with these specific matters.

All Parkside House School staff have undertaken Prevent awareness training and are able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

### **Children missing from education**

A child going missing from education is a potential indicator of harm/abuse or neglect. Parkside House School ensures that staff will follow the school’s procedures for dealing with children that go missing from education (**appendix 1 of this policy**) particularly on repeat occasions, to help identify the risk of harm/abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future we will always hold missing interviews on their return.

It is essential that schools ensure that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. (**Please see**

## **Appendix 1 for procedure to follow when a pupil is missing from school and read PHS missing Policy)**

### **Common Signs of Abuse**

#### **Sexual Abuse**

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Medical problems such as chronic itching, pain in the genitals, venereal diseases
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toy
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a relative or family friend
- Becoming worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism

#### **Physical Abuse**

- Unexplained recurrent injuries or burns
- Improbable excuses or refusal to explain injuries
- Wearing clothes to cover injuries, even in hot weather
- Bald patches
- Chronic running away

- Fear of medical help or examination
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact - shrinking back if touched
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him or her study')
- Fear of suspected abuser being contacted

### **Emotional Abuse**

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-depreciation ('I'm stupid, ugly, worthless, etc')
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Neurotic behaviour (rocking, hair twisting, self-mutilation)
- Extremes of passivity or aggression

### **Neglect**

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems

- No social relationships
- Compulsive scavenging
- Destructive tendencies

If you suspect abuse, discuss this firstly with the Designated Safeguarding Leads. Do not under any circumstances discuss this with the learner or your colleagues before you have informed your line manager of your concerns. This is for **your** protection as much as for the protection of the learner.

### **Statutory Assessments**

Where a child is suffering or is likely to suffer from harm, it is important that a referral to children's social care (and, if appropriate, the police) is made immediately. Referrals should follow the local referral process.

### **Children in need**

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

### **Children suffering or likely to suffer significant harm**

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, FGM or other so-called honour based violence, and extra-familial threats like radicalization and sexual exploitation.

The online tool [Report Child Abuse to Your Local Council](#) directs to the relevant local children's social care contact number

## **The management of Safeguarding**

### **Responsibilities of staff and volunteers**

The Governing Body and the Proprietor at PHS will ensure that the school contributes to inter – agency working in line with statutory guidance, working together to Safeguard Children 2019. PHS will provide a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to Child Protection Plans.

The Governing body and Proprietor of PHS will ensure our safeguarding arrangements take into account the procedures and practice of the Local Authority as part of the inter-agency procedures, Safeguarding procedures set up by the local safeguarding children board. (LSCB)

The Head Teacher will ensure that the policies and procedures concerning referrals of cases of suspected abuse and neglect are followed by staff.

PHS has 2 designated Safeguarding Leads, Miss M Maxwell, and Mrs. Young who liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2019. The Designated Safeguarding Leads will undergo training every 2 years. All staff will undergo child protection training, every 3 years

When any person has knowledge or suspicion that a child or young person is either being abused, or is at risk of abuse, or that a carer has seriously neglected or failed to protect a child, he/she has a personal duty to report this to the Designated Safeguarding Lead if this is not possible, it should be reported to the Head Teacher.

Concerns may be as a result of information other than direct observation or evidence of abuse to a child/young person, such as evidence of domestic violence or substance abuse within the family.

### **Dealing with allegations against staff**

PHS will manage cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position or in any capacity. This procedure will be used in respect of all cases in which it is alleged that a teacher or member of staff or volunteer in school.

Behave in a way that has harmed a child or may have harmed a child.

Possibly committed a criminal offence against or related to a child.

Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

Allegations against a teacher who is no longer teaching at the school will be referred to the police.

PHS has a duty of care to our staff, we will ensure we provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. PHS will deal with any allegations against staff as quickly as possible in a fair and consistent way that provides effective protection for the child whilst still supporting the person.

The individual should be advised to contact their Trade Union Representative if appropriate. The Head Teacher or Proprietor will appoint a named representative to keep the person informed of the progress of the case. Social contact will not be prevented unless evidence suggests it is likely to be prejudicial to the gathering or presenting of evidence.

If there is clear actual or circumstantial evidence to support the allegation, for example, the incident was witnessed, or if there are strong indications that the incident took place, then the matter must be discussed with the Designated Safeguarding Lead and a Child Protection referral MUST be made to Children's Social Care services, and or police.

The following definitions should be used when determining the outcome of allegation investigations.

**Substantiated:** there is sufficient evidence to prove the allegation

**Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive

**False:** there is sufficient evidence to disprove the allegation

**Unsubstantiated:** There is insufficient evidence to either prove or disprove the allegation. The term therefore does not imply guilt or innocence

In the first instance, the Head Teacher, or where the Head Teacher is the subject of an allegation, the Proprietor will immediately discuss the allegation with the Designated Safeguarding Lead. The purpose of an initial discussion is for the Designated Safeguarding Lead and the Head Teacher or Proprietor to consider the nature, content and context of the allegation and agree a course of action. The Designated Safeguarding Lead may ask Head Teacher or Proprietor to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when Head Teacher or Proprietor will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, Head Teacher or Proprietor should discuss the allegations with the Designated Safeguarding Lead in order to help determine whether police involvement is necessary.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both Head Teacher or proprietor and the Designated Safeguarding Lead, and agreement reached on what information should be put in writing to the individual concerned and by whom. The Head Teacher or Proprietor should then consider with the Designated Safeguarding Lead what action should follow both in respect of the individual and those who made the initial allegation.

The Head Teacher or Proprietor will inform the accused person about the allegation as soon as possible after consulting the Designated Safeguarding Lead. It is extremely important that

the Head Teacher provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the Head Teacher or Proprietor will not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused. PHS will consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension will be considered.

If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with the statutory Guidance [Working Together to Safeguard Children 2019](#)

If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take into account that teachers and other school staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.

Where it is clear that an investigation by the police or children's social care Services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the Designated Safeguarding Lead should discuss the next steps with the Head Teacher. In those circumstances, the options open to the school depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future.

Suspension should not be the default position: an individual should be suspended only if there is no reasonable alternative.

In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the Designated Safeguarding Lead should discuss with the Head Teacher or proprietor how and by whom the investigation will be undertaken.

In straightforward cases, the investigation should normally be undertaken by a senior member of the school staff.

However, in other circumstances, such as lack of appropriate resource within the school or the nature or complexity of the allegation will require an independent investigator. Many local authorities already provide for an independent investigation of allegations, often as part of the personnel services that maintained schools and colleges can buy in from the authority. It is important that local authorities ensure PHS have access to an affordable facility for independent investigation where that is appropriate.

Parents/Carers of a child involved will be told about the allegation as soon as possible, if social care services are involved the parents/carers will not be told until those agencies have been consulted. Parents and Carers will be kept notified of progress.

Parents and Carers will be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing. Parents will be informed to seek legal advice if they wish to apply to the court to have reporting restrictions removed.

In cases where a child may have suffered significant harm or there may be a criminal prosecution, children's care services or the police should consider what support the child may need.

### **Confidentiality**

PHS will make every effort to ensure confidentiality when an allegation is made. The Education Act 2002 and then subsequently 2011 places restrictions on publication of any material which may lead to the identification of a teacher who has been accused by a pupil from the same school. The restrictions cease to apply if the individual to whom the restrictions apply waives their right to anonymity by going public themselves.

The reporting restrictions make clear that publication of material that may lead to the identification of a teacher include any speech, writing, or communication in any form including social networking.

PHS will take advice from the Designated Safeguarding Lead, Police, and Children's Social Care Services to agree

Who needs to know, and importantly what information can be shared

How to manage speculation, gossip

What if any information can be released to the wider community

How to manage press interest

### **Managing the Situation and exit arrangements**

If the accused person resigns from PHS. This will not prevent an allegation being followed up.

A referral to the DBS will be made, a compromise agreement is not appropriate.

At PHS every effort will be made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, even if the concerned refuses to cooperate.

At PHS wherever possible the accused should be given a full opportunity to answer the allegation.

### **Record Keeping**

Details of allegations that are found to have been malicious will be removed from personnel records, however for all other allegations, a full record will be kept on the confidential personal file. The purpose of the record is to enable accurate information to be given in response to any future requests for a reference. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction, and prevent further reinvestigation.

Cases in which an allegation is proved false will not be included in employer references.

## **The Role of the Designated Safeguarding Lead**

PHS Designated Safeguarding Leads role is to:

- The Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads are responsible for ensuring that ALL are issued with a copy of the current Keeping Children Safe in Education - Information for all school (Part ONE ) September 2019 and ensure that individuals have read, understood and are able to discharge their role and responsibilities as set out in this document
- Work with the governing body to ensure the school's Safeguarding Incorporating Child Protection Policy is updated and renewed annually and that all members of staff have access to it and understand it. They will ensure that those policies, procedures, guidance and practice are updated and implemented in a timely way
- Provide regular briefings and updates at staff, and governor meetings to help ensure that everyone is kept up to date on latest policy developments and reminded of their responsibilities
- ensure that clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Services immediately are maintained appropriately in school. The outcomes and decisions made will also be recorded
- will provide annual training to staff in house as a refresher at the start of every new school year, and provide safeguarding training in house during Induction of new staff.
- ensure all records are kept to the required standard/guidance, are secure, have limited access and in locked locations, paper copies are kept locked in the school filing cabinets
- Ensure the school's Safeguarding Incorporating Child Protection Policy is available publicly and that parents are aware of the policy.
- Link with the LSCB to keep up to date with training opportunities and the latest local policies.  
work with the Local Authority and other agencies to ensure that we are able fulfil our duties and responsibilities in relation to Safeguarding and Child Protection arrangements, which will include an annual return of a Section 11 audit
- will attend Child Protection Refresher Training to provide them with the knowledge and skills required to carry out the role. This training is updated at least every two years.
- will attend termly safeguarding briefings with the LSCB
- During term time the designated safeguarding lead (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns.

- to work closely with the Safeguarding Governor to ensure that they are clear on their role and responsibilities in relation to safeguarding and to work within them throughout the year and in production of the annual report to Governors and the Section 11 audit

The Designated Safeguarding Leads will ensure all relevant persons:

- know that they have a professional responsibility for sharing concerns about a child's safety and welfare with the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead in school and understand their personal responsibility with regards to safeguarding and child protection matters in school
- understand that school staff are in an important position to identify concerns early and provide help for children, where relevant and linked to the [Local Threshold Guidelines](#) to prevent concerns escalating
- ensure that all staff know what to do if a child tells them he/she is being abused or neglected and how to maintain appropriate levels of confidentiality whilst at the same time liaising with the Designated Safeguarding Leads, the deputy ' Designated Safeguarding Leads another member of senior staff or children's social care. Staff should be aware that they should never promise a child that they will not tell anyone about an allegation – as this may ultimately not be in the best interests of the child
- for teaching staff - the Designated Safeguarding Leads and deputy Designated Safeguarding Leads will ensure that each teacher understands their professional duties linked to Teachers Standards and what is expected of them as a teaching professional including the Female Genital Mutilation (FGM) mandatory reporting duty
- know that if a child/young person's situation does not appear to be improving, the adult with concerns should press for 'reconsideration' – and should clearly understand what this means and how this operates within the context of the child protection policy
- understand the need to be vigilant in identifying cases of harm/abuse and are able to immediately report concerns when they arise
- know that information a child/young person discloses regarding harm/abuse of themselves or another child/young person must be shared as appropriate, and cannot be kept secret
- ensure confidentiality protocols are adhered to and information is shared appropriately
- know how to support and to respond to a child/young person who tells of harm/abuse or other matters that have the potential to be a cause for concern/harm by following the following guidance
-

### **Timescales**

PHS will endeavor to resolve cases as quickly as possible consistent with a fair and thorough investigation, they will be investigate without delay, each individual investigation will take its own time, however it is expected that 80% of cases will be resolved within 1 month, 90% within 3 months and all cases within 1 year.

### **Monitoring**

The Designated Safeguarding Lead has overall responsibility for the oversight of the procedures and dealing with allegations as well as resolving inter-agency issues and the liaison with LSCB.

The Designated Safeguarding Lead will provide advice and guidance and liaising with the Police and other agencies, monitoring the progress of cases to ensure they are through and fair.

### **Suspension**

PHS will evaluate the risk of harm to children posed by an accused person, when making a decision about suspension. Suspension will not be an automatic response it will be considered in cases where there is cause to suspect that the risk of harm may be grounds for dismissal.

If the PHS is made aware that the secretary of state has made an interim prohibition order in respect of that individual they will be immediately suspended.

PHS in other circumstances will look at alternatives to suspension including,

Providing an assistant to be present when the individual is in contact with children

Redeployment to other work without access to children#

Moving the child to alternative classes so they do not come into contact with the individual

These measure will allow time for a decision to be made about suspension

If immediate suspension is considered necessary, the justification for that course of action will be recorded. Written confirmation will be dispatched within 1 working day. Support will be offered to that person from PHS. The power to suspend is vested in the proprietor. If the investigation concludes that enquires by the children's care services or investigation by the police are required then the Designated Safeguarding Lead will do this. Police involvement does not make it mandatory to suspend, the decision will be taken on a case by case basis.

### **Information Sharing**

The agencies involved in the case will share relevant information about the person subject to the allegation, if the police are involved PHS will ask Police to obtain consent from the individuals involved to share their statements.

### **Criminal Investigation**

The police should inform PHS immediately when a criminal investigation is complete, it has decided to close a case without charge. PHS will then decide whether further action is required considering the result of the police action.

## **Conclusion**

If an allegation is substantiated and the staff member is dismissed from PHS or the person resigns. The Designated Safeguarding Lead will discuss the case with the Head Teacher and the proprietor as to whether a referral to the DBS for consideration of inclusion on the barred list is required, alongside a referral to the National College for Teaching and Leadership to consider prohibiting the individual from teaching.

PHS will always make a referral to the DBS where they think that an individual has engaged in conduct that harmed or is likely to harm a child or if a person otherwise poses a risk of harm to a child.

Where it is decided on conclusion that a person who has been suspended can return to work the Designated Safeguarding Lead will best consider how to facilitate this, with appropriate help and support.

If an allegation is determined to be unsubstantiated or malicious the Designated Safeguarding Lead will refer the matter to children's care services to determine whether the child concerned is in need of services or may have been abused by someone else. The Head Teacher will consider the action to take following a deliberate malicious allegation

- If the allegations appear to be unlikely, for example the circumstantial evidence does not appear to support the allegation, then the same action should be taken, but it is the decision of the Designated Safeguarding Lead whether to deal with it internally.
- If the allegations are demonstrably false, for example the alleged perpetrator was known not to be anywhere in the vicinity of the child / young person, then the same action is taken as above, and the matter would be investigated internally.
- In all of these situations, it is essential that appropriate records are made and kept regarding the concerns, evidence collected and action taken, so that these are available for external monitoring, and further intervention in future, if appropriate.
- Consideration should always be given to the possibility that the child / young person may be displacing abuse that is happening elsewhere in their lives.

## **General Advice and Guidance**

### **General Dos and Don'ts**

All this may sound a little legalistic and unfriendly. During any activity, you will not get to know much about your charges and you certainly don't and won't know every detail of their backgrounds. Don't, therefore, assume an instant "I'm your friend" approach. Remember that you are not one of them, but a supervisory figure who knows very little of the previous years of the participant's life.

Keeping this in mind may help you understand the reasons for the following list of do's and don'ts:

Do not touch the learners'. Resist a comforting hug or pat on the back. There is a fine line in a learners' perception of where comfort stops and harassment/assault starts.

Do not make jokes about students' personalities, gender, ethnic status, appearance, family, religion, etc.

- Be on the lookout for anyone looking worried or upset. Let your Designated Safeguarding Lead know about such learners.
- Do not spend any time alone with a learner in a room, unless unavoidable. If the situation cannot be avoided, always inform another member of staff either before or immediately afterward.
- Remember: we are not going to be able to solve every issue and all problems for learners'. We don't have to be experts on everything; but we do need to know where to refer learners for more expert help.
- If a serious problem arises, do not feel you must handle it on your own. There should always be at least one person in a position of management in any premises.
- Please do not threaten learners with serious sanctions unless these sanctions are clearly documented and have been discussed in advance with the learner
- In conversation with students, do not be overly familiar, and do not be sarcastic, whatever the provocation. Respect all confidences. Do not talk about one learner to another under any circumstances.
- NEVER promise complete confidentiality. We may not always be able to keep to this as in any real emergency or serious situation we will be legally forced to contact parents/carers with information that we feel they need to know.

Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for our children. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with our children. We will always ensure that the North Tyneside Safeguarding Children's Board protocol is adhered to.

We will seek and work with the advice that is provided. Should an allegation be made against the Head Teacher, this will be reported to the Chair of our Governing Body who will liaise with the LADO and school if required.

The LADO role will now be taken on by the on-duty MASH (Multi-agency Safeguarding Hub) manager. This will be Joanne Dean. In relation to policies etc. avoid using their names, just use the role title to avoid confusion or needing to update.

All staff will have access to and be expected to know our school's policy for Managing Behaviour and the use of Restraint.

There will be occasions when some form of physical contact is inevitable, for example, if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of personnel able to practice *Team Teach/ Positive Handling* will be kept by the Head Teacher. If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

There are sensible steps that every adult should take in their daily professional conduct with children. These can be found in Safeguarding Children and Safer Recruitment in Education.

### **Records and Monitoring**

If we are concerned about the welfare or safety of any child all adults in school will record their concern on the agreed report form and give this to the Designated Safeguarding Lead.

Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the Designated Safeguarding Lead and information will only be shared within school on a need to know basis for the protection of the child.

Any safeguarding information will be kept in the file and will be added to. Copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will have a chronology and contents front cover and will record significant events in the child's life.

Reports of a concern to the Designated Safeguarding Lead must be made in writing and signed and dated by the person with the concern.

If a child leaves our school we will ensure that our Designated Safeguarding Lead makes contact with The Designated Safeguarding Lead at the following school and the file will be forwarded.

## **Responsibilities**

At Parkside House School the Head Teacher is responsible for identifying a senior member of staff to be the Designated Safeguarding Lead Through appropriate training, knowledge and experience our Designated Safeguarding Lead will liaise with Children's Services and other agencies where necessary, and make referrals to Children's Services. At PHS this is Miss M Maxwell and Mrs. B Young.

Any concern for a child's safety or welfare will be recorded in writing and given to the Designated Safeguarding Lead. The Designated Safeguarding Lead at Parkside House School will represent our school at child protection conferences and core group meetings and will be responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow.

The Designated Safeguarding Lead will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the school to the agreed school's safeguarding training pack. Where appropriate the Designated Safeguarding Lead will also ensure multi agency training is applied for and attended by staff that are required to attend. All staff will be given guidance to help them recognise the additional vulnerability of some of our pupils, this will include a discussion at induction it will be highlighted to staff that children within the looked after system are more at risk of absconding, CSE and Trafficking as well as Extremism and Radicalisation, because of this all staff at Parkside House School are Prevent trained. Staff are fully aware of the additional vulnerabilities our pupils face and it is discussed on a daily basis within daily briefings. When a new pupil joins Parkside House School, who is in the care system staff will go out and meet with children's home/foster carers to discuss additional vulnerabilities school staff may need to be aware of. School staff are given guidance and reminded to share all information with the Designated Safeguarding Lead. Starter information is produced on all new pupils which highlights additional vulnerabilities and risks that all staff need to be aware of.

The Governing Body of Parkside House School will ensure that our safeguarding policy is in place and is reviewed annually. This policy will be referred to in our school prospectus.

The Governing Body will receive a safeguarding report that will record training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify any individual pupil.

At all times the Head Teacher and Governing Body will ensure that safe recruitment practices are followed. We will ensure that our Head Teacher and at least one governor have completed appropriate Safer Recruitment Training.

**Safer Recruitment** (this Section should be read in line with our Safer Recruitment Policy at PHS we require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake the schools safeguarding in recruitment checks which are in line with the ISA Vetting & Barring arrangements. These checks include an enhanced Disclosing and Barring Check and we will use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children. We will use the recruitment and selection process to deter and reject unsuitable candidates and will adhere to the requirements of *Keeping Children Safe in Education 2019*

### **When a DBS indicates a warning or conviction**

PHS follows existing guidance and It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this procedure and at all times work in a way that will safeguard and promote the welfare of all of our children.

The Governing Body of our school is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our children we also have a named governor, Mr. Joe Thompson.

Our Governing Body ensures our recruitment practices are safe and compliant with statutory requirements.

Our Governing Body undertakes to remedy without delay any weaknesses in regard to our safeguarding arrangements that are brought to their attention

### **OTHER RELEVANT POLICIES**

To underpin the values and ethos of our school and our intent to ensure our children and young people are appropriately safeguarded the following policies are also included under our safeguarding umbrella:--

Anti---bullying

Attendance

Behaviour Management and the Use of Restraint

Cyber Bullying Policy

Confidentiality Policy

Equality

Health and Safety Policy

E-Safety Policy

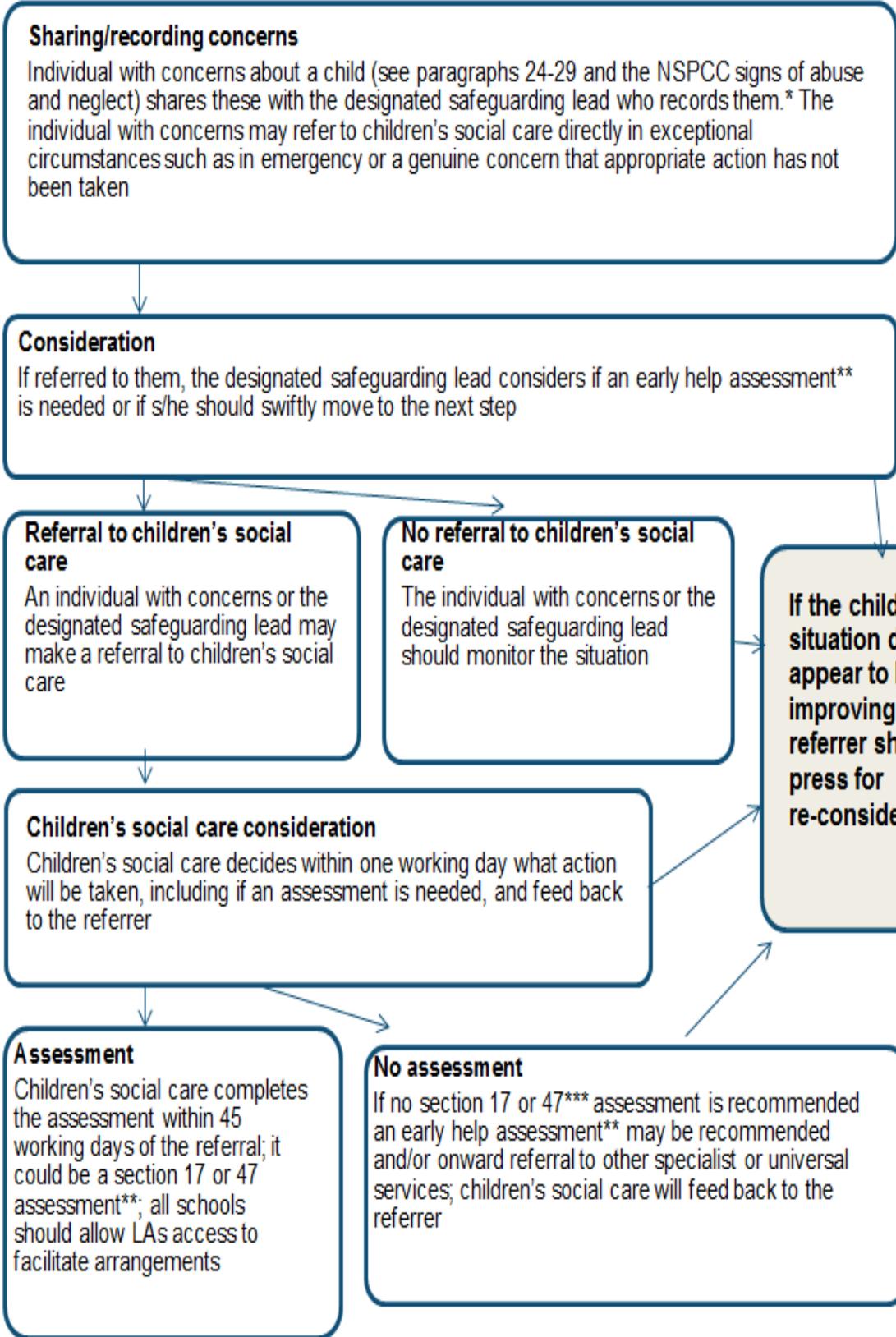
Health & Safety of Pupils on Educational visits

Safer Recruitment Policy

**Action when a child has suffered or is likely to suffer harm**

This diagram illustrates what action should be taken and who should be taking (according to the DFE guidance PHS will follow this procedure) it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

**Anybody can make a referral.**



We will review this policy annually and will make amendments as required by national or local changes to procedure.

**Documents used to support this policy**

Working Together to Safeguard Children 2019

Keeping Children Safe in Education statutory guidance for schools and colleges 2019

What to do if you're worried a child is being abused

North Tyneside Framework for Assessment and Referral

## Appendix 1

### **Procedure to follow when a pupil is suspected to be missing**

- Notify school office when a child is suspected missing
- A radio call will be placed from school office to determine that the pupil is not with another staff member on site
- The time is logged by school office when they are notified
- A search of the school building and grounds will take place by 'Free' staff.
- An incident report by will be opened by admin staff to record details of missing pupil
- 'Free staff will gather information from pupils and staff if available
- 'Free staff will leave site to patrol local area around school
- School will contact Parents/Carers to inform them pupil is missing.
- Police will be contacted if pupil does not return to school in 1 hour ( 30 minutes for more vulnerable pupils and staff to be deployed to search the local area)
- School will use their professional judgement and their knowledge of the pupil to make a decision if they wait the hour or whether police are contacted earlier

## **Appendix 2**

## **Guidance for staff on receiving a disclosure**

### **RECEIVE**

React calmly; be aware of your nonverbal messages.

If you don't understand the child's communication method, reassure the child, and find someone who can.

Don't interrogate the child, observe and listen, use active listening techniques.

Don't stop a child who is freely recalling significant events.

Keep responses short, simple, slow, quiet and gentle.

Don't end the conversation abruptly.

### **REASSURE**

Tell the child they are not to blame; and have done the right thing by telling you.

Tell the child what will happen next; be honest about what you can and can't do.

Don't promise confidentiality; say to the child, 'Some things are so important I might have to tell them to somebody else'.

### **REACT**

Explain what you have to do next and whom you have to tell.

Inform the designated teacher for child protection, immediately.

## **APPENDIX 3**

References and useful sources of information and advice provided by North Tyneside.

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

### **Local information and guidance**

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

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

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

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

North Tyneside Threshold Guidelines click [here](#)

### **Contact details**

Schools may wish to issue to the following contact details to the Senior and Designated Safeguarding Lead in School the following information. For all other staff, agency workers and volunteers (including Governors) schools should ensure that they issue to staff the names and contact details of the designate person(s) in school and may also wish to include a referenced to the Front Door, Local Authority Designated Officer, etc.

Front Door	<p><b>Tel:</b> 0345 2000 109  <b>Out of hours:</b> 0191 200 680</p>
The LADO	<p>The LADO role will now be taken on by the on-duty MASH (Multi-agency Safeguarding Hub) manager. This will be Joanne Dean. In relation policies etc. avoid using their names, just use the role title to avoid confusion or needing to update.</p> <p>Joanne Dean  Quadrant  Silverlink North  Cobalt Business Park  North Tyneside  NE27 OBY</p> <p>Telephone: 0345 2000109</p>
Early help and co-ordination team	<p><a href="mailto:earlyhelpassessments@northtyneside.gcsx.gov.uk">earlyhelpassessments@northtyneside.gcsx.gov.uk</a>  Tel: 0191 643 8178</p>
Safeguarding training for schools	<p>Training and Development Officer for safeguarding training in education  Lisa Wardingham.  <a href="mailto:lisa.wardingham@northtyneside.gov.uk">lisa.wardingham@northtyneside.gov.uk</a>  Tel: 0191 643 8076</p>
Whole school child protection training due every three years.	<p>All support staff, agency workers and volunteers (including Governors) should have child protection training. Catch up sessions for those who miss their whole school child protection training are available monthly on the North Tyneside CPD website <a href="http://www.ntcpd.org.uk">http://www.ntcpd.org.uk</a></p>
Designated Safeguarding Lead training	<p><i>NTSCB Multi Agency Child Protection training and The Role of the Designated Safeguarding Lead training</i> should both be attended by the designated senior person and deputies for child protection every two years.</p> <p>Designated Safeguarding Lead training available to book on North Tyneside CPD website <a href="http://www.ntcpd.org.uk">http://www.ntcpd.org.uk</a></p> <p>NTSCB Multi Agency Child Protection training available to book on the North Tyneside Learning Pool</p>

	<p><a href="http://www.learningpool.com/northtyneside">http://www.learningpool.com/northtyneside</a></p> <p><i>Designated safeguarding leads should also attend any relevant training as and when needed in relation to particular vulnerable pupils they may have at school and any current safeguarding specific issues e.g. CSE, EHA, WRAP (Workshops to Raise Awareness of Prevent)</i></p>
<p>The Mash (Multi-agency safeguarding hub)</p>	<p>Contact is still made through the Front Door as the access point with the same phone number but there is now a wider multi-agency team. This includes an early help manager (to review suitability for early help cases) and external partners such as the police and health within the hub to ensure a more robust approach to making assessments. A process flowchart showing how cases are managed is included. The only change to the flowchart to note, is that MARAC (Multi-agency risk assessment conferences linked to high risk domestic abuse cases) is not yet sitting in the MASH and there are no immediate plans for it to move in to the MASH at this time, however discussions around this are on-going.</p>

### **Further references and information**

Keeping Children Safe in Education (2019)

Working together to Safeguard Children (2019)

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

Education Act 2011

Children's Act 1989

School attendance July 2019 *including guidance on children missing from education*

[Children who run away or go missing from home or care \(2014\)](#)

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

[Sex and Relationship Education Guidance \(2019\)](#)

[DfE Dealing with allegations of abuse against teachers and other staff \(2012\)](#)

[Information Sharing \(2018\)](#)

[Use of Reasonable Force](#)

[Preventing and tackling bullying](#)

[Prevent: Preventing Violent Extremism Strategy](#)

[The Prevent Duty \(2015\)](#) Departmental advice for schools and childcare providers

[The use of social media for online radicalisation](#)

[Safeguarding Children and young people from sexual exploitation](#)  
[What to do if you're worried a child is being abused. Advice for practitioners \(2015\)](#)  
[Safeguarding Children in whom illness is fabricated or induced](#)  
[Safeguarding Children from female genital mutilation](#)  
[Safeguarding disabled children](#)  
[Forced Marriage](#)  
[Safeguarding Children from abuse linked to faith or belief](#)  
[The role and responsibilities of the designated teacher for looked after children](#)

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