

Adopted by Full Governing Body on 28.01.2010

CHILD PROTECTION POLICY

WHITLEY BAY HIGH SCHOOL

This policy will be reviewed annually and new personal and contact details will be updated regularly.

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1.0 INTRODUCTION

Whitley Bay High School fully recognises the responsibility it has to have arrangements about safeguarding and promoting the welfare of children.

‘Education staff have a crucial role to play in helping to identify welfare concerns, and indicators of possible abuse or neglect, at an early stage: referring those concerns to the appropriate organisation, normally the LA children’s social care,...’

(Working Together to Safeguard Children 2006) HM Government

‘There are two aspects to safeguarding and promoting the welfare of children. They are:

- arrangements to take all reasonable measures to ensure that risks of harm to children’s welfare are minimised; and
- arrangements to take all appropriate actions to address concerns about the welfare of a child, or children, working to agreed local policies and procedures in full partnership with other local agencies

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

There are four main elements to our policy:

¹ Definitions

- Child means a person under the age of eighteen. Students in Post 16 can refer themselves or represent themselves in Child Protection issues.
- 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.

- 1.1 Prevention - through the teaching and pastoral support offered to students and the creation and maintenance of a whole school protective ethos
- 1.2 Procedure - for identifying and reporting cases, or suspected cases, of abuse.
- 1.3 Support to students who may have been abused.
- 1.4 Preventing unsuitable people working with children - Our policy applies to all staff and volunteers working in the school including community education staff and governors. (Teaching assistants, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child). Concerned parents may also contact school.

2.0 PREVENTION

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

The school will therefore:

- 2.1 establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- 2.2 inform children about adults in the school whom they can approach if they are worried or in difficulty;
- 2.3 include in the curriculum, activities and opportunities for PSHCE, Learning to Learn, Tutorial, Assemblies and Bulletins which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help. The school will reinforce essential skills for every child including education about the dangers and risks associated with chatrooms and social network sites that can lead to grooming or inappropriate contact. Self esteem and confidence building, thinking independently and making assessments of risk based on their own judgements are encouraged throughout the curriculum;
- 2.4 include, in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.

3.0 PROCEDURES

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

The school will:

- 3.1 ensure it has a designated senior member of staff for Child Protection, who is advised to undertake appropriate LSCB Child Protection training within North Tyneside. This training will be updated at least every two years. The named people at WBHS are **Clare McClean, Every Child Matters Co-ordinator and Linda Buckle, Assistant Headteacher**
- 3.2 ensure there are deputies and/or contingency arrangements should the designated member of staff not be available; the named people at WBHS are **Adam Chedburn, Headteacher and Rachel Mays, Deputy Headteacher**
- 3.3 recognise the importance of the role of the designated senior people and arrange support and training;
- 3.4 ensure that the designated senior people will take advice from First Call 6437979, Education Child Protection is in this unit. The current named person is Dorothy Chambers. Out of hours 0300 123 0812 (5.00pm – 8.30 am)
- 3.5 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 prospectus;
- 3.6 ensure every member of staff and every governor knows:
 - the name of the designated senior people and their roles
 - that they have an individual responsibility for referring child protection concerns.

The senior designated person for child protection will ensure all staff:

- 3.7 have child protection training, from the point of their induction, and updated every two years at a minimum;
- 3.8 ensure all staff have access to this policy and understand it;
- 3.9 understand their personal responsibility;
- 3.10 understand the need to be vigilant in identifying cases of abuse;
- 3.11 know how to support and to respond to a child who tells of abuse;

- 3.12 are able to report concerns **immediately** they arise;
- 3.13 that staff and volunteers are aware that consensual sexual activity involving children under the age of 13 is unlawful, as they cannot legally consent to such activity. The school accepts that any such activity should be taken to indicate a risk of significant harm to the child. All cases involving children under the age of 13 will be referred to First Call.
- 3.14 understand where there is sexual activity involving young people between 13 and 16 years consideration will be given to referral. Whilst the legal age for sexual activity remains at 16 years, mutually agreed non – exploitative sexual activity does take place. Consideration will be given to referral if there are concerns for the child’s welfare. Factors such as age imbalance, power imbalance, coercion or bribery, familial sexual offences, withdrawn or anxious behaviour, misuse of substances (affecting choice), or other known information will be considered.
- 3.15 undertake appropriate discussion with parents prior to involvement of another agency unless doing so would place the child at risk of further significant harm;
- 3.16 report to Social Worker or First Call, where there is an unexplained school absence of a Looked After Child or student who is subject to a child protection plan, of more than two days duration, or one day following a weekend; (or as agreed as part of any child protection or core group plan)
- 3.17 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 Case Conferences, core groups/ care team meetings and Child Protection Review Conferences;
- 3.18 keep 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. This will, from 23 November 2009 take the form of a Safeguarding log at the front of each file. This log will be opened on a child on referral, who may be considered a child protection issue;
- 3.19 ensure all records are kept secure and in a locked location in Clare McClean’s office;
- 3.20 ensure that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and those concerns are addressed sensitively and effectively in a timely manner in accordance with Governors Adopted Whistleblowing Policy (26.11.2009).

4.0 SUPPORTING THE STUDENT AT RISK

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

This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.

The school will endeavour to support the student through:

- 4.1 the content of the curriculum to encourage self esteem and self motivation;
- 4.2 the school ethos which promotes a positive, supportive, and secure environment and gives students a sense of being valued;
- 4.3 the school's behaviour management 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 child 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 that s/he is valued and not to be blamed for any abuse, which has occurred;
- 4.4 liaison with other agencies which support the student such as Children's Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, School Public Health Nurses, Behaviour Support Services and the Education Welfare Service;
- 4.5 a commitment to develop productive and supportive relationships with parents whenever it is in a student's best interest to do so;
- 4.6 recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse are vulnerable and in need of support and protection;
- 4.7 vigilantly monitoring children's welfare, keeping confidential records (separate to child's school record) and notifying Social Services **as soon as there is a recurrence of a concern;**
- 4.8 ensuring that when a student subject to a child protection plan leaves, information will be transferred to the new school immediately;

5.0 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

- 5.1 The school will operate safe recruitment practices including ensuring appropriate CRB and reference checks are undertaken according to Circular DfES/1568/2004 Safeguarding Children: Safer Recruitment and Selection in Education Settings.
- 5.2 In the event of an allegation against staff the Headteacher or designated Deputy will consult with First Call, Child Protection Unit or Kath McEvoy 0191 643 8418
- 5.3 Guidance set out in North Tyneside Allegations Against Staff in Schools – Procedural Guidance for Community Schools, and DfES guidance Safeguarding Children in Education; Dealing With Allegations of Abuse Against Teachers and Other Staff DfES/2044/2005 will be adhered to.
- 5.4 The Headteacher in liaison with the Local Authority will ensure that any disciplinary proceedings against staff relating to child protection are disclosed 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.
- 5.5 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.
- 5.6 The school will ensure that staff and volunteers are aware that sexual relationships between them and students under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust).

6.0 OTHER RELEVANT POLICIES

- 6.1 **Physical Intervention**
Our policy on physical intervention by staff is set out in the Staff Handbook which is issued annually to the governing body. We acknowledge that staff must only ever use physical intervention as a last resort. Very occasionally if a child is under severe emotional distress a member of staff may use appropriate physical intervention ideally in the presence of another supervising adult. This must be reported immediately to the designated Child Protection Person.

We understand that physical intervention which causes injury, or distress to a child may be considered under child protection or disciplinary procedures.

6.2 Bullying

Our Anti Bullying Policy is reviewed annually by the governing body. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

6.3 Racist Incidents

Our Race Equality Policy 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.

6.4 Health & Safety

Our Health & Safety policy is reviewed annually by the governing body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

6.5 Special Educational, Medical and Emotional Needs

Within the policy we recognise that statistically children with behavioural difficulties and disabilities are more vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, cystic fibrosis, sensory impairment and or emotional, communication issues and other medical issues and behaviour problems are particularly sensitive to signs of abuse. The named persons at WBHS are **Christine Best, SENCO, Clare McClean or Linda Buckle designated Child Protection Officers**

6.6 Confidentiality and information sharing

Staff will ensure agreed confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or outside agency as required.

The Head Teacher or Designated Teachers will disclose any information about a student to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that information a child discloses regarding abuse of themselves or another child must be shared as appropriate, and cannot be kept secret.

All staff must be made aware that in rare circumstances children and or their parents can make vexatious complaints. In the event of such a complaint being made and proven to be false the Headteacher will take

7.0 GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES

The governing body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children.

It will ensure :

- 7.1 the school has a Child Protection Policy and procedures in place that are in accordance with local authority guidance, and locally agreed interagency procedures, and the policy is made available to parents on the school website;
- 7.2 the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on new staff and volunteers who will work with children;
- 7.3 procedures are in place for dealing with allegations of abuse against staff and volunteers that comply with local authority guidance and locally agreed inter-agency procedures;
- 7.4 two senior members of the school's staff who are designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with Local Authority Child Protection Officers, and working with other agencies;
- 7.5 in addition to basic Child Protection training, the designated people undertake training in inter-agency working, plus refresher training at two yearly intervals;
- 7.6 all other staff who work with children undertake training and refresher training every two years;
- 7.7 the governing body remedies any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention without delay;
- 7.8 a member of the governing body, **Paul Mitchell**, is nominated to be responsible for liaising with **Rachel Mays** or **Gill Alexander** in the event of allegations of abuse being made against the Headteacher;
- 7.9 the governing body should review policies and procedures annually and should provide information about them to the LA, as required.

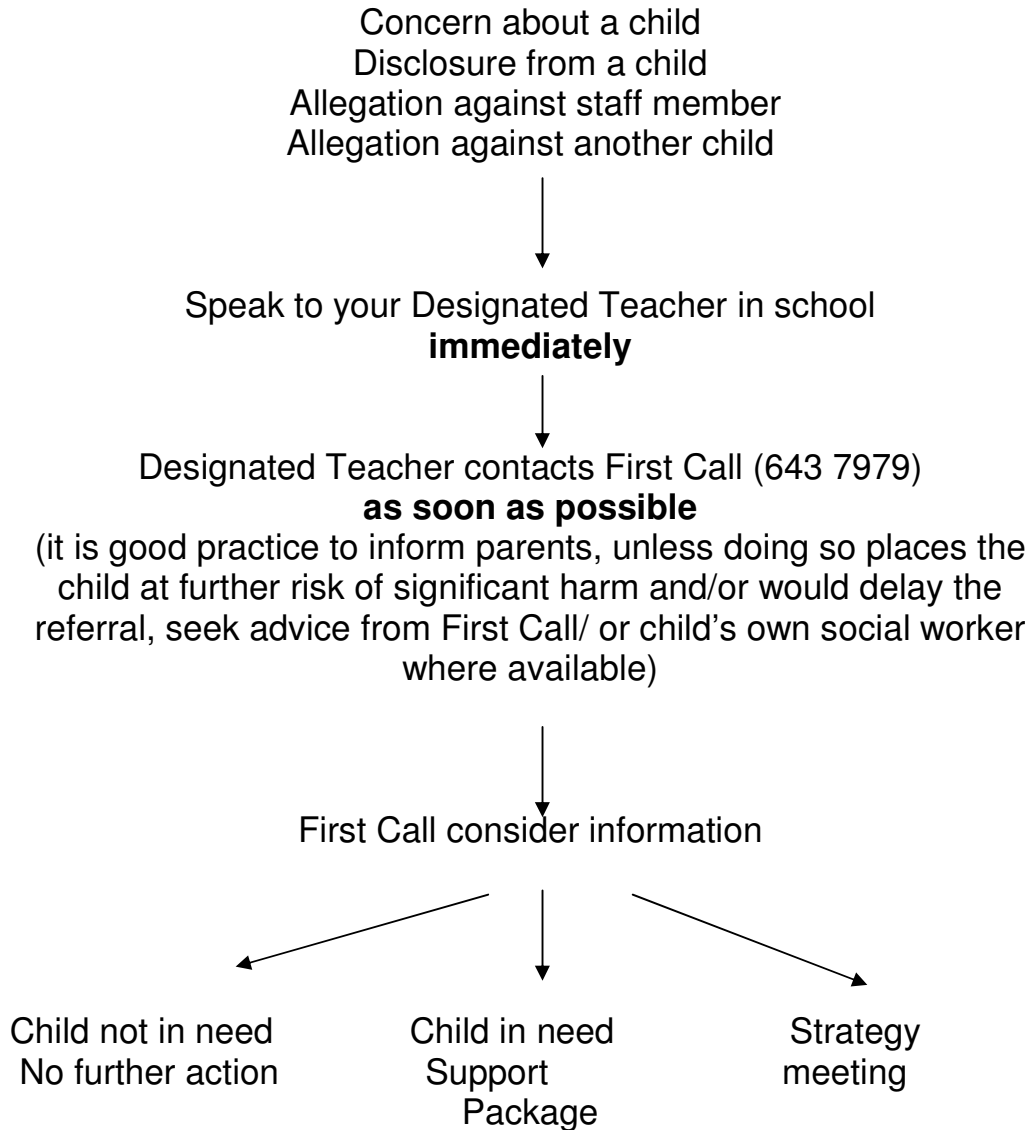
This policy was ratified onand will be reviewed on

.....
Signed by the Headteacher

.....
Signed by Chair of Governors

APPENDIX A

CHILD PROTECTION PROCESS



APPENDIX B

Key definitions and concepts

Child Protection – is a part of safeguarding and promoting welfare. This refers to the activity, which is undertaken, to protect specific children who are suffering or at risk of suffering significant harm.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

Children in need – Children who are defined as being ‘in need’, under section 17 of the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services (section 17(10) of the Children Act 1989), plus those who are disabled. The critical factors to be taken into account when deciding whether a child is in need under the Children Act 1989 are what will happen to the child’s health or development without services being provided, and the likely effect the services will have on the child’s standard of health and development. Local Authorities have a duty to safeguard and promote the welfare of children in need.

The concept of significant harm – Some children are in need because they are suffering or likely to suffer significant harm. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies the compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer significant harm.

A court may make a care order (committing the child to the care of the local authority) or supervision order (putting the child under the supervision of a social worker, or a probation officer) in respect of a child if it is satisfied that:

- the child is suffering, or is likely to suffer, significant harm; and
- the harm or likelihood of harm is attributable to a lack of adequate parental care or control.

There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill- treatment may include the degree and extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence and degree of threat, coercion, sadism, and bizarre or unusual elements. Each of these elements

has been associated with more severe effects on the child, and/or relatively greater difficulty in helping the child overcome the adverse impact of the maltreatment. Sometimes, a single traumatic event may constitute significant harm, e.g. a violent assault, suffocation or poisoning. More often, significant harm is a compilation of significant events, both acute and longstanding, which interrupt, change or damage the child's physical and psychological development. Some children live in family and social circumstances where their health and development are neglected. For them, it may be corrosiveness of long term emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm.

Physical Abuse

Anything causing physical harm to a child including such things as hitting, shaking, throwing, poisoning, burning or scalding. 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 Odevelopment. It may involve conveying to the child that they are worthless or unloved, inadequate, or valued only insofar that they meet the needs of another person.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill treatment of another. It may involve causing children frequently to feel frightened or in danger, or the corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

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

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate caretakers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Working Together to Safeguard Children
A guide to inter-agency working to safeguard and promote the welfare of
children.
HM GOVERNMENT
2006

Common Assessment Framework (CAF)

What is the CAF?

- ❖ A simple **pre-assessment checklist** to help practitioners identify children who would benefit from a common assessment;
- ❖ A **process for undertaking a common assessment**, to help practitioners gather and understand information about the needs and strengths of the child, based on discussions with the child, their family and other practitioners as appropriate;
- ❖ A **standard form** to help practitioners record, and, where appropriate, share with others, the findings from the assessment in terms that are helpful in working with the family to find a response to unmet needs;

Holistic Approach

The CAF provides a process to assess the additional needs of a child or young person and to give a holistic view that considers strengths as well as needs. Practitioners will then be better placed to agree, with the child and family, what support is appropriate.

APPENDIX C

Guidance on receiving a disclosure

❖ **RECEIVE**

- ❖ React calmly, be aware of your non verbal messages
- ❖ If you don't understand the child's communication method, reassure the child, and find someone who can
- ❖ Don't interrogate the child, observe and listen, use active listening techniques
- ❖ Don't stop a child who is freely recalling significant events
- ❖ Keep responses short, simple, slow, quiet and gentle.
- ❖ Don't end the conversation abruptly

❖ **REASSURE**

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

❖ **REACT**

- ❖ explain what you have to do next and whom you have to tell
- ❖ Inform the designated teacher for child protection, **immediately**

APPENDIX D

Standards For Effective Child Protection Practice In Schools

In best practice, schools:

1. have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;
2. provide suitable support and guidance so that students have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
3. 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;
4. 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;
5. monitor children who have been identified as at risk, keeping, *in a secure place*, clear records of students' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences;
6. provide and support child protection training regularly to school staff every two years and to designated teachers every two years to ensure their skills and expertise are up to date, and ensure that targeted funding for this work is used solely for this purpose;
7. contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;
8. use the curriculum to raise students' awareness and build confidence so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, taking into account of the guidance for Governors on Sex and Relationship Education on the DfES website/citizenship-PSHE
9. 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;
10. 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 students are aware of the school's position on this issue and who they can contact for support;

11. take particular care that students 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;
12. 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 set down on www.teachernet.gov.uk website/whole school issues/family and community/child protection (November 2006) Safeguarding Children and Safeguarding Children in Education.
13. have a written whole school policy, produced, owned and regularly reviewed by school's staff and which clearly outlines the school's position and positive action in respect of the aforementioned standards.
14. the school will ensure that specified information is passed on in a timely manner to the LEA for monitoring purposes

Appendix E
Agency Telephone Numbers/Links to North Tyneside

Agency	Telephone number	Contact person
Public Health School Nurses	219 6654 (07786266723)	Veronica Hetherington
	219 6655 (07795413396)	Trish Grant
	219 6655 (07920072840)	Julia Russell
	219 6655 (07766903564)	Clare Hall
Educational Welfare	643 8386	Sue Everington
Legal	643 8387	Rob Moffat
Parenting	643 8389	Angela Horncastle
	643 8394	Linda Sadler
Youth offending	643 8316	Trevor Swanson
Area Team WB	643 8965 (07710371739)	Jaki Brown
	643 8963	Michelle Green
	643 8964	Lisa
	643 8966	Paula (admin)
Area Team NS	643 8170	Lisa
Primary health worker	07899901024	Tina Yarborough
Child and Adolescent Mental Health Service (CAMHS) -Shiremoor	297 9008	Admin
Child and Adolescent Mental Health Service - Albion Road	219 6652	Admin
Child and Adolescent Mental Health Service - Hunter Memorial	220 5903	Admin
	07971865766	Aileen Gregson
	07789006703	Anna Cousins
Extended schools	253 1809	Anne Dinning
Police	03456043043 x69191	Kevin Dayton
Connexions	290 0415	Anne Heffernan
	287 8601	Tim Dowing
Langdale Trips	07855852172	Rob Smith
Youth Worker	07976987643	Vince Bilcliffe
	07974768165	Karissa Williams
Social Services	200 6262	North Tyneside
	295 5535	Newcastle
	553 5770	Sunderland
Be Spirited	07971922829	Maria Cockerill
First day response	07980745919	Julie Kalama
Secondary support	07977242515	Susan McManus
Quadrant	0845 2000 101	Switchboard
North Tyneside Local Safeguarding Children's Board Head of Service	643 5900 643 7005	Paul Cook Angela Meek PA to Paul Cook

North Tyneside Local Safeguarding Children's Board Primary Care Trust	219 6697	Sheila Hogarth
Team one safeguarding	643 8418 west NS	
Team two safeguarding	643 8422 east WB	
Head of Interim Service		Kath McEvoy
Team Leader First Call	0191 643 7979 0300 123 0812	Dorothy Chambers
Child Protection unit	643 7979 643 7242	Out of hours 5.00pm -8.30 am extra help ie Braille, large print, other languages or written
Independent unit	643 7389	
Head of Looked After Children	643 8434	Jane Pickhall
Safer Appointments		Jan Jones Christina Pontin
Private Fostering		Denise Priest
E- safety		Suzi Arnott
Anti bullying		Joyce McCarty Gill Hedworth
Educational Welfare	643 8139 643 8394	Linda Sadler CME
Adult protection		Moira West
Housing	643 7693	Tom Jennings
Youth offending		Ali Lawton
N2L (Never too Late)	643 8802	Les Tate
N2L	643 8808 (07973111538)	Claire Crowe
Seen & Heard Children's Rights Participation	643 8215-8216-8217-8218	Toni McMullin
Domestic abuse	0800 066 5555	Lesley Pyle
Area Team WB	643 8965 (07710371739)	Jaki Brown

Safeguarding is Everybody's Business
November 2009

APPENDIX F

Useful sources of information and advice

North Tyneside LSCB Child Protection/Safeguarding Procedures

Working Together to Safeguard Children: A guide to interagency working to safeguard and promote the welfare of children
HM Government 2006

DfES

Safeguarding Children in Education DfES/0036/2007

Safeguarding Children in Education: Dealing with allegations of abuse against teachers and other staff DfES/2044/2005

Safeguarding Children: Safer Recruitment and Selection in Education Settings DfES/1568/2004

What to do if you're worried child is being abused (ref: 31553)

All above available from -

www.teachernet.gov.uk/childprotection

Child Protection in Education

www.cape.org.uk

NSPCC

www.nspcc.org.uk

Local Authority Designated Officers – Allegations against Staff

Protection Manager – Kath McEvoy 643 8418

First Call

Children Young People and Learning Directorate

Team leader Dorothy Chambers

643 7979