



CHILD PROTECTION POLICY FEBRUARY 2022

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INTRODUCTION

It is imperative that all School fully recognise the responsibility they have regarding arrangements for safeguarding and promoting the welfare of children. Those statutory responsibilities are noted within the following legislation:

Section 175 of the **Education Act 2002** states

- a local education authority shall make arrangements for ensuring that the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children
- schools and Further Education (FE) institutions should give effect to their duty to safeguard and promote the welfare of their pupils
- the governing body of a maintained school¹ shall make arrangements for ensuring that functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school
- an authority or body ...shall have regard to any guidance given from time to time by the Secretary of State

Safeguarding and promoting the welfare of children is defined in **working together to safeguard children (2018 - amended 2020)** as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and
- Taking action to enable all children to have the best outcomes.

In addition;

The current Keeping Children Safe in Education policy outlines:

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

This policy is also linked with the Safeguarding and Protection of Children and Young People policy which sets out policy and procedures for young people in 6th Form over the age of 18.

This policy should be read in conjunction with the personal, social and health education policy, health and safety policy, bullying policy, intimate care policy, safeguarding code of conduct, lone working policy, behaviour policy, whistleblowing policy, attendance management policy, complaints policy, safe ICT and internet use policy, induction procedures, hire of school premises, looked after children policy, medication policy and children missing from education policy.

This Policy helps us meet the agreed aims of Beacon Hill. It relates not only to Beacon Hill School but also the other Inclusive Services managed by the Governors although the detail of procedures may be different for each service.

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Designated Safeguarding Lead and Deputy Designated Safeguarding Leads;

- Justina Terretta is the Designated Safeguarding Lead within School and 6th form. There are eight Deputy Designated safeguarding leads within School. They are Fiona Chadwick, Michelle Stothert, Paul Steadman, Paula Timlin, Phil Robinson, Anabel Drought, Nicola Ord and Jennifer Scantlebury
- The Sensory Support service staff will report any concerns to the designated safeguarding lead in the mainstream school. They will need to have identified who this person is before they start work with the child. If they report concerns to a mainstream designated person they will also discuss this with their Beacon Hill line manager who will also be a trained designated person.
- Staff who work in the Portage service will report any concerns to the Designated Safeguarding Lead or the Deputy Safeguarding Leads within School
- Staff in the Independent travel project will work to the designated safeguarding lead in the school/college where the students they work with are based. They will need to have identified who this person is before they start work with the group. They will have access to other support if necessary from Justina Terretta
- Staff who support children through LEAP's will work to the designated safeguarding lead in the school where the child is based.

Beacon Hill School aims to be a community which we are all;

Happy, healthy and heard

This is obviously an important part of any schools purpose and the protection of pupils from harm of any sort is a vital part of our role. A happy and secure environment will also be one in which pupils would feel able to disclose any abuse. An atmosphere of respect would allow parents and members of the full school team to work together to keep children safe.

Communicate effectively; Maximise independence

Self advocacy skills are obviously important for all of us to develop especially those pupils who would not normally be able to express an opinion or an emotion unaided. In the area of child protection they are also important in giving pupils confidence to say no to unwanted abuse and helping them to understand that their views are valued. If abuse has occurred pupils with good self-advocacy skills will be able to discuss openly the effects of this and so hopefully aid their coming to terms with the abuse.

Empower families

Parental involvement is vital to all areas of our work and an open professional relationship with parents may help protect children by supporting parents with difficulties early on before a crisis develops. Similarly, close working relationships with other professionals developed in other areas of our work can be invaluable should child protection issues arise.

Types of Abuse

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect
- Child sexual exploitation (CSE)
- Female genital mutilation (FGM)
- Gangs and youth violence
- Forced marriage

- Sharing of nude and semi-nude photographs
- Domestic violence
- Private fostering
- Mental health including self-harm.
- Fabricated or induced illness (FII)
- Drugs
- Children missing from education
- Faith abuse
- Preventing extremism and radicalisation
- Bullying including cyber bullying
- Trafficking
- Children who go missing or run away from care
- Gender based violence against women
- County lines

We recognise that there are many types of abuse that children could be subjected to and this policy sets out one clear way of responding to and identifying any concerns.

There are four main elements to our school policy:

- **PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.
- **PROCEDURES** for identifying and reporting cases, or suspected cases of harm/abuse.
- **SUPPORT TO PUPILS** who may have been harmed/abused.
- **PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN** including staff, agency workers, volunteers (including Governors), community education staff, other professionals and other visitors who may be working in school or coming into contact with children/young people.

PREVENTION

The safety and well-being of all of pupils is our highest priority. It is our responsibility to:

- know everyone as an individual
- provide a secure and caring environment so that every pupil can:
- learn in safety
- develop his/her full potential, and
- feel positive about him/herself as an individual.

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

In school we will therefore:

Adults	Children/Young People
<ul style="list-style-type: none"> • provide an induction for new staff and volunteers which includes relevant information on child protection practices and procedures • provide induction training that is structured to ensure that all new staff, agency workers and volunteers (including Governors) can attend appropriate child protection training as soon as reasonably possible after their appointment. • provide child protection training in school every three (3) years for all staff; • provide child protection training in school every two (2) years for the child protection Designated safeguarding lead and the Deputy Designated safeguarding leads; 	<ul style="list-style-type: none"> • ensure children/young people know that there are adults in school whom they can approach if they are worried or in difficulty; • establish and maintain an ethos where children/young people feel secure, are encouraged to talk and are listened to; • encourage and reinforce essential skills for every child/young person such as self esteem, confidence building, independent thinking and making assessments of risk based on their own judgements and help children/young people develop realistic attitudes to the responsibilities of adult life; • include activities and opportunities in the curriculum which equip children/young people with the skills they need to stay safe from harm/abuse and to know to whom to turn for help. At Beacon Hill these activities focus on self advocacy and communication skills and sex education in the PHSE curriculum.

PROCEDURES

In school we follow the procedures set out in interagency procedures produced by North Tyneside Safeguarding Children Partnership. We are aware of these procedures and ensure that they are incorporated into the practice, policy and procedures that we operate in school.

We will contact the Front Door Service (see the information attached at the end of this policy - contact details) as the first point of contact for concerns about the safety or welfare of a child/young person in North Tyneside. We understand that the Front Door Service is the access point to the MASH (Multi Agency Safeguarding Hub) which has a duty team who offer information, support and services and will respond to concerns.

In school, we ensure that all staff are aware that they have a professional responsibility to share information with other professionals and agencies in order to safeguard children/young people. All staff are aware of confidentiality protocols, adhere to these and ensure that information is shared appropriately. In school we all understand the need for and respect the appropriateness of the Head Teacher or Deputy Designated Safeguarding Leads disclosing any information about a pupil to other members of staff on a need to know basis only.

In school, we ensure that all staff are aware that any information a child/young person discloses regarding harm/abuse of themselves or another child/young person must be shared as appropriate, and cannot be kept secret. *This information forms part of the regular training staff receive.*

In school the governing body ensure;

- we have a Designated Safeguarding Lead for Child Protection who is part of the school's senior leadership team.
- the designated safeguarding lead will undertake appropriate North Tyneside Safeguarding Children partnership Multi Agency Child Protection training. This training will be updated at least every two years.
- we have 7 deputy designated safeguarding leads and/or contingency arrangements in place should the designated safeguarding lead not be available and those arrangements are clearly communicated to staff, agency workers, volunteers and governors.
- all staff, agency workers, volunteer and governors are clear where they have a concern or a query relating to a child/young person that they need to contact the designated safeguarding lead or deputies in school. There are signs around school for the information of all staff/ young people and visitors setting out who the designated people are and showing a photograph of them so they can be easily recognised.
- all staff, agency workers, volunteers, governors and other adults supporting/working in school are clear that in exceptional circumstances, such as in emergency where a Designated safeguarding lead or Deputy is not available or there is a genuine concern that appropriate action has not been taken, they can speak directly to the Front Door service – see the information attached at the end of this document for contact details.
- all staff, agency workers, volunteers, governors and other adults supporting/working in school will be provided with an appropriate induction relevant to their role in school at the beginning of their role/relationship/contact with school.
- all staff, agency workers, volunteers and governors will be provided with a copy of our child protection policy, safeguarding arrangements, code of conduct/behaviour protocols for staff and the whistle blowing policy and will be expected to understand how these policies and guidance apply to their role in school.
- all visitors will be required to sign in at reception in accordance with our visitor's protocol and will be required to operate within the conditions contained in this document. In

addition to child protection, safeguarding and health and safety this visitor's protocol is noted as being our 'induction' for visitors.

- all staff, agency workers and volunteers and governors are aware of the need to maintaining appropriate and professional boundaries in their relationships with pupils and parents. We will support this practice via induction and periodic training to support a practical understanding of the guidance that school provide on safe working practices.
- staff understand and recognise the importance of the role of the designated safeguarding lead and the deputy designated safeguarding leads and understand their own professional and personal duties and responsibilities in relation to this role.*
- the designated safeguarding lead and deputies for safeguarding have those responsibilities outlined explicitly in their job description.
- the designated safeguarding lead takes advice from Front Door when managing cases where they have a concern that warrants further support or intervention in line with the North Tyneside Threshold Guidelines.
- this policy is accessible to all relevant parties and will be reviewed by the governing body annually and/or following a required review;
- parents have an understanding of the responsibility placed on school and staff for child protection. This is achieved in school as we set out our obligations in information provided to parents and ensure our Child Protection Policy is published on the website.

Additionally the governing body will ensure that;

The designated safeguarding lead for child protection in school will ensure all **relevant** persons – who in school we define to include all staff, agency workers and volunteers (including Governors) who have contact with children/young people;

- know the name of the Designated Safeguarding Lead, their role, contact details and who they are – to achieve this we issue to staff the contact details outlined at the end of this policy.
- know the name(s) of the deputy designated safeguarding leads, their role, contact details and who they are - to achieve this we issue to staff the contact details outlined at the end of this policy.
- all staff nominated to be the Designated safeguarding Lead and the deputies will receive training on child protection and that this training will be updated every two (2) years as a minimum. Additionally, this training will also include inter agency working.
- all staff have child protection training, from the point of their induction will receive training on child protection and that this training will be updated every three (3) years as a minimum. This training will include volunteers and governors. Additionally further training and updates will be provided by school to all staff, agency workers, volunteers and governors when necessary during this three year period.

The designated safeguarding lead for child protection in school will ensure all **relevant** persons – who in school we define to include all staff, agency workers and volunteers (including Governors) who have contact with children/young people have been issued with a copy of and have read and understood;

- the current Keeping Children Safe in Education - Information for all school and college staff (Part 1);
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- The child protection policy on induction, annually and/or after review;
- The staff code of conduct/staff behaviour policy on induction, annually and/or after review;
- The Whistle blowing Policy;
- Safer Working Practices for Adults who work with Children and Young People.
- Have been provided with the names and contact details of the Designated safeguarding lead and deputies as attached to the end of this policy – and that this

information is reviewed periodically to ensure that it information remains up-to-date and that all individual in school who come into contact with children/young people (relevant persons) have the most up-to-date information available to them.

- All of this information and other relevant polices will be contained in separate section on the school shared area.

In addition, the designated safeguarding lead and deputies will ensure all **relevant** persons – who in school we define to include all staff, agency workers and volunteers (including Governors) who have contact with children/young people:

- know that they have a professional responsibility for sharing child protection concerns with the designated person(s) in school and understand their personal responsibility with regards to safeguarding and child protection matters in school.
- know that if a child/young persons 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.
- to support all individuals who come into contact with children/young people in school to understand ‘reconsideration’ in the context of the child protection policy, we will ensure that individuals are provided with briefings/updates, copies of documents as part of induction, 3-yearly reviews and periodic updates (after the policy is reviewed or once revised guidance is published);²
- 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.
- 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;
- ensure confidentiality protocols are adhered to and information is shared appropriately;
- understands that the Head teacher, Designated safeguarding Lead or the Deputy Designated safeguarding leads in school will disclose any information about a pupil to other members of staff on a need to know basis only;
- recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children/young people and know that those concerns will be:
 - addressed
 - managed sensitively and effectively
 - dealt with in a timely manner
 - dealt with in accordance with schools agreed policies/practices, including Whistle blowing Policy.
- understand that if they have a concern about another adult in school (including agency workers, volunteers, governors, other staff/adults in school – including but not limited to Local Authority, Health, etc) they must refer the matter to the Head Teacher (whose contact details are noted at the end of this document). Where the concerns are about the Head Teacher, they should refer the matter to Chair of Governors (whose contact details are noted at the end of this document) - as outlined in Part 4 the current Keeping Children Safe in education and as noted to all adults in school as part of induction and training protocols.

The Designated Safeguarding Lead for child protection in school will co-ordinate and lead on the following procedures:

- undertaking appropriate discussion with parents prior to involvement of another agency unless doing so would place the child/young person at risk of further significant harm;

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- contacting the Front Door for information, advice or guidance or to make a child protection referral where there are concerns about a child/young person.
- ensuring that all **relevant** persons – which in school we define to include all staff, agency workers and volunteers (including Governors) who have contact with children/young people are aware of who the designated safeguarding person(s) in school are aware that in exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, they can speak directly to the Front Door service – see the information attached at the end of this document for contact details.³
- reporting an unexplained school absence to the child/young person’s Social Worker or Front Door where there is a pupil who is subject to a child protection plan or a Looked After Child - the Designated Teacher for Looked After Children must also be informed, and confirm that this will operate as a first day response or as agreed as part of any child protection or core group plan. All unexplained absences are reported to the headteacher before 10 am each day and appropriate action taken where necessary. Longer absences even if explanations have been given are discussed monthly with a multi disciplinary attendance management group and any concerns followed up with relevant agencies.
- working to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance and written reports at Initial Child Protection Conferences, core groups/ care team meetings and Child Protection Review Conferences.
- ensuring that clear detailed 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 via the Child Protection Online Monitoring system
- ensure all records are kept to the required standard/guidance, are secure, have limited access and in locked locations.
- provide an annual report to the governing body detailing how the governing body is fulfilling its statutory duties in response to child protection matters. This will be in the Summer Term.

The Designated safeguarding lead for child protection in school will also ensure that staff, agency workers and volunteers including governors are aware that consensual sexual activity involving children/young people 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/young person and all cases involving children/young person under the age of 13 will be referred to Front Door.

Where there is sexual activity involving young people between 13 and 16 years consideration will be given to referral. Whilst the legal age for sexual activity remains at 16 years, mutually agreed non-exploitative sexual activity does take place. Consideration will be given to referral if there are concerns for the child/young person’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. At Beacon Hill specific issues around the legal capacity of the young person to consent to such activity will be taken into consideration. Sex and relationships education for older pupils will focus on helping young people understand their rights and responsibilities in relation to sexual activity specifically how to keep themselves safe.

SUPPORT TO PUPILS

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In school we recognise that children/young people, who are harmed, 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.

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

In school we will endeavour to support the pupil through;

- the content of the curriculum to encourage self-esteem and self-motivation;
- the school ethos which promotes a positive, supportive, and secure environment and gives pupils a sense of being valued. This is linked to the school aims detailed at the front of this policy but also to the ongoing work we do in giving young people the means and opportunity to communicate their wishes and feelings in as many ways as are possible to them and helping them feel valued when they do so. This work at Beacon Hill is often multi disciplinary linked to work with speech therapists.
- the school's behaviour policy which is aimed at supporting vulnerable pupils in school.
- ensuring all staff being aware of their responsibility to provide a consistent approach, which focuses on the behaviour of the offence committed by the child/young person, but does not damage the pupil's sense of self worth.
- endeavouring to ensure that the pupil knows that some behaviour is unacceptable but that s/he is valued and not to be blamed for any harm/abuse, which has occurred.
- liaison with other agencies which support the pupil such as Children's Services, Child and Adolescent Mental Health Services (CAMHS), the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service.
- a commitment to develop productive and supportive relationships with parents whenever it is in a pupil's best interest to do so.
- recognition that children/young people living in a home environment where there is domestic abuse, drug or alcohol abuse are vulnerable and in need of support and protection;
- vigilantly monitoring children/young people's welfare, keeping records (separate to child/young person's school record and in accordance with the schools record management practices and notifying Children's Services as soon as there is a recurrence of a concern.
- ensuring that when a pupil subject to a child protection plan leaves, information will be transferred to the new school immediately – in accordance with the current Keeping Children Safe in Education – this will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained, if at all possible this file will be taken to the new school and given to the relevant designated teacher or via the Child Protection Online Monitoring System – secure transfer of data

SPECIAL EDUCATIONAL NEEDS DELIVERY (SEND)

We recognise that statistically children/young people with disabilities and/or behavioural difficulties are more vulnerable to harm/abuse. School staff who deal with children/young people with disabilities, sensory impairments and/or emotional and behaviour problems therefore need to be particularly sensitive to signs of harm/abuse. As a special school Beacon Hill has particular issues to address these will be addressed in the following ways

- Where at all possible, pupils should have independence and privacy in all personal hygiene routines. Education programmes should aim towards this.
- Unless the child is working on a specific toileting programme agreed with parents they should not be changed unnecessarily or as a matter of routine.
- If toileting, personal hygiene, dressing or undressing for swimming, etc, is part of an educational programme, this should be recorded and known to parents. Normally this is through the report for Education Health and Care plans.
- Only familiar and consistent staff should change or undress pupils and should follow agreed health and safety procedures.
- Others may only be trained with the specific agreement of the head and under supervision of the class teacher.
- Problems may occur in public toilets especially, where there are no male staff. A member of the public should never be asked to supervise boys in the toilets but female staff should enter toilets to support where necessary.
- All new members of staff, volunteers, and students will be inducted in basic hygiene procedures, intimate care and child protection procedures at the beginning of their time in school.
- All volunteers will be expected to apply for Enhanced Clearance through the DBS. They will be allowed to work in school, following a formal risk assessment, before this clearance is completed only on the strict understanding that they are never alone with pupils.
- No student or volunteer will be asked to change pupils on his or her own. They may assist other staff, but only with the head teacher's specific approval.
- There will be notices in classrooms and around school identifying the designated people responsible for Child Protection, using symbols so this is accessible to more pupils.
- Each Teacher should inform the parents of any accidents or bruises to the child in school unless the school nurse has already done so. The home school book is appropriate for this. All serious accidents should be recorded in the accident book.
- If a child arrives in school with bruises or cuts with no explanation from home this should be recorded via the Child Protection Online monitoring system and the attention of a first aider drawn to the injuries so correct treatment can be given. This would be the case for other medical concerns unless the parents have specifically requested that the school doctor or nurse does not see their child without their permission.
- Care should always be taken not to upset or disturb a child whilst checks are being carried out. If it is possible to ask the child what happened this should be done in private in a none threatening none accusatory way.
- Normally there is a straightforward explanation for all these issues and parents are pleased to share the reasons with us. Again care should be taken to ask the cause in a none accusatory way. If the school doctor or nurse has been asked to see the child the parents should be told of this and the medical reasons why. It may be appropriate to suggest ways of preventing an accident happening again or to consider behavioural strategies or the involvement of the challenging behaviour team if the injury is self harm.
- If a child makes an accusation against a member of staff the school will follow the procedures in the allegations against staff policy. If the member of staff accused is the named person then the headteacher should be informed. Similarly if accusations are made against the head they should be dealt with in the same way as other staff.

- Children may also feel trusting enough to talk to staff, where they are able, about their problems and this may lead to the disclosure of abuse. If this occurs staff should

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 Safeguarding lead or a Deputy Designated Safeguarding Lead immediately.
- These issues are always very difficult and emotional for all concerned and staff should always attempt to support colleagues involved in such cases especially if the Courts and the Police become involved. This can be done through the normal debriefing process. It may be appropriate to involve the LA HR team or other formal systems.
- If a pupil's behaviour becomes difficult as a result of abuse this behaviour will be dealt with consistently and sensitively as part of an overall planned approach. The school's policy on behaviour management may be relevant to this and should always be followed. The advice and support of the Co-ordinator for this policy, currently Nicola Ord, should also be sought where relevant.

PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN/ YOUNG PEOPLE

In school we will:

- operate Safe Recruitment practices including ensuring appropriate Data Barring Service (DBS) and reference checks are undertaken according to the current Keeping Children Safe in Education for all staff, agency workers and volunteers (including Governors).
- ensure that at least one member of the Governing Body and the Head teacher are trained in Safe Recruitment Practices.
- ensure all other relevant NTSCP, DfE and Ofsted safeguarding requirements, advice and guidance will be adhered to.
- implement Guidance for Dealing with Allegations of Abuse Against Staff and Safer Working Practices for Adults who work with Children and Young People and all other relevant Safeguarding and Child Protection policies.
- in the event of an allegation against staff, school will consult with the Designated Officer in the Local Authority – see the information attached for contact details.
- ensure that any proceedings against staff relating to child protection matters are concluded in full even where the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities, professional bodies and included in references where applicable.
- ensure that all staff, agency workers and volunteers (including Governors) are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents.
- ensure that staff, agency workers and volunteers (including Governors) are aware that sexual relationships between them and pupils aged under-18 are unlawful and could result in legal proceedings taken against them under the **Sexual Offences Act 2003** (Abuse of position of trust).
- From 01 January 2021 the TRA Teacher Services system will no longer maintain a list of those teachers who have been sanctioned in EEA member states. Advice about how information about a teacher's past conduct may be obtained can be found at paragraph 172 of the current KCSiE
- Schools and Colleges must make any further checks that they think appropriate so that any relevant events that occurred outside the UK can be considered. These checks could include, where available.
- criminal records checks for overseas applicants - Home office guidance can found on GOV.UK and for teaching positions
- Obtaining a letter of professional standing from the professional regulating authority in the county in which the application has worked. Advice about which regulatory or professional body applicants should contact is available from the National recognition information centre for the UK - UK NARIC

Beacon Hill

Contact Details for Child Protection and Safeguarding as at: __January 2020__

(*these details will next be reviewed as part of the Annual Report to Governors on Child Protection in the Summer Term on the to ensure that they remain relevant)

Designation/Role	Individual(s)	Contact Details
Head Teacher	Name: Email: Telephone(s): Mobile(s):	Justina Terretta beacon.hill@northtyneside.gov.uk 0191 643 3000
Chair of Governors	Name: Email: Telephone(s): Mobile(s):	Barbara Mills beacon.hill@northtyneside.gov.uk 0191 643 3000 NA
Designated Governor for Safeguarding/ LAC	Name: Email: Telephone(s): Mobile(s):	Elli Rhodes beacon.hill@northtyneside.gov.uk 0191 643 3000
Senior Designated Person for Child Protection:	Name: Email: Telephone(s): Mobile(s):	Justina Terretta beacon.hill@northtyneside.gov.uk 0191 643 3000
Designated Safeguarding Lead: Deputy Designated Safeguarding Leads:	Name: Email: Telephone(s): Mobile(s):	Justina Terretta beacon.hill@northtyneside.gov.uk 0191 643 3000 Paula Timlin paula.timlin@ntlp.org.uk 0191 6433000 0191 643 3000 Fiona Chadwick fiona.chadwick@ntlp.org.uk 0191 6433024 Michelle Stothert michelle.stothert@ntlp.org.uk 0191 6433000 Paul Steadman paul.steadman@ntlp.org.uk 0191 6433000 0191 6433000 Jennifer Scantlebury jennifer.scantlebury@ntlp.org.uk 0191 6433000 Phil Robinson john.robinson@ntlp.org.uk 0191 6433000 Anabel Drought anabel.drought@ntlp.org.uk Nicola Ord 0191 6433000 Nicola.ord@ntlp.org.uk

Designated Teacher for Looked After Children	Name: Email: Telephone(s): Mobile(s):	Francesca Kennedy francesca.kennedy@ntlp.org.uk 0191 6433000
Local Authority designated Officer	Name: Email: Telephone(s):	Joanne Dean/Carrie Baron 03452000109
Front Door	Telephone:	0345 2000 109 Out of hours: 0191 200 680
Early Help and Co-ordination Team	Telephone: Email:	0191 643 8178 earlyhelpassessments@northtyneside.gcsx.gov.uk
Police	Emergency and non-emergency number	999 or 101, non-emergency number
Prevent Duty	Dedicated DFE Prevent	020 7340 7264