

# Contents

<i>Series Introduction</i>	v
<b>1 Protecting children: the role of teachers</b>	<b>1</b>
<i>Introduction</i>	1
<i>Recognizing child abuse</i>	3
<i>Definitions and indicators of child abuse</i>	5
<i>Disclosure</i>	19
<i>Issues and problems in identifying child abuse</i>	20
<i>Checklist for action</i>	24
<b>2 Responding to suspected child abuse</b>	<b>25</b>
<i>Introduction</i>	25
<i>Referring suspected abuse</i>	26
<i>The role of teaching staff in a Section 47 enquiry</i>	38
<i>The child protection case conference</i>	39
<i>The child protection plan</i>	43
<i>Checklist for action</i>	46
<b>3 Legal and procedural issues</b>	<b>48</b>
<i>Introduction</i>	48
<i>The Children Act 1989</i>	49
<i>Working Together to Safeguard Children</i>	60
<i>Area Child Protection Committees (ACPCs)</i>	61
<i>Framework for Assessment of Children in Need and their Families</i>	62
<i>Checklist for action</i>	63
<b>4 Working together: a multi-agency approach to child protection</b>	<b>64</b>
<i>Introduction</i>	64
<i>Professional roles in child protection</i>	65
<i>Working Together to Safeguard Children (DoH, 1999)</i>	76
<i>The teacher's role in working together</i>	77
<i>Checklist for action</i>	80

# Contents

5	Working with children who may have been abused	81
	<i>Introduction</i>	81
	<i>The effects of abuse on the child</i>	82
	<i>Dealing with the effects of abuse</i>	85
	<i>The teacher's role in supporting the abused child</i>	86
	<i>Helping the child to learn</i>	94
	<i>A whole-school approach to protecting children</i>	96
	<i>Allegations of abuse against teachers</i>	100
	<i>Checklist for action</i>	103
6	Conclusions	104
	References	105