

# Windlesham School

## Safeguarding and Child Protection Policy

### April 2016

## 1 Policy Statement

### 1.1 Safeguarding and Child Protection Policy

**1.1.1 Windlesham School (“the School”) is committed to safeguarding and promoting the welfare of children and believes that all pupils, regardless of age, special needs or disability, racial/cultural heritage, religious belief or sexual orientation have the right to be protected from all types of harm and abuse. All staff and volunteers working at ‘the School’ have a responsibility to report any concern that they may have regarding a child (Refer to attached publication titled ‘What to do if you’re worried a child is being abused – Advice for practitioners’. March 2015)**

**1.1.2 Key documents with which this Policy is in accordance:**

- The Education Act 2002
- Education (Independent Schools Standards) (England) Regulations 2014
- Safeguarding Vulnerable Groups Act 2006
- The Children Act 2004
- What to do if you are worried a Child is being Abused 2006
- Safeguarding Children and Safer Recruitment in Education 2007 (with regard as appropriate to the March 2010 consultation issue)
- DBS Referral Guidance (as may be amended from time to time)
- ‘Dealing with Allegations of Abuse against Teachers and other Staff’ 2011
- Teacher misconduct - Disciplinary procedures for the regulation of the teaching profession 2012 (Teaching Agency)
- DfES guidelines and reference to the Local Safeguarding Children`s Board (LSCB) along with the publications Working Together, Every Child Matters and the Safeguarding Children and Safer Recruitment in Education paper.
- Keeping Children Safe in Education April 2014
- The Prevent duty June 2015
- Disqualification by Association Guidance from February 2015 (added into 1.2.6)

**1.1.3 The School recognises and acts upon the legal duties set out in the above statutes, regulations and guidance, to protect its pupils (and staff) from harm, and to co-operate**

**with other agencies in carrying out those duties and responding to safeguarding concerns.**

- 1.1.4 This Policy is used in accordance with locally agreed inter-agency procedures, and specifically in accordance with Brighton and Hove's Local Safeguarding Children Board (LSCB) guidance.**
- 1.1.5 This Policy is addressed to all members of staff and volunteers at the School. Adherence to this Policy is mandatory for all staff and volunteers and its use is not subject to discretion. This Policy applies whenever staff or volunteers are working with pupils including where this is away from the School, for example at another institution, school visits and trips, as well as sporting and cultural activities**
- 1.1.6 This Policy is available to all parents, staff and volunteers on the School's website. A paper copy of this Policy is also available to parents upon request to the School office.**
- 1.1.7 Pupils are made aware of this Policy through their PSHCE curriculum, Tutor programme and other means of sharing information appropriate to their age and understanding. Children are made aware of the importance of keeping safe whilst at School.**

## **1.2 Creating a Culture of Safeguarding at Windlesham School**

- 1.2.1 The School recognises that safeguarding covers much more than child protection and so this Policy will operate in conjunction with other related policies and procedures, covering areas such as Anti-Bullying, Behaviour Management, the safe use of ICT(eSafety) and school security.**
- 1.2.2 'Safeguarding' is broader than 'child protection'. As well as protecting children from harm, 'safeguarding' widens the responsibility to preventing harm and promoting the well being of children. It is recognised that safeguarding and promoting the welfare of children includes:**
- Protecting children from maltreatment**
  - Preventing the impairment of children's health or development**
  - Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care**
- 1.2.3 The School takes its responsibilities very seriously. As well as ensuring the School's policies and procedures support its safeguarding responsibilities, the School will work with pupils, their families, Social Services Departments and other relevant agencies to ensure the risk of harm to children is minimised.**
- 1.2.4 The School is committed to working in partnership with parents, Social Services Departments and diverse communities, to continuously develop and improve the safeguarding culture within our School.**

**1.2.5 Having these safeguards in place not only protects and promotes the welfare of children but also it enhances the confidence of our staff, volunteers, parents/carers and the general public.**

**1.2.6 The School has systems to:**

- Prevent unsuitable people working with pupils
- Identify pupils who are at risk of and/or are likely to suffer significant harm and take appropriate action with the aim of making sure they are safe
- Promote safe practice and challenge poor practice and unsafe practice
- Deal with issues of confidentiality, information sharing and consent
- Ensure that staff do not, through their actions, place **pupils** at risk of harm, or themselves at risk from an allegation of harm (by providing guidance on areas such as 1-1 tuition, sports coaching, conveying by car, inappropriate electronic communication)
- Every member of staff will be asked to sign the Disqualification by Association form 2015

**1.2.7 The School encourages the pupils in its care to raise any concerns that they might have and ensure that these are taken seriously. The School also encourages pupils to contribute their own ideas, according to their age and understanding, about how their safety and welfare could be further improved.**

**1.2.8 The School must notify the Governing Body of any safeguarding issues in the following circumstances:**

- The issue involves an allegation against a member of staff, a volunteer or the Head
- The issue relates to concerns about the education provided to the pupil
- The issue involves referral to external agencies
- The issue could result in a claim against the School or affect the School's reputation

**1.2.9 Risk of Terrorism:**

- The School will assess the local risk of being drawn into terrorism, including supporting terrorist ideology
- The School will try to identify individual students who may be at risk
- DSL will advise and support members of staff on the Prevent duty and keep them updated on any further developments

### **1.3 Early Years Foundation Setting**

**1.3.1 Particular attention is given to the Early Years Foundation Stage and this policy applies to the School's provision for the EYFS. The identity of and contact details for the Designated persons/s with lead responsibility for safeguarding within this setting are set out in paragraphs 4.1 and 11 below. The EYFS Co-ordinator is to receive**

appropriate training in Safeguarding Children and will work closely with the Headteacher and the Designated Officer for the School. The School undertakes to inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children at the premises ( whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises. This must be reported as soon as possible.

The School follows the 'Statutory Framework for the Early Years Foundation Stage' (27 March 2012). In particular, the School is aware of the following:

Changes to the welfare requirements

To emphasise the importance of safeguarding, the welfare requirements are now the **safeguarding and welfare requirements**.

- a. **Child protection:** *the revised EYFS includes examples of adults' behaviour which might be signs of abuse and neglect. If they become aware of any such signs, staff should respond appropriately in order to safeguard children.*
- b. **The EYFS now requires that safeguarding policies and procedures must cover the use of cameras and mobile phones with cameras in the setting.** *No photographs may be taken of children with the staff's own cameras, including those on mobile phones. Any personal mobile must be kept securely away during the school working day and may not be left out on display in a classroom or an office. Staff mobile phones can only be used in a room away from children e.g. Staff Room. It is permissible to take photos on a SCHOOL CAMERA as long as consent has been given. Images must be downloaded onto a SCHOOL COMPUTER and not for private use by staff.*
- c. **Suitable people: the requirements for providers** *to check the suitability of managers have been simplified. From September 2012, providers will be responsible for obtaining criminal record disclosures on managers instead of Ofsted.*
- d. **Staff qualifications, training, support and skills:** *a requirement has been introduced in relation to staff supervision. Providers must give staff opportunities for coaching and training, mutual support, teamwork, continuous improvement (QuILT) and confidential discussion of sensitive issues.*
- e. **Safety and suitability of premises, environment and equipment:** *the requirements in relation to risk assessment have been adjusted to clarify that it is for providers to judge whether a risk assessment needs to be recorded in writing.*

## 1.4 Implementation Procedures

1.4.1 **The School has implementation procedures to assist staff and volunteers when handling safeguarding concerns.**

1.4.2 **Information on these procedures is available to all staff and volunteers at the School and the procedures must be followed at all times.**

## 2 Aims

2.1 **Our aims are to:**

- 2.1.1 Create an environment in our School which is safe and secure for all pupils.**
- 2.1.2 Encourage our pupils to establish satisfying relationships within their families, with peers and with other adults.**
- 2.1.3 Encourage children to develop a sense of autonomy and independence.**
- 2.1.4 Work with parents to build their understanding of and commitment to the welfare of all pupils.**

**2.2 In order to meet these aims the Head will take the necessary steps to ensure that:**

- 2.2.1 All staff and volunteers receive training in Safeguarding Children as part of their induction**
- 2.2.2 The school operates safer recruitment procedures.**
- 2.2.3 The school obtains assurance that appropriate child protection checks are carried out and procedures apply to any staff or volunteer of another organisation who work with the School's pupils on another site ( for example, in a separate institution – eg Year 6 Isle of Wight PGL residential trip & Year 5 Rippledown residential trip).**
- 2.2.4 The school carries out the mandated checks on the suitability of all people who serve on our School Governing Board where the school ceases to use the services of any person (staff (including agency staff), peripatetic teacher, volunteer or any other person) because it is considered that the person may be unsuitable to work with children, a referral will be made to the Disclosure and Barring Service promptly and in any event within 28 days in accordance with its legal duty. A referral will also be made to the Teaching Agency if appropriate.**
- 2.2.5 All School staff are alert to signs of abuse and neglect (appropriate to their role) and all staff know to whom they should report concerns or suspicions of abuse or neglect.**
- 2.2.6 All School staff keep themselves updated on safeguarding issues and child protection procedures by accessing advice, guidance and training as appropriate to their role.**
- 2.2.7 This Policy takes into consideration the requirements of Brighton and Hove's LSCB. The LSCB can be contacted through the Local Social Services Department (Children's Services) "Social Services". Their contact details are set out in paragraph 11 titled Key Contacts.**

### **3 Identifying Abuse**

- 3.1 Staff who have day-to-day contact with pupils are particularly well placed to observe outward signs of abuse such as changes in behaviour or developmental concerns. A child protection concern may come to the attention of School staff or volunteers in a variety of ways, such as pupil disclosure, third party disclosure or staff suspicion.**
- 3.2 Any suspicion, allegation or incident of abuse must be reported to the Designated persons immediately.**
- 3.3 It is not the responsibility of the School to investigate suspected or alleged abuse; this is the role of the Police and Social Services.**
- 3.4 What constitutes child abuse? - the definitions in this document are drawn from paragraphs 1.33-1.36 of Working Together to Safeguard Children 2010. Someone may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm in the following four categories:**
- 3.4.1 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, or deliberately induces, illness in a child.**
- 3.4.2 Emotional abuse - persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or unvalued. It may feature age or developmentally inappropriate expectations being imposed on a child, or causing children to feel frightened or in danger.**
- 3.4.3 Sexual abuse - involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is fully aware of what is happening and whether or not such an act was consensual. It may involve physical contact and/or non-contact activities such as involving children in looking at or the production of pornographic material, watching sexual activity or encouraging children to behave in sexually inappropriate ways.**
- 3.4.4 Neglect - the persistent failure to meet a child's basic physical, emotional and/or psychological needs likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision, or failing to ensure access to appropriate medical care and treatment. It can also include neglect of, or unresponsiveness to, a child's basic emotional needs.**

**3.4.5 Who are the abusers? - abusers can be parents or carers, siblings or members of the extended family, neighbours, teachers, strangers or other pupils; in short, an abuser could be anyone.**

**3.5 Signs of abuse:- The following may help staff be aware of possible signs of abuse but these do not necessarily mean that the child has been abused:**

### **3.5.1 Physical Abuse**

- Unexplained injuries/ burns
- Untreated injuries
- Bruises/ abrasion around the face
- Bi-lateral injuries e.g. two bruised eyes
- Bite marks
- Bruising abrasions to lips, cheeks, outer ear

### **3.5.2 Emotional Abuse**

- Excessive overreaction to mistakes
- Continual self-deprecation
- Excessive rocking, thumb sucking, hair twisting
- Extreme compliance/aggression
- Drug, alcohol and substance misuse
- Significant peer relationship difficulties

### **3.5.3 Sexual Abuse**

- Sexual awareness inappropriate to child's age, including provocative sexual behaviour
- Self harm
- Sudden changes in behaviour or school performance
- Fear of undressing for gym
- Depression/withdrawal
- Drug, alcohol, substance abuse

### **3.5.4 Neglect**

- Constant hunger, tiredness and/or poor personal hygiene
- Untreated medical problems
- Destructive tendencies
- Social isolation
- Poor self esteem and/or relationship with peers
- Excessive rocking, hair twisting, thumb sucking

**3.5.5 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 practise 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 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

## **4 Designated Person**

**4.1 The School has appointed two Designated Persons and a deputy to contact in their absence. The Designated Persons work with the school's Senior Management Team and have the authority to take responsibility for child protection matters. The Designated Persons at Windlesham are:**

**Mrs Melanie Slater and Mrs Mary Woodhouse and in the case of their absence, Mrs Aoife Bennett-Odlum**

**4.2 The Designated Person will:**

- 4.2.1 Be responsible for ensuring that all cases of suspected or actual child protection concerns are investigated and managed in accordance with the recommended guidance and regulations.**
- 4.2.2 Refer cases of suspected abuse or allegations to the local Social Services Department as appropriate and in accordance with LSCB procedures.**
- 4.2.3 Ensure that he/she/they is/are aware of the latest national and local guidance and requirements and will keep the Head, staff and volunteers informed as appropriate.**

- 4.2.4 Training for D.P's: Receive appropriate training in child protection matters and interagency working, to include both national and local bodies. New Headteachers need to attend this training on appointment and refresher training every 3 years, Designated Persons need to attend this training on appointment and refresher training every 2 years.**
- 4.2.5 Ensure that the Head, staff and volunteers have access to and understand their role as appropriate in the child protection procedures, including but not limited to part-time staff, supply staff, peripatetic staff, newly appointed staff, newly qualified staff, volunteers and the Site Manager.**
- 4.2.6 Act as a source of advice and support within the School and co-ordinate action regarding referrals in relation to both children and allegations against staff.**

## **5 Responding to Disclosures of Abuse**

- 5.1 Children are more likely to be abused by someone they know and trust than by a stranger.**
- 5.2 Staff and volunteers should make themselves available to listen and demonstrate to the pupil that what they are saying is being taken seriously and without criticism and should respond in a supportive, calm manner and avoid asking detailed questions. The role of the staff or volunteer is to listen, record and report; not to investigate.**
- 5.3 If a pupil reports abuse from another pupil or pupils, staff should follow the procedures in this section. The Designated Persons will liaise with local agencies in relation to handling any such cases which arise.**
- 5.4 Immediate Response**
  - If a disclosure is made, the member of staff or volunteer should:**
  - 5.4.1 Allow the pace of the conversation to be dictated by the pupil.**
  - 5.4.2 Ask open questions which encourage the pupil to talk such as “can you tell me what happened?”**
  - 5.4.3 Accept what the pupil says and do not ask for further detail.**
  - 5.4.4 Acknowledge how hard it was for them to tell you and show by voice tone and/or facial expression that you are taking their concerns seriously.**

5.4.5 Note carefully any clearly visible external signs of possible injury or neglect (but note paragraph 5.5.4 below).

5.4.6 Reassure the pupil that they have done the right thing, that it is not their fault, and explain whom you will have to tell (the Designated Persons) and why.

## 5.5 The member of staff or volunteer should not:

5.5.1 Burden the pupil with guilt by asking questions such as “why didn’t you tell me before?”

5.5.2 Interrogate or pressure the pupil to provide information.

5.5.3 Ask any potentially leading questions such as those that start with the words, how, what, when, where and why.

5.5.4 Undress the child or examine clothed parts of the child’s body in an attempt to determine the nature of any such injuries/neglect.

5.5.5 Promise confidentiality (see paragraph 5.6 and 5.7).

5.5.6 Make promises that they cannot keep such as “I’ll stay with you all the time” or “it will be alright now”.

5.5.7 Put words in the child's mouth (i.e. finish their sentences)

5.5.8 Jump to conclusions or speculate about what happened or might have happened, or make accusations.

5.5.9 Show an overly emotional reaction, such as expressing disgust, shock or disbelief.

5.5.10 Attempt to investigate the allegations.

5.6 If a pupil confides in a member of staff or volunteer and requests that the information is kept secret, staff/volunteers *must not make promises about confidentiality*. Staff must tell the pupil sensitively that they have a responsibility to tell the named Designated Persons (see paragraph 4) so that the child can be helped to stay safe and feel better.

5.7 In every case, the staff/volunteer should consider whether the pupil is able to provide consent for the information to be shared and if so, seek to

obtain that consent in accordance with the School Safeguarding Procedures relating to information sharing and consent. If the pupil does not consent, the staff/volunteer should explain that they need to share the information with the Designated Persons and reassure them that the information will *only be disclosed* to other people who *need to know*. The member of staff/volunteer should refer to the School Safeguarding Procedures for further information and guidance.

**5.8** The School recognises that a child who is abused may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self worth. We recognise that the School may provide the only stability in the lives of children who have been abused or who are at risk of harm.

**5.9** The School will provide continuing support to a pupil who has disclosed abuse through promoting a caring and safe environment within the School and encouraging self-esteem and self-assertiveness through the curriculum and through relationships. In doing so, the Schools will act in accordance with guidance from the relevant authorities to ensure that, for example, legal proceedings are not compromised.

#### **5.10 Recording Information Staff/volunteers should:**

- 5.10.1** Make brief notes at the time or immediately afterwards, which record the date, time, place and context of the disclosure or concern, and what has actually been said (wherever possible using the child's exact words, even if they seem childish, rude or inappropriate), not assumption or interpretation. Notes must be signed and dated.
- 5.10.2** Clearly distinguish between fact, observation, allegation and opinion.
- 5.10.3** Record any observed injuries and bruises.
- 5.10.4** Note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into "proper terms").
- 5.10.5** Complete a Safeguarding Concern Form (see Appendix), attach any original notes and pass them to the Designated Persons.
- 5.10.6** Appreciate that their records may be used in criminal proceedings or disciplinary investigations.

## **5.11 Reporting to the Designated Persons**

- 5.11.1 Any concerns about pupils must be discussed with the Designated Persons (or in their absence the Deputy Designated Person) as soon as possible and at latest by the end of the school day.**
- 5.11.2 Where the disclosure identifies a safeguarding issue, the Designated Persons will report the disclosure to the local Social Services Department or Emergency Duty Service IMMEDIATELY.**

## **6 Allegations against staff**

- 6.1 Where a safeguarding related allegation or cause for concern is made against any member of staff or volunteer, the matter should be reported immediately to the Head, who will in turn inform the Designated Persons (unless the allegation relates to the Designated Persons). The Head should not speak to the member of staff who is the subject of the allegation at this point.**
- 6.2 Where a safeguarding related allegation or cause for concern is made against the Designated Persons, the matter should be reported immediately to the Head, who will not in this case refer to the Designated Persons.**
- 6.3 Where a safeguarding related allegation or cause for concern is made against the Head, the person receiving the allegation should immediately inform the Chair of Governors.**
- 6.4 A decision as to how to proceed and eventually whether or not to suspend a member of staff or volunteer will be taken by the Head following consultation with the Local Authority Designated Officer (hereinafter LADO). Suspension is not an automatic response and the decision will be taken according to the circumstances of each particular case. Staff should be directed to the LSCB website which has a leaflet concerning allegations to staff. A sample is attached to the hard copy of this policy.**
- 6.5 In considering the available options, including redeployment of the member of staff or volunteer, the Head will ensure that their primary concerns are the safety and wellbeing of the pupils, together with the need for a full and fair investigation.**

- 6.6 As noted in para. 2.2.6 above, where we cease to use the services of any person (staff member (including agency staff), peripatetic teacher, volunteer or any other person) because it is considered that the person may be unsuitable to work with children, a referral will be made to the Disclosure and Barring Services (DBS) promptly and in any event within 28 days in accordance with our legal duty. Where a referral is made to the DBS, the School will also make a referral to the Teaching Agency as required.**
- 6.7 Where required to do so, we will provide information requested by the DBS or Teaching Agency in respect of a member of staff or volunteer in accordance with our legal duty.**

## **7 Roles and Responsibilities**

- 7.1 Every member of staff, members of the School Governing Board, and every volunteer who assists the School should:**
- 7.1.1 Protect pupils from abuse.**
  - 7.1.2 Understand the School's safeguarding procedures.**
  - 7.1.3 Know how to access and implement these procedures.**
  - 7.1.4 Follow the procedures at all times.**
  - 7.1.5 Know the identity of the School's Designated Persons and to whom one should speak in the absence of the Designated Persons.**
  - 7.1.6 Report all safeguarding concerns to the Designated Persons (subject to paragraphs 6.3 and 6.4 of this Policy).**
  - 7.1.7 Keep a record of any safeguarding concern, conversation or incident (in accordance with paragraph 5.10 of this Policy).**
  - 7.1.8 Undertake appropriate training including refresher training every three years.**

## **8 Referring Concerns to Social Services**

- 8.1 The decision to make a referral which could activate a child protection investigation, and the issue of gaining parental consent, are serious matters and require careful judgement. These decisions must only be taken by the Head or by the Designated Persons, who will liaise with the Head as appropriate. Advice regarding how to take a case forward can be sought from ACAS. This advice service links with other agencies to help make the best decision and it offers a social worker to help with this process. Alternatively, Dion, partnership advisor, Access to Education, has a safeguarding lead for schools. The LADO may also be consulted.**
- 8.2 The Head and/or Designated Persons should notify the Chair of Governors of any referral made.**
- 8.3 Subject to 8.1 above and the advice of the LADO, the consent of parents should be obtained before making a formal 'child in need' referral, unless to do so could place the child at risk of significant harm.**
- 8.4 In accordance with paragraph 5.11.2 of this Policy, where the disclosure relates to actual abuse or the suspicion of abuse, the Designated Persons will report the disclosure to Social Services immediately. If it is a matter related to an employee, the LADO should be contacted within 24 hours.**
- 8.5 In the event of the School making a referral to Social Services, they should agree with the recipient of the referral what exactly the child and parents will be told, by whom and when. The Designated Persons should ask to be kept informed of the timing of the strategy discussion between Social Services and the police, which will decide whether and how to investigate. The Designated Persons should be prepared to contribute to the strategy discussion.**
- 8.6 Social Services are required to acknowledge written referrals within one working day. If the School has not heard from Social Services after two working days the School should contact Social Services again. A record of each contact with Social Services, including the name of the officer with whom the School has spoken should be kept.**
- 8.7 Ofsted will be informed if a child is referred to Social Services.**

## **9 Whistleblowing**

- 9.1 The School recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.**
- 9.2 Where staff or volunteers reasonably believe that safeguarding concerns exist, or where they have concerns regarding the management of safeguarding issues, it is their duty to raise concerns.**
- 9.3 The member of staff or volunteer should bring their concerns to the attention of the Designated Persons, or in a case where the concerns relate to the actions or inaction of the Designated Persons, to the Head.**
- 9.4 If it becomes necessary to consult outside the School, the staff or volunteer should first liaise with the Chair of Governors.**

## **10 Monitoring and Review**

- 10.1 The working of this Policy will be monitored by the Designated Persons in the School and will report as required to the Head.**
- 10.2 The Board of Governors will undertake an annual review of the School's safeguarding policies and procedures together with a review of the safeguarding incidents that have arisen and how they were managed. This Policy will also be reviewed as necessary to reflect changes in legislation, guidance and practice. This process is carried out to ensure that the School is continuing to provide the very highest standard of safeguarding possible.**

## 11 Key Contacts

Melanie Slater	Designated Person Tel: 01273 553645 <a href="mailto:melslater@windleshamschool.co.uk">melslater@windleshamschool.co.uk</a>
Mary Woodhouse	Designated Person Tel: 01273 553645 <a href="mailto:marywoodhouse@windleshamschool.co.uk">marywoodhouse@windleshamschool.co.uk</a>
Aoife Bennett-Odlum	Safeguarding Lead and Headteacher Tel: 01273 553645 <a href="mailto:head@windleshamschool.co.uk">head@windleshamschool.co.uk</a>
Mr John Patching Mr Graham Rowlands-Hempel	School Governor for Safeguarding and Child Protection Chair of Governors at Windlesham School: <a href="mailto:governors@windleshamschool.co.uk">governors@windleshamschool.co.uk</a>

### Social Services/ Children's Social Services numbers:

ACAS (Advice, contact and assessment service)  
179a Whitehawk Community Hub  
Brighton  
BN2 5FL 01273 295920

EMERGENCY OUT OF HOURS SOCIAL CARE SERVICES  
MONDAY TO SUNDAY from 16:30 to 08:30  
Tel: 01273 335905/6  
Fax: 01273 692079

### Education Safeguarding Officer

**Dion Page-Hammond**  
Behaviour and Attendance  
Multi Agency Safeguarding Hub (MASH)  
MASH: 01273 290400  
Direct: 01273 294081  
Mobile: 07771389502  
[dion.page-hammond@brighton-hove.gcsx.gov.uk](mailto:dion.page-hammond@brighton-hove.gcsx.gov.uk)

### Local Authority Designated Officer (LADO) contact:

<b>Darrel Clews</b> Safeguarding Team, Children's Services, Hodshrove Lane, Brighton. BN2 4SB	<b>Sgt Neil Durkan (Updated June 2014)</b> Safe in the City Delivery Unit Neighbourhood Policing Team Brighton and Hove Division Telephone 101 Ext. 550308
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[darrel.clews@brighton-hove.gcsx.gov.uk](mailto:darrel.clews@brighton-hove.gcsx.gov.uk) Tel: 01273 295643/ 07795335879

Maggie Baker, Partnership Advisor, Access to Education: 01273 293760

### Local Police:

Hove Police Station  
Holland Road  
Hove BN3 1JY Tel: 0845 6070999  
PC Vicky Jones  
Police Liaison Officer Tel: 07766602618  
[vicky.jones@sussex.pnn.police.uk](mailto:vicky.jones@sussex.pnn.police.uk) Tel: 0845 6070999 Ext 665

### Local Child and Adolescent Mental Health Services:

St Stephen's House  
45a Borough Street  
Brighton

East Sussex Tel: 01273 327221  
BN1 3BG Fax: 01273 321375

Childline 0800 1111

National Society for Prevention of Cruelty to Children (NSPCC) 0808 800 5000

## Appendix

### **Child Protection Area of Concern Form**

*It is the role of the Designated Persons to inform social services (or the protection team) of any concerns immediately followed by a written report within 24 hours.*

Notes:

E.g. When did this occur? Who is involved?

Where did this occur? What happened?

*Please write down all details as soon as possible.*

Date

Child's name:

When did this occur?

Where did this occur?

Who is involved?

What happened?

Action to be taken:

Useful Numbers:

Child Protection Register: Weekdays 01273 295999

Out of hours: 01273 295999

Social Services Duty and Assessment Team:  
Weekdays: 01273 296000  
Out of hours: 01273 335905/01273 335906  
Police Child Protection Team:  
01273 404041

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## Appendix

### **A1 Recent Training Record for Designated Teachers and Governor:**

- Training for Introduction to Safeguarding and Child Protection for Governors March 2014, Governor Dr J Eadie's at BHASVIC.
- Protecting Children Update One-Day National Conference, Optimus Education, 12<sup>th</sup> February 2014, Mrs Mary Woodhouse, Reception Teacher.
- Safeguarding & Child Protection Train the Trainer, 27<sup>th</sup> June 2013, Mrs Melanie Slater, Teacher and newly appointed second Designated Teacher.
- Leading and Managing Safeguarding in Schools  
23<sup>rd</sup> October 2012, Brighton & Hove City Council.
- Familiarisation of Safeguarding and Child Protection Policy for Windlesham School  
18<sup>th</sup> October 2012, Aoife Bennett-Odlum, Headteacher with guidance from Darrel Clews, LADO.
- Child Protection Advanced Training  
16<sup>th</sup> June 2011, Avon and Somerset Constabulary.
- Welcome to Safeguarding Children Training  
January 2009, Jenny Collins from Brighton & Hove City Council.
- Recognition, Referral and Assessment  
13<sup>th</sup> March 2006 Brighton & Hove City Council.

### **A2 Record of Recent Safeguarding and Child Protection Training at Windlesham School for members of staff.**

- "Local lessons learned" at Brighton Town Hall, 10<sup>th</sup> March, Mrs Mary Woodhouse, Reception Teacher.
- Refresher Training - Leading and Managing Safeguarding in Schools , Friends Meeting House, Lecture Room, 26<sup>th</sup> February 2016, Mrs Aoife Bennett-Odlum, Headteacher

- Safer Recruitment in Education Training 2015 (online training), October 2015, Mrs Aoife Bennett-Odlum, Headteacher
- Leading and Managing Safeguarding by Darrel Clews and Maggie Baker, Brighton & Hove Council, 27<sup>th</sup> February 2013, Mrs Aoife Bennett-Odlum Headteacher.
- Maintaining Outstanding Safeguarding Provision, Optimus Education, 7<sup>th</sup> February 2013, Mrs Melanie Slater, Class Teacher.
- Safer Recruitment Training (on-line training) – Department of Education, 6<sup>th</sup> February 2013, Mrs Judith Waite, Deputy Headteacher.
- Safeguarding for Managers – Cambridgeshire County Council, Chair of Governors, 10<sup>th</sup> December 2012
- Safer Recruitment Training (on-line training) – Department of Education, 12<sup>th</sup> November 2012, Mrs Jane Waller, School Bursar.
- Familiarisation of Safeguarding and Child Protection Policy for Windlesham School – Aoife Bennett-Odlum, Headteacher with guidance from Darrell Clews, LADO, 18<sup>th</sup> October 2012, all Staff and Governors.
- Foundation Child Protection Training, October 2012, Mrs Sharon Baxter, Upper School Co-ordinator.
- Welcome to Safeguarding Children Training, Brighton & Hove City Council, January 2009, Jenny Collins. All staff.