

# Child Protection and Safeguarding Policy Telford and Wrekin



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## Context

“Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged, having regard to the need to safeguard and promote the welfare of children.

Various other statutory duties apply to other specific organisations working with children and families and are set out in this chapter.”

(Taken from HM Government [“Working together to safeguard children”, 2015, Chapter 2 Paragraph 4 \(pages 52, 53 & 54\)](#) and [“Individual organisational responsibilities” Chapter 2 Paragraph 9 \(page 55\).](#))

Furthermore, page 55 relates to “Individual organisational responsibilities” and duties of “Schools and colleges” within the Section of 175 and 157 of the Education Act 2002 and [“Keeping Children Safe in Education”, September 2016.](#)

## Policy Aims and Principles

The aim of this policy is to make all within the school feel safe and have clear roles and responsibilities in place for that to happen.

The school’s duty of care will be in line with Government legislation and local [Telford & Wrekin Safeguarding Children Board \(TWSCB\) Procedures.](#)

The protection of children is the responsibility of everyone. Primary responsibility for the care and protection of children rests with parents, but a range of services is available to help them in this task. Many referrals to agencies are made by parents seeking help for themselves. Relatives, friends and neighbours may also directly seek help or alert statutory authorities to children about whom they are concerned or encourage families to do so. All agencies with staff that are in direct contact with these children and families must be involved.

The safety and protection of all children is of paramount importance to all those involved in education. For avoidance of doubt the role of governing bodies of maintained schools and non maintained special schools is set out in [“Keeping Children Safe in Education” September 2016 \(KCSiE\)](#), effective from September 5th 2016. This guidance, coupled with [“Working Together to Safeguard Children”, March 2015 Chapter 2](#) and the areas identified above within the context, is the blueprint for all inter agency working and should be available and accessible to all those responsible for children’s welfare. This policy reflects the “Keeping Children Safe in Education” guidance, making it clear to Governing Bodies that leaders in all schools should ensure that all staff read at least [Part](#)

[One and Annex A of KCSiE](#) and sign to confirm this, although best practice would be for all staff to be acquainted with all sections of KCSiE.

## Purpose

Children can develop a special and close relationship with the school community and view them as significant and trustworthy adults. For the purpose of this policy and for avoidance of doubt, the school community shall include all those that work at the school, including teachers, whole school staff, governors, children, parents that play an active role regularly at the setting and volunteers.

Our school community believes that we should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child and as such, we follow the Department for Education advice '[What to do if a child is being abused](#)'.

This policy is our commitment towards the statement above and we expect that our students' parents/carers support everything that is documented here. *In principle parents sign up to our school ethos, the law and the legislation that sits behind it.*

It is not surprising therefore that a child, if they have been abused, may confide or disclose to a teacher or another member of staff. For staff to interpret any concerns this school will assess each incident as it appears. In respect of assessing any bruising to a child this school will refer to the "[Bruising of Children](#)" guidance produced by the TWSCB to assist their decision making. It is important to note that the four defined categories of abuse are:

- Physical
- Sexual
- Emotional
- Neglect

It is also important not to forget **bullying** which can transgress across all four definitions.

The four categories can be viewed in KCSiE 2016 page 11 and within "Information for all school and college staff" September 2016, page 8, which précis Section 1 of KCSiE.

We also recognise that extremist views in children can be a sign of potential abuse and will be dealt with in the same way as other concerns. The same principle applies to Domestic Violence, Female Genital Mutilation, Honour Based Violence, Child Trafficking, Modern Slavery, Forced Marriage, Drug and Substance Misuse, Gang Activity, Fabricated and Induced Illness (*see Section 7 Child Welfare*)

Because of the day to day interaction with children, school staff are also in a unique position to notice any change in demeanour such as being quieter than usual, being clingy towards staff, changes in appearance, being withdrawn or not wishing to go home at the end of the school day. Staff may also notice injuries, marks or bruises when for instance children are doing PE, games or swimming, which might indicate a child has been abused and it is our expectation that staff remain vigilant at all times and know their responsibility to report such concerns immediately.

## Statement on Child Protection

In all CAT schools we agree that the safety, welfare and protection of all children is paramount and any delay in reporting concerns is unacceptable. All staff in our Telford and Wrekin schools will adhere to the child protection procedures established by the Telford & Wrekin Safeguarding Children Board (TWSCB) and the underlying principles that lie within it. Our policy is published on our school website for all to view and is reviewed annually. However, if need be, it may be reviewed and refined before this yearly commitment so that it is flexible to change and current with new legislation.

We will work appropriately with each child, their family and other agencies to protect in all cases the welfare of the child. Furthermore, we will work in partnership and fulfil the ethos and abide by the principles of the thresholds guidance produced by Telford & Wrekin Council within the Family Connect Model [“The Child’s Journey in Telford & Wrekin”](#). In addition, all school staff will be prepared to identify children who may benefit from early help. For avoidance of doubt, early help means the school will provide support as soon as a problem emerges at any point in a child’s life from foundation through to teenage years.

On occasions the school, where necessary, may be asked to participate in multi agency meetings and in cases of sexually harmful behaviour (including social media and “sexting”), be asked to undertake a risk and vulnerability management plan. This school will use the [TWSCB Risk & Vulnerability Management Plan-Sexually Harmful Behaviour](#) to assist them if this is deemed necessary and appropriate, so clear support is in place. Furthermore, we recognise that children are capable of abusing their peers and it will not be tolerated, and whilst participating in the above processes, the school will not pass off the abuse as “banter” or “part of growing up”.

The school also works to the TWSCB procedures for all staff who work with children, where allegations may be made by a child/adult of abuse in any form. All staff will adhere to the procedures drawn up by the Board in line with national guidelines and supported by the TWSCB managing allegations against those working with children (Section 1.14) “Allegations Against Staff and Volunteers” where this is managed by the TWSCB through the Local Authority Designated Officer (LADO). The process for managing allegations can be viewed at <http://westmidlands.procedures.org.uk/> and [Section 4 of KCSiE](#).

This school believes that those who work within the school community are in positions of trust and as such codes of conduct are based on the underlying principle that the highest standards are expected from all. In line with KCSiE a separate Code of Conduct policy is in place for staff and governors.

The document [“Guidance for safer working practice for those working with children and young people in educational settings”](#) produced by the Safer Recruitment Consortium October 2015, provides guidance on the expected standards of all those that work with children. All those in the school community will be made aware of its existence and this sits alongside the Code of Conduct mentioned above.

### For Early Years Providers only:

For avoidance of doubt, those that provide Early Years provision within our school premises will adhere to the [“Statutory Framework for the Early Years Foundation Stage” 2014](#). This is fundamental in setting the standards for learning, development and care for children from birth to five.

Furthermore, within the Early Years setting at our schools and to ensure the safety and welfare of children in our care, personal mobile phones are not permitted within this setting, when in the presence of children. This is a statutory requirement of the Early Years Foundation Stage Framework.

Therefore, we will ensure that these settings take measures including:

- i. All mobile phones must be kept in a secure place and should not be accessed throughout contact time with the children
- ii. Photographs or images of any children within our care may only be taken following parental consent and only using the school camera and those images should remain within the setting.
- iii. When on outings, mobile phones may only be used to make or receive phone calls relating directly to ensuring the safety and wellbeing of the children

## Roles and Responsibilities

### Headteacher and Governors

The Headteacher and Governors are committed to working together to create and maintain a safe learning environment for the children and young people attending the school.

The Headteacher and Governors will follow the specific guidance as set out in [Chapter 2 of “Working Together to Safeguard Children” 2015](#) and [“Keeping Children Safe in Education” September 2016](#) and will ensure that:

- i. clear arrangements are in place to encourage, facilitate and support the reporting of child welfare concerns, including instances where pupils are missing from school;
- ii. a Designated Safeguarding Lead (DSL) is available at all times whilst students are under direct supervision of school staff;
- iii. provision is made for appropriate training, induction, support and supervision for DSLs and other members of the school’s community and workforce;
- iv. the school works with the Local Authority Designated Officer (LADO) and appropriate partner agencies proactively to safeguard pupils;
- v. records relating to safeguarding are kept safely and shared appropriately;
- vi. appropriate safeguarding policies are adopted, monitored and evaluated which will include areas such as:
  - child protection and safeguarding
  - bullying, harassment and discrimination
  - use of force and restraint and behaviour management
  - health and safety including use of equipment and provision of first aid
  - use of the internet, mobile phones and social networking sites
  - school trips, placements, outdoor activities
  - drugs and substance misuse
  - codes of conduct for staff and governors
  - meeting the needs of pupils with special medical conditions
  - meeting the need of pupils in disseminating prescribed medications
  - extended services provision - (the extended services team provide separate guidance and support for schools)
  - Intimate care
  - School security
  - Issues which may be specific to our local area or population, for example gang activity or knife crime
  - [“Speak Up” Policy](#)
- vii. the school premises are safe and that the school grounds are not open to unwanted intruders but if public rights of way exist on school grounds then appropriate risk assessments are undertaken;

- viii. appointments to staff positions and other roles within the school community are made following the safer recruitment guidance within KCSiE September 2016 and all appropriate vetting checks have been completed (see safer recruitment section);
- ix. approved safer recruitment training, as designated by the Lucy Faithfull Foundation Consortium, has been completed by appropriate members of selection panels (see safer recruitment section);
- x. the school's Single Central Record of recruitment and vetting checks covering all staff and others identified by the school as having regular contact with children is kept up-to-date in line with Ofsted requirements;
- xi. the identity of visitors to the school is checked, a record is kept in the visitors' log, visitors are suitably identified/badged and are not left unsupervised within the school;
- xii. the Designated Governor Safeguarding Lead has a Workbook of roles and responsibilities available which will ensure the completion of the Safeguarding s11 audit, on a yearly basis - [TWSCB s11 Safeguarding Self Assessment Toolkit Audit for Governors](#). These will be supplied by the Telford & Wrekin Council Safeguarding Children in Education Officer.

## The Designated Safeguarding Lead (DSL) and Deputy DSLs

The Designated Safeguarding Lead for Child Protection and Deputy DSLs are listed in Appendix A.

### Responsibilities

The DSL and all Deputy DSLs have received DSL child protection training and will liaise in accordance with the TWSCB procedures and Telford & Wrekin People Services Team procedures (or other Human Resources procedures in the case of opt out). It is the professional responsibility of the DSLs to update their own training gaps/needs with Level 2 updates which are held throughout the year and regularly offered by the TWSCB, conferences/workshops offered by private providers and other mainstream providers. If in doubt, "Keeping Children Safe in Education" September 2016 should be referred to for clarification about the role of DSLs.

The DSL will ensure that all staff has received appropriate child protection training within the advised timescales. These staff will include full time, temporary and volunteer staff. It is advised that the content reflects the requirements identified by the TWSCB.

The DSL will make known to the whole school community the location of the TWSCB website address <http://www.telfordsafeguardingboard.org.uk> where the policies & procedures are on view; these are regularly reviewed and updated by the TWSCB.

The DSL will ensure that all members of staff will have completed an induction to child protection and safeguarding systems within the school and satisfy themselves that that member of staff understands their responsibility for sharing a concern and with whom. Furthermore, all staff will receive regular safeguarding and child protection updates (for example, via e mail, e bulletins and staff meetings) to provide staff with relevant skills and knowledge to safeguard children effectively. This will also allow staff to contribute to and shape safeguarding arrangements and child protection policy.

The DSL has direct referral links with the **Social Care Safeguarding Advisors & Safeguarding Team via the Family Connect Team 01952 385385**. For avoidance of doubt the DSL should be the point of contact with regard to referring a child if there are concerns about possible abuse. A formal written request for service should not delay a verbal discussion so that immediate action can be taken if necessary. However, any referral should be confirmed in writing within 48 hours.

The DSL must make it clear to all staff that if the DSL or a Deputy DSL is not available, then this should not delay in sharing any concerns about a child to the Safeguarding Advisors Team via The Family Connect Team on 01952 385385. However, this school will ensure that there is always a nominated cover presence on site for Child Protection and Safeguarding issues.

The DSL keeps all written records of concerns about a child even if there is no need to make an immediate referral for action; this will include any e technology use issues that may cause indirect abuse to a child. Online safety issues will be treated as any other form of abuse and we recognise that online bullying can transgress across all four defined categories of abuse.

The DSL will ensure that all records are kept confidentially and securely and are separate from pupil records; there will be an indication of further record keeping in terms of child protection marked on the pupil's records.

The DSL will ensure that they or a senior colleague are available to attend any Strategy, Resolution, Conference, Professionals, CAF, TAC, MAPPA, CATE Risk Panels, PREVENT, Channel Panel, Core Group or Planning meetings as deemed necessary in the remit of child protection. They will also ensure that school staff attending such meetings provide key information to be tabled at the meeting, especially attendance figures which are considered a key element of all conference reports.

The DSL will ensure information regarding any pupil currently subject to a Child Protection Plan and deemed "at risk", who is absent without explanation for two days, is shared with Children's Services Family Connect Safeguarding Team.

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The Designated Safeguarding Lead has a Workbook and will ensure the completion, on a yearly basis, of the [TWSCB s11 Safeguarding Self Assessment Toolkit Audit](#). These will be supplied by the Telford & Wrekin Council Safeguarding Children in Education Officer.

## Other Staff Members

All those in the school community, including supply teachers, visiting professionals working with students in the school (e.g. counsellors, school nurse etc.), external providers of school activities and those supporting school visits, are informed of the name of the DSL/DDSLs and the school procedures for protecting children, including how to report their concerns and suspicions and how to receive, record and report disclosures:

- during their first induction to the school
- through a copy of this policy
- through the staff handbook
- through induction/supply teachers' booklet

All staff are required to be alert to signs of abuse. They should report any concerns or suspicions if not immediately, as soon as possible, that day to the DSL. If in doubt they should talk with the D/DSL. Delay is unacceptable.

We recognise that children cannot be expected to raise concerns in an environment where colleagues fail to do so. All of the school community should be aware of their duty to raise concerns, about the attitude or actions of colleagues. Unacceptable standards, conduct or behaviour should be challenged appropriately at the outset, and will not be tolerated. A separate code of conduct policy has been adopted by this school.

We will adopt the [“Speak Up” Telford & Wrekin Policy](#) on raising concerns. However, where staff feel that they cannot report a concern through the above channels general guidance can be provided from the [NSPCC whistleblowing helpline](#). Staff can call **0800 028 0285** or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Access to the TWSCB website should be made available to all staff. In the first instance if computer access is needed this should be requested through the DSL.

## Child Protection and Safeguarding Procedure

### Reporting to the DSL

Any concern must be discussed with the DSL, or a Deputy DSL, as soon as is possible and no later than the end of the morning or afternoon session of that day. In Primary settings this must be the Headteacher or the Deputy.

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## Immediate Response to the Child

It is vital that our actions do not abuse the child further or prejudice an investigation. We should therefore adhere to the following:

- Listen to the child; if you are shocked by what is being said, try not to show it.
- Observe bruises but not to ask a child to remove their clothing to observe them.
- If a disclosure is made, the pace should be dictated by the child, without the child being pressed for detail or by asking leading questions such as “What did he/she do next?” or “Where did he/she touch you?” **It is our role to listen not to investigate.** Use open questions such as “Is there anything else you want to tell me?” or “Yes?” or “And?”
- Accept what the child says. Be careful not to burden them with guilt by asking “why didn’t you tell me before?” or “why did you let it happen”.
- Do acknowledge how hard it was for them to tell you this and reassure them that they have done absolutely the right thing by telling you.
- Don’t criticise the alleged perpetrator; the child may care for them, but merely wish any abuse to stop.
- **Don’t promise confidentiality.** Reassure the child that they have done the right thing, explain that you will have to tell the DSL and why, and, depending on their age, what the next stage will be. It is important that you don’t make promises that you cannot keep such as, “I’ll stay with you all the time” or, “It will be all right now”.

## Recording Information

Make some brief handwritten notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern. Record facts, not assumption, supposition and interpretation and with whom you shared them.

Also record where you spoke with them and personal safety details such as, “I discussed the incident with the child in the Head’s office with the door open” or justify if it were closed, but naming those who you told this to be the case. If alone, reason that rationale stating, “The child stated they would only confide in me if I was alone”.

If it is observation of bruising or an injury try to record detail, e.g. “right arm above elbow”, “bruise noticed on fleshy part leg”.

Note the non-verbal behaviour and the key words in the language used by the child. Try not to translate into 'proper terms' ensuring that you use the child's own words. Body language should be noted and support any disclosure.

It is important to retain on file signed original handwritten notes and pass them on to the DSL who may ask you to complete a Family Connect Safeguarding Team referral request for service form.

## Support for Young People & Staff

### Children

The child would be made aware of the school's work and offered access to that or any other appropriate service if needed.

Recognition that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that a child may feel self blame and we will ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

Recognition that the school may provide the only stability in the lives of children who have or who are at risk from harm. The school community will therefore establish an ethos where children feel secure and are encouraged to talk and are always listened to.

Acceptance that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. We will ensure PSHE curriculum opportunities which equip children with the skills they need to stay safe from harm.

Our policy on bullying and racist incidents is set out in separate documents and acknowledges that to allow or condone bullying or racism may lead to consideration under child protection procedures. These will be documented like all other incidents. Any bullying whether racist, emotional, physical, sexist, homophobic, extremist, cyber or in any other form, will not be tolerated under any circumstances.

Children in Care (CIC) have access to a DSL in our school, where they can seek support, where in certain circumstances the needs are specific or different. This may be the same DSL for all school child protection issues but in some cases it is not. Our school recognises the Children in Care Policy, to which we will adhere.

## Staff Disclosures and Allegations

Staff (to whom a disclosure was made, who will be supporting the child and who might be attending strategy and case conferences) would be able to liaise with the DSL, with the minimum number of people involved who have “a need to know basis” of detail.

Of the staff not directly involved they will be informed on a “need to know basis”.

Staff may also need support either as a person who has received a disclosure or if an allegation has been made against them and subsequently needs investigation to conclusion. In both cases support should be offered and Human Resources Business Partner for your school consulted appropriately.

Staff should not accept personal invitation visits to the homes of children unless permission or instruction has been sought from the Headteacher and it is viewed as a professional appointment. For example, supporting Education Welfare issues etc. This should be viewed on a case by case basis. To support this, guidance from the Department of Education (September 2010) states “Meetings with pupils away from the school premises should only be arranged with the specified approval of the Headteacher and the prior permission of the pupil in question”.

We accept this guidance from the Department of Education (September 2010) stating that in the case of private meetings; “Staff and volunteers should be aware that private meetings with individual pupils could give cause for concern. There will be occasions when a confidential interview or a one-to-one meeting is necessary. Such interviews should be conducted in a room with visual access or an area which is likely to be frequented by other people. Another pupil or adult should be present or nearby. Where conditions cannot apply, staff should ensure that another adult knows that the interview is taking place”.

Staff should be advised to seek support from their Professional Association or Trade Union if it is needed.

All staff/governor meetings will have Child Protection and Safeguarding as a standing agenda item on all meetings; this is testament to our school keeping these priority areas at the forefront of our minds.

The process of managing allegations against those who work with children can be viewed on <http://westmidlands.procedures.org.uk/> Section 1.14 “Allegations Against Staff or Volunteers”.

The school has internal procedures and processes in place for dealing with allegations and will follow TWSCB Policies & Procedures and involve the DSL in school. The procedures make it clear that all allegations are to be reported straight away, normally to the Headteacher for referral if necessary. The procedures also allow for the Chair of Governors

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to be informed. If the Headteacher is the subject of the allegation, the Deputy Head and DSL (if not the Head) will liaise with the Chair of Governors and follow the appropriate process. The TWSCB procedures allow for the Local Authority Designated Officer (LADO) to be party and responsible for monitoring cases to conclusion.

To avoid potential allegations and for the safety and welfare of pupils and the protection of staff, we will make classrooms highly visible places whereby easy viewing is possible. This is in light of national Serious Case Review recommendations and lessons learnt from them. Therefore, the masking of windows will be forbidden and as such treated as a health & safety issue for the protection of all. There may be exceptional circumstances where masking of classrooms is needed and justified, for example for the teaching of drama, in these cases the Head will make a judgement on a case by case basis being appropriate, balanced and proportionate.

## Confidentiality

If abuse is suspected, information should be given directly to the DSL for child protection or, in their absence, to a Deputy DSL.

The personal information about all families is regarded by those who work in this school as confidential. All staff need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality in all areas of the school.

Staff should understand they need know only enough to prepare them to act with sensitivity to a child and to refer concerns appropriately. It is inappropriate to provide all staff with detailed information about the child, the incident, the family and the consequent actions.

Staff have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigating agencies.

If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he/she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the welfare of that child.

Within that context, the child should however be reassured that this will be shared on a “need to know” basis. If conversations need to take place and confidentiality is paramount to welfare, then these conversations will be held in appropriate settings and away from any general areas, where that confidentiality may be compromised. Further details on information sharing can be viewed at the Department for Education website.

## Parents & Carers

Parents and carers play an important role in protecting their children from abuse. The school is required to consider the safety of the child and should a concern arise, professional advice will be sought prior to contacting parents/carers. If deemed appropriate parents/carers will be contacted, and the school will continue to work with them to support the needs of their child. Consent from the parents/carers will be sought, although in exceptional circumstances and with the best interests of the child being considered, this may be overridden.

The school aims to help parents understand that the school, like all others, has a responsibility for the welfare of all children and has a duty to refer cases to Family Connect in the interests of the child. The Governors will include a child protection statement in the school prospectus and all parents can view a copy of this policy. The policy will be made available electronically via the school's website.

The school takes seriously its duties to assist parents and help them with on line safeguarding resources. As such, we will make them aware of the web page **Parent Info** which is a comprehensive, free resource for schools and parents is covering a range of safeguarding topics and information about apps and when they are updated etc. The content is updated by CEOP (Child Exploitation & Online Protection Centre) and can be found at <http://parentinfo.org/>

Parents/Carers that may have concerns regarding a school staff member can in the first instance raise those with the Headteacher, DSL or Governing Body of the school for further exploration. This may involve sharing those concerns with the relevant agencies. Where the parent/carers may have concerns regarding the Headteacher, the Governor for Child Protection or Deputy Head should be consulted in the first instance.

We will keep parents/carers informed in all areas of safeguarding and child protection through the regular methods of interaction such as parents'/carers' evenings, newsletters and through the school learning platform/website. We will also monitor "Parent View" at regular intervals and seek to quickly address any concerns with parents/carers that may be expressed on this site. At the start of any inspection process we will make available a list of no named referrals that have been made to the DSL, those subsequently referred to the local authority and brief details of resolutions, with the aim being a transparent.

This school wish to make it clear to parents the standards, behaviour and respect we expect from them and conversely they from us. In relation to this we understand that on some occasions tensions can run high where safeguarding concerns arise and need to be discussed, but for the safety of all we wish to remind parents that although schools are fulfilling a public function, schools are private places. This school will therefore act to ensure they remain a safe place for pupils, staff and other members of the community. The public has no automatic right of entry. The same principles of safety will apply to

social media issues where we will ***expect parents to talk to school in the first instance, before taking to social media to express their thoughts.***

If a parent's behaviour is a cause for concern, the school will ask him/her to leave school premises. We wish to make it clear that in serious cases, the Headteacher may notify parents in writing that their implied licence to be on the school premises is temporarily revoked, subject to any representations that the parent may wish to make. The school will then give parents the opportunity to formally express their views on the decision to bar in writing and this will be reviewed via the Complaints Policy. The content above has been adopted by this school from Department for Education advice "**Best Practice Advice for School Complaints Procedures 2016**".

## Record Keeping

The present policy for record keeping is to chronologically record concerns in a confidential file, including details of dates, times, staff involved and action taken. These should be handwritten but can be typed up to sit alongside handwritten notes. **Never discard handwritten notes.**

Copies of email streams are also useful additions which can clearly document sequential action. Again, these should be used alongside handwritten notes and by no means be regarded as a substitute action. It is preferable not to name children in an email, but if they are then this should be password protected.

In the absence of a national standards framework across the country for record keeping we have adopted guidance from Telford & Wrekin Safeguarding Board "[Workbook Guidelines for Child Protection Records, Transfer, Retention & Archiving](#)" (July 1<sup>st</sup> 2017) to keep our systems robust with the latest current advice.

If as a school we choose to note down these concerns in a specific file we will ensure that it is not loose-leaf or ring binder style. Any books used shall be bound and in line with the guidance above or a suitable system will be employed which ensures security. Any electronic maintained recording system used, such as the Child Protection Online Management System (CPOMS), will also be completely secure with access restricted to a limited number of staff members. By using a specific school process, concerns can then be noted sequentially to match the child's journey with us, with each entry noted for that child alone. It is our intention to tell a child's story during the time of their education with us.

The records are reviewed annually in the Summer Term by the DSL/DDSLs and are checked to ensure they are chronological, tidy, legible and factual in content. This is undertaken each year, as records may sometimes be immediately required by Professionals. Where reports are needed for Child Protection Conferences these should include attendance figures where the child is of compulsory school age.

Where children are transferring to other schools/colleges within and outside of the district we will follow the transfer guidance within the Workbook Guidelines.

Records should clearly state who is entitled to access them - i.e. DSLs, Headteacher, Pastoral staff, Strategic Leadership Team or others, as appropriate.

All child protection records are clearly marked as such and are kept securely locked on the premises. Withdrawal from the school by staff will be noted and signed for, as will files released to Professionals, such as Safeguarding/Child Protection Officers, LADO, NSPCC or Police teams. We will follow the Workbook Guidelines guidance on release and return.

In respect of files being released when requested by the Police under [Section 29 of the Data Protection Act a Form A222](#) should accompany that release and a copy will be retained for our records. Also we will consider the [7 Golden Rules for Information Sharing](#). If in any doubt we will seek advice from the [T&W Information Governance Team](#) on 383103.

Prior to releasing records the school will request ID Badges.

No named statistics in relation to Child Protection are an important part of performance information. Since 1 October 2011 each DSL has access to a DSL Workbook. This information will be collated in the Workbook and will inform the Head and the Governing Body of how our school is coping with child protection issues. These will be entered and updated on a regular basis. The Workbook for [DSLs](#) and [Governors](#) can be downloaded electronically from the Safeguarding Children Board website.

## When a Child Transfers to Another School

If a child is subject to a Child Protection Plan and deemed at risk, the child's key worker within Social Care will be contacted by the DSL.

When a child changes school within or outside the authority, all child protection records will be passed on to the DSL of the next educational setting by the current DSL or Headteacher, or to Social Care within the authority if the child is transferring to another authority. If the child is transferring to another school within term time, best practice would be for a signed record or hard copy acknowledgement that the transfer of files has taken place. The current host school in this process should **not** photocopy and retain child protection records, as this is deemed by the Information Commissioner's Office to contravene the Data Protection Act, but rather produce a chronology to pass on and retain a copy of this chronology for themselves for audit purposes. This would be deemed as best practice. We will follow the Workbook Guidance in all circumstances.

## Retention of Children's Files

All schools must keep educational records on their children. These should include:

- copies of the reports which have been sent to parents/carers on the child's achievements, as well as other records about those achievements
- exchanges of correspondence between parents/carers and the school
- any information the school has on the child's education from the local authority
- any statement of special educational needs
- any personal educational plan

There may be other records kept like details of attendance, exclusions, behaviour and family background. This is not compulsory but would be viewed as "best practice". The educational record does not include the notes that a teacher makes for his or her own use only.

The Child Protection file is a separate file to the educational records. It must be noted that if files are asked to be secured, both files are key elements in any processes for which they are needed. It is important that on releasing files they are signed for on release and on return.

Pupil record files must be kept until the individual reaches the age of 25 years. At this point the file should be shredded. Also a useful document to be familiar with is the "Records Management Toolkit for Schools" version 5 February 2016 guidance from the Information and Records Management Society and "Workbook Guidelines for Child Protection Records, Transfer, Retention & Archiving" TWSCB July 1<sup>st</sup> 2017

Further information is available via: [www.education.gov.uk](http://www.education.gov.uk) and [www.direct.gov.uk](http://www.direct.gov.uk)

## Children's Welfare

**Poor or Irregular Attendance** - "School staff need to be particularly sensitive to signs which may indicate possible safeguarding concerns. This could include for example, poor or irregular attendance or children missing from education" (Ofsted September 2009). The recognised figure for persistence absence is less than 90%, although concerns may still be raised if above this. The school will comply with the statutory guidance "[Children Missing Education](#)" (September 2016).

In respect of this and at a local Telford & Wrekin Council level, the school will require behaviour and attendance leads to refer to and use the established protocol document of notification to the Local Authority, filling out the appropriate paperwork, [“Policies and Procedures for Identifying Children Not Receiving Education \(CNRE\) and Children Missing Education \(CME\)” Telford & Wrekin Council \(September 2016\)](#). This document has a further two supplementary elements that will be complied with and adhered to, entitled [“Modified Timetable Protocol” Telford & Wrekin \(September 2016\)](#) and [“Children Out of School Protocol” Telford & Wrekin Council \(September 2016\)](#).

**Forced Marriage, Honour Based Violence & Female Genital Mutilation (FGM) -** Where issues may be raised of Forced Marriage, Honour Based Violence or FGM, whether by people within the school or the wider community, concerning older or younger children, we will follow Government guidance: [“Handling cases of Forced Marriage” \(multi agency practice guidelines\) June 2009](#) [“Female Genital Mutilation” \(multi agency practice guidelines\) HM Government 2014 pages 42-44](#) and [Home Office “Mandatory reporting of female genital mutilation: procedural information” October 2015](#) and further advice from the Home Office for all professionals and agencies [“Multi-agency statutory guidance on female genital mutilation” April 2016](#).

In respect of FGM this school will adopt the local [TWSCB “FGM Practice Guidelines and Resource Pack”](#) as part of safeguarding responsibilities and inform/educate our staff in this particular area.

We will consult appropriately and sensitively, in a two-way process, in line with current and future national guidance and local procedures. This school recognises that FGM is against the law and can happen across all ranges of educational settings and we will alert staff to free online training at [www.fgmelearning.co.uk](http://www.fgmelearning.co.uk). Furthermore, this school wishes to make it clear, in line with Section 74 of the Serious Crime Act 2015 that “If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police.”

**Child Sexual Exploitation** - Where we as a school may feel that children may be being abused through exploitation (CATE), we will consult in the normal way with the Safeguarding Team Helpdesk via The Family Connect Team on 01952 385385 and seek advice as to whether the incident follows a [CSE Care Support Pathway](#). The concerns will be followed through sensitively and appropriately with fellow professionals and the [CATE Referral Form](#) will be completed. In relation to the fortnightly CATE Risk Panels, where concerns are expressed around a child attending our school, we will ensure attendance whenever possible as part of the established multi agency process. In addition, we have noted and made relevant staff aware of the [“Child Sexual Exploitation-Definition and guidance for practioners”](#) issued by the DfE in February 2017. Alongside this, we have taken the same steps and made all staff aware of the [CSE Warnings Checklist](#).

**Potential victims of Modern Slavery and Child Human Trafficking** - Modern slavery, including child trafficking, is child abuse. If we become aware or have suspicions that a child may have been, or is being, exploited or trafficked, we will contact Family Connect in the normal manner to seek advice and support. All children, irrespective of their immigration status, are entitled to safeguarding and protection under the law. We recognise this as any normal child protection referral, while understanding that potential victims of trafficking and modern slavery can be of any nationality and may include British children. This may cover not only those trafficked for sexual exploitation but those trafficked as drug carriers internally in the UK.

**Children Leaving School without Permission** - Where children leave the classroom or leave school grounds without permission, this is covered within our behaviour management policy and is also set against the backdrop of the legal framework of the **Children Act 1989 s3 (5)**; “Anyone who has care of a child without parental responsibility may do what is “*reasonable*” in all the circumstances to safeguard and promote the child’s welfare. It is likely to be “*reasonable*” to inform the police, or children’s services departments, and, if appropriate, their parents, of the child/young person’s safety and whereabouts.”

However, in principle, if a pupil runs out of class we will establish where he or she has gone. For avoidance of doubt and for all within and outside of the school, teachers will not run after them but will send a message to the office for adult support. It is advisable to keep a watchful eye on any child who has taken themselves out of the school building and possibly out of the school grounds, unless this watchful eye provokes the child to run further. It is and will be a judgement call for staff to take what they feel is “*reasonable*” action in line with the advice above. If a child is no longer on school premises, parents/carers will be contacted in the first instance. If they are not at home or contactable the police will be informed that a pupil has left school and is at risk.

**Children who have Gone Missing** - Where children have gone missing and not in manner of the above we will follow the [“Local Missing Children Process” January 2016](#).

**Private Fostering** - A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child’s parents. It applies to children under the age of 16, or under the age of 18 if the child is disabled. Children who are looked after by the local authority or who are placed in a residential school, Children’s Home or hospital are not considered to be privately fostered. Most privately fostered children remain safe and well, but safeguarding concerns have been raised in some cases where so called “sofa surfing” has been evident. It is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children’s Social Care as soon as possible. When the

school becomes aware of a private fostering arrangement for a student that has not been notified to Children's Social Care, the school will encourage parents and private foster carers to notify Children's Social Care and will share information to Children's Social Care as appropriate.

**Drug and Substance Misuse** - Where issues come to attention of the school in relation to drugs and substance misuse we will follow the non statutory advice contained within [“DfE and ACPO drug advice for schools” September 2012](#). This document clearly sets out issues around broader behaviour and pastoral support, as well as managing drugs and drug related incidents within our school. The document produced by the Department for Education and the Association of Chief Police Officers clearly sets out the role of schools, their powers and what schools can do. Coupled with this preventative and supportive approach this will sit hand in hand with our statutory functions of child protection and the alerting to established referral procedures and the law of the land. Our Drugs Policy is a stand-alone policy but for avoidance of doubt our stance and our approach is stated here.

**Domestic Violence and Serious Harm** - Research increasingly indicates that Domestic Violence/Serious Harm in any form can and does have an impact on children and young people of all ages and backgrounds. For the avoidance of doubt, and in the spirit of children's welfare, this school will liaise with agencies in a two-way process where Domestic Violence/Serious Harm is a factor in the household. Children within our care will be supported where needed and school available for them. This school is part of the Operation Encompass process where Domestic Violence issues are shared directly with school, so that school has an initial awareness. To this end, we will be part of any agency referral, in a two-way process, such as the Domestic Violence MARAC (Multi Agency Risk Assessment Conferences), MAPPA (Multi Agency Public Protection Arrangements) or any other named agencies where these specific issues are a factor that may impair and impact on a child's development.

**Fabricated and Induced Illness** - “The fabrication or induction of illness in children is a relatively rare form of child abuse. Where concerns exist about fabricated or induced illness, it requires professionals to work together, evaluating all the available evidence, in order to reach an understanding of the reasons for the child's signs and symptoms of illness. At all times professionals need to keep an open mind to ensure that they have not missed a vital piece of information”. Taken from [“Safeguarding Children in whom illness is fabricated or induced” HM Government](#). This supplementary guidance to [“Working Together to Safeguard Children”](#) will be adopted by this establishment and we will adhere to our duties to refer as set out on pages 31 & 32 paragraphs 3.84-3.89.

**Youth Violence and Gang Activity** - “The vast majority of young people and educational establishments will not be affected by serious violence or gangs. However, where these problems do occur there will almost certainly be a significant impact.” (Taken from the Home Office [“Preventing youth violence and gang involvement. Practical advice for schools and colleges”](#)) In light of this we will embrace the Home Office

document and follow this guidance which clearly sets out understanding the issue, seeking support, working with local partners, early intervention and legal powers for staff. Our educational establishment has a duty and a responsibility to protect our students and staff and we recognise dealing with violence also helps attainment. To this end we will ensure students:

- feel safe at our setting at all times
- understand very clearly what safe situations are; and
- are highly aware of how to keep themselves and others safe

**Extremism, Radicalisation & the PREVENT Agenda** - Extremist views by anyone in school will not be tolerated. Therefore, we will take and expect quick and decisive action where issues of this nature are brought to our attention and we will follow the [PREVENT duty departmental advice for schools and childcare providers June 2015](#). As such, we expect staff to encourage pupils to respect the fundamental British Values of democracy, the rule of law, individual liberty and to demonstrate mutual respect and tolerance to those with different faiths and beliefs. Staff should ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of pupils, reasonably practicable steps have been taken to offer a balanced presentation of opposing views. **We will treat extremism and radicalisation like any other child protection referral.**

The school has procedures in place to monitor ICT usage and has a duty to seek advice and explore by filtering suspicious content being viewed. Those within and outside the school community should be left in no doubt of our duty to cooperate under the law. Further details are included in Section 10 of this policy.

We will ensure that every frontline member of staff in school has received a **Workshop to Raise Awareness of Prevent (WRAP 3 Training)** as identified in the [PREVENT Duty Guidance 2015](#) and delivered by an approved WRAP 3 trainer.

As a school if we feel children are being abused through extremism or being radicalised, we will consult directly with Family Connect and the police PREVENT Team and seek advice. This is done with a [PREVENT referral form](#). PREVENT referrals will then be sent to **Family Connect and the Police**. As with all referrals, this will be dealt with appropriately with professionals. If it is deemed from the PREVENT Team that the intervention is not criminal and does not warrant a Channel Panel, but needs local support, we will work to provide this with professional leads from Telford & Wrekin Council. Presently these are **Paul Fenn and Jas Bedesha**. Our policy also recognises that the local police can be contacted in imminent circumstances on **01386 591835/591825** or **591816** or at [prevent@warwickshireandwestmercia.pnn.police.uk](mailto:prevent@warwickshireandwestmercia.pnn.police.uk)

## Health & Safety and Physical Intervention

Policies on Health & Safety and Physical Intervention are set out in separate documentation. 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. There is separate documentation for this and we will liaise and contact Jo Barnett (T&W Outdoor Education Service Manager 3820057 or at [www.twccommercial.co.uk/educationalvisits](http://www.twccommercial.co.uk/educationalvisits)) for the relevant guidance to follow.

## Training

The school will set aside a sum of money per annum to be agreed within its budget as contingency for training, updates and for attendance at inter-agency meetings for DSLs and their Deputies.

All new staff receive knowledge of how to access the TWSCB policies & procedures on induction and access whole school training when held.

## Safer Recruitment and Online Safety

Safer Recruitment Training has been a requirement from 1 January 2010. Since this date, at least one person involved in interviewing an applicant for a post of Headteacher, Deputy Headteacher, teacher or member of the whole school support staff must have completed the safer recruitment training. This training can be received from any provider but must be accredited by The Lucy Faithfull Consortium; this is acknowledged as the required provider's qualification. This will continue to be part of our policy on child protection. This requirement states that schools should access "suitable" training. The school maintain the right to seek this training from reputable accredited providers that they choose. However, on each interview panel a fully "Safer Recruitment" trained interviewer must be present.

All staff working in the school community will be subject to enhanced Disclosure Barring Service (DBS) checks and the school adhere and comply with ["Keeping Children Safe in Education" Statutory Guidance \(September 2016\)-Section 3 Safer Recruitment](#)

All within the school community must adhere to ["The Corporate Information Security Policy \(CISP\) including "Acceptable Use of Equipment" and the "Social Media Policy - Acceptable Use for Employees"](#); the school will make all aware of its existence and importance. Where appropriate, intervention will take place when anyone uses e-technology in an unacceptable fashion.

Authority wide monitoring software is used within school and will be reviewed, updated and checked regularly. This addresses and includes all online risk of harm, including risks posed by the online activity of extremist and terrorist groups. On occasions unacceptable websites might be accessed inadvertently; if this occurs then this should be closed down immediately and logged and reported to a member of SLT.

It is recognised at this school that all ICT, whether personal or work based, is a **whole school issue** and all staff have a duty to be vigilant. The policies already mentioned cover the extent of this activity and its suitability. Staff and pupils are to be left in no doubt that contravention of them will be forwarded to the appropriate agencies to be dealt with.

Some useful guidance around Facebook and associated social networking [“Facebook Checklist” produced by the UK Safer Internet Centre](#) will form part of staff awareness training.

Online safety is a major concern for all professionals’ not only Social Media forums but issues around **“sexting”**. For information and support in these areas the websites below are available for all staff and parents to view. The sites are for all age groups, parents and carers and will form the basis of and assist with online safety education, support and policy in our school:

- <http://swgfl.org.uk/>
- [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- [www.virtualglobaltaskforce.com](http://www.virtualglobaltaskforce.com)
- [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)
- [www.lucyfaithfull.org.uk](http://www.lucyfaithfull.org.uk)
- [www.stopitnow.org.uk](http://www.stopitnow.org.uk)
- <http://parentinfo.org/>

## Taking Photographs in Schools

Good practice guidance from the Information Commissioner’s Office, on taking photographs in educational institutions will be followed. In the interests of safeguarding a common sense approach on a case by case basis will be taken in this area. A full copy of the guidance can be viewed at [Taking photographs in schools guidance 2010](#).

## Curriculum and Wider Activity in Keeping Children Safe

The school has a PSHE plan which is followed throughout the academic year. Topics covered include a wide range of safeguarding themes including friendships and relationships, bullying, road safety online safety and citizenship. This is further enhanced through assemblies and other PSHE sessions. It is part of our school ethos that we take every opportunity to remind students of how they can support each other and help each other to stay safe.

There is also a wide range of enrichment activities which help to enhance the students' enjoyment of the school and support the development of friendships and new skill sets. Full information regarding the curriculum in the school and enrichment activities can be accessed on the school website.

### Key personnel at Grange Park Primary School

The designated safeguarding lead (DSL) is Nicky Brown (Lisa Millington Sept 2018)

Contact details: email: [nicky.brown@taw.org.uk](mailto:nicky.brown@taw.org.uk) tel: 01952 387470

The deputy designated safeguarding lead (DDSL) is Lisa Millington (Zoe Meredith Sept 2018)

Contact details: email: [lisa.millington@taw.org.uk](mailto:lisa.millington@taw.org.uk) tel: 01952 387947

Other staff trained to undertake the functions of the designated safeguarding lead are:

- Richard Thorpe (Headteacher)
- Angie Atkinson
- Zoe Meredith

Contact details:

email: [richard.thorpe@taw.org.uk](mailto:richard.thorpe@taw.org.uk), [zoe.meredith@taw.org.uk](mailto:zoe.meredith@taw.org.uk), [angela.atkinson@taw.org.uk](mailto:angela.atkinson@taw.org.uk)

tel: 01952 387490

The nominated Safeguarding Governor is Gillian Bailey

Contact details: email: Gillian Bailey and Louise Weaver tel: 01952 387490

The headteacher is Richard Thorpe

Contact details: email: [richard.thorpe@taw.org.uk](mailto:richard.thorpe@taw.org.uk) tel: 01952 387490

### **Key personnel at Telford Langley School**

**The designated safeguarding lead (DSL) is Kevin Preece**

Contact details: email: kevin.preece@taw.org.uk      tel: 01952 386700

**The deputy designated safeguarding lead (DDSL) is Shanine Thomas**

Contact details: email: Shanine.thomas2@taw.org.uk      tel: 01952 386700

**Other staff trained to undertake the functions of the designated safeguarding lead are**

- Ceri Kinsey ceri.kinsey@taw.org.uk
- Alison Prosser Alison.prosser@taw.org.uk
- Jackie Walters Jackie.walters@taw.org.uk
- la Farmer ian.farmer@taw.org.uk

**The nominated Safeguarding Governor is Charlotte Creen**

Contact details: email: charlotte.creen@taw.org.uk      tel: 01952 387400

**The headteacher is Steve Carter**

Contact details: email: steven.carter@taw.org.uk      tel: 018952 386700

### Key personnel at Telford Park School

**The designated safeguarding lead (DSL) is Holly Rigby**

Contact details: email [holly.rigby@taw.org.uk](mailto:holly.rigby@taw.org.uk) tel: 01952 387400

**The deputy designated safeguarding lead (DDSL) is Kevin Preece**

Contact details: email: [kevin.preece@taw.org.uk](mailto:kevin.preece@taw.org.uk) tel: 01952 386700

**Other staff trained to undertake the functions of the designated safeguarding lead are**

- Gail Pearson - [gail.pearson1@taw.org.uk](mailto:gail.pearson1@taw.org.uk)
- Marc Clark - [marc.clark@taw.org.uk](mailto:marc.clark@taw.org.uk)
- Louis Hylton - [louis.hylton@taw.org.uk](mailto:louis.hylton@taw.org.uk)
- Louise Baker - [louise.baker@taw.org.uk](mailto:louise.baker@taw.org.uk)

**The nominated Safeguarding Governor is Charlotte Creen**

Contact details: email: [charlotte.creen@taw.org.uk](mailto:charlotte.creen@taw.org.uk) tel: 01952 387400

**The headteacher is Holly Rigby**

Contact details: email: [holly.rigby@taw.org.uk](mailto:holly.rigby@taw.org.uk) tel: 01952 387400

### Key personnel at The Telford Priory School

**The designated safeguarding lead (DSL) is Sarah Murdoch**

Contact details: email: [sarah.murdoch@taw.org.uk](mailto:sarah.murdoch@taw.org.uk)

tel: 01952 386 400

**The deputy designated safeguarding lead (DDSL) is Rosei Nield**

Contact details: email: [Rosei.Nield@taw.org.uk](mailto:Rosei.Nield@taw.org.uk)

tel: 01952 386 400

**Other staff trained to undertake the functions of the designated safeguarding lead are**

- Nicki Smith
- Rachel Pitt

Contact details: email: [Nicola.Smith3@taw.org.uk](mailto:Nicola.Smith3@taw.org.uk)

[Rachel.Pitt@taw.org.uk](mailto:Rachel.Pitt@taw.org.uk)

tel: 01952 386 400

**The nominated Safeguarding Governor is Mike Howell**

Contact details: email: [TPS.governors@taw.org.uk](mailto:TPS.governors@taw.org.uk)

tel: 01952 386 400

**The headteacher is Stacey Jordan**

Contact details: email: [Stacey.Jordan@taw.org.uk](mailto:Stacey.Jordan@taw.org.uk)

tel: 01952 386 400

### Key personnel at Windmill Primary School

The designated safeguarding lead (DSL) is Mark Gibbons (Jason Millington from September 2018)

Contact details: email: [Mark.gibbons@taw.org.uk](mailto:Mark.gibbons@taw.org.uk) tel: 01952 386360

[Jason.millington@taw.org.uk](mailto:Jason.millington@taw.org.uk) tel: 01952 386360

The deputy designated safeguarding leads (DDSLs) are Kizzie Coles, Rebecca Macdonald and Melanie Dexter

Contact details: email: [Kizzie.coles@taw.org.uk](mailto:Kizzie.coles@taw.org.uk) tel: 01952 386360

[Rebecca.macdonald@taw.org.uk](mailto:Rebecca.macdonald@taw.org.uk) tel: 01952 386360

[Melanie.dexter@taw.org.uk](mailto:Melanie.dexter@taw.org.uk) tel: 01952 386360

The nominated Safeguarding Governor is Graham Parkinson

Contact details: email: [graham.parkinson2@taw.org.uk](mailto:graham.parkinson2@taw.org.uk) tel: 01952 386360

The headteacher is Mark Gibbons

Contact details: email: [Mark.gibbons@taw.org.uk](mailto:Mark.gibbons@taw.org.uk) tel: 01952 386360