



Safeguarding Policy

This is the Safeguarding Policy for Polwhele House, including Whistle Blowing. It covers all day, weekly and occasional boarding pupils and EYFS. It is published on our website for parents of current and prospective pupils as per ISI guidelines. It takes account of the National Minimum Standards for Boarding Schools and the Department for Education publications 'Keeping Children Safe in Education (KCSiE)' September 2016 and 'The Prevent Duty' published June 2015. It is in accordance with inter-agency procedures.

At Polwhele House School we believe that the welfare of the children in our care is paramount. This is our first consideration when taking action.

1. Statement of intent

At Polwhele House we are committed to the protection of the children. Our setting will work with the children, parents and the community to ensure the safety of the children and to give them the very best start in life. We believe that all children have the right to be protected from any form of abuse. Therefore, any suspicion of abuse will be promptly responded to. Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. We expect respect, good manners and fair play to be shown by everyone so that every pupil can develop to his/her potential and feel positive about themselves. All pupils should care for each other.

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk. It is important for children to receive the right help at the right time to address risks and prevent issues escalating.

2. Aims

In order to achieve this we:

- Promote a child's right to be strong, resilient and listened to by having a school environment that encourages children to develop a positive self-image;
- Promote a child's right to be strong and independent;
- Help children to establish and sustain good relationships within their families, with peers and with other adults;
- Support children in staying safe by teaching them how to identify and minimise risk, how to make informed and safe choices, including e-safety, and how to build resilience to the risks of radicalisation;
- Promote the Every Child Matters (ECM) programme (www.everychildmatters.co.uk);

- Promote the government publication 'Keeping Children Safe in Education (KCSiE)', ensuring all staff have read the summary, and issuing a copy to all new staff;
- We work in line with the statutory guidance 'Working Together to Safeguard Children' February 2016 update;
- Promote the DfE publications: 'The Prevent Duty' (July 2015), 'The Prevent Duty: Departmental advice for schools and childminders' (June 2015) and 'The use of social media for online radicalisation' (July 2015).

3. Inter-Agency Liaison or The Team Around the Child (TAC)

- The school will follow the safeguarding procedures in line with those of the Cornwall and Isles of Scilly Safeguarding Children Board.
- We have 3 copies of 'What to do if you are worried a child is being abused' for parents and staff (office, Prep staff room, Pre-prep staff room). All staff are familiar with what to do if they have a concern.
- We have procedures for contacting the local authority on safeguarding issues, including a list of names, addresses and contact numbers of social services to ensure that they can be contacted easily (www.swcpp.org.uk).
- Cornwall Multi-Agency Referral Unit: 0300 1231 116
- Cornwall Out of Hours Service: 01208 251300
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children.
- Contact details of the National Society for the Prevention of Cruelty to Children (NSPCC) are kept on the premises.
- If a referral is to be made to the local authority social services department, we act within the Local Safeguarding Children Board and safeguarding guidance in deciding whether we must inform the child's parents at the same time.
- We have a statutory legal duty to refer an individual, where there is the risk that he or she may harm or has caused harm to children, to the Disclosure and Barring Service within one month of the individual's dismissal or resignation because he or she has been considered unsuitable to work with children. The referral form can be downloaded from www.gov.uk/government/publications/dbs-referrals-form-and-guidance. We have a legal duty to respond to any requests for information that we received from the IDBS at any time.
- All school staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

4. Methods

We have a Designated Safeguarding Lead (DSL) who is responsible for safeguarding in our school. The DSL for the whole school including EYFS is the Headmaster, Alex McCullough. He is assisted by the Deputy DSL (DDSL) the Deputy Head, Julie Keyes. Both the DSL and DDSL have been trained in safeguarding and inter-agency working. They undergo refresher training every two years.

- We provide adequate and appropriate staffing to meet the needs of children.
- We have procedures for recording the details of visitors to the setting and checking the identities of contractors and visiting staff on arrival.

- We abide by the guidelines in KCSiE (September 2016) requirements in respect of DBS for staff and volunteers, to ensure that no disqualified person or unsuitable person works with or has access to the children.
- We ensure all staff have some basic safeguarding training.
- Volunteers do not work unsupervised.
- We ensure that all staff, volunteers, and temporary staff are made aware of safeguarding procedures and complete the Child Protection Induction Procedure for Staff and Volunteers, signing the relevant form which is then held on file by the Bursar (see *Staff Induction Policy*).
- Any deficiencies or weaknesses in safeguarding arrangements are remediate without delay as soon as they are identified.
- The Principals (proprietors) carry out an annual review of the Safeguarding Policies and Procedures, including reviewing the efficiency with which the policies are implemented and the related duties discharged.
- We check with the relevant employer that any staff employed by another organisation has had the appropriate suitability checks if they are responsible for pupils of the school on a site away from the school.
- Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of this child.
- The Chair of the Managing Council is nominated to liaise with the local authority and/or partner agencies in the event of allegations of abuse made against the DSL.
- We consider how children may be taught about safeguarding, including online, through teaching and learning opportunities as part of providing a broad and balanced curriculum.
- We ensure children can express their views and give feedback by means of the School Council. We also have an independent listener they can contact.
- Staff and volunteers understand that it is prohibited to take photographs of pupils on their personal devices, i.e. smart phones, tablets, cameras etc.

5. Disclosures

If a child makes a disclosure to a member of staff, that member of staff must:

- Offer reassurance to the child;
- Listen to the child;
- Not ask leading questions
- The staff are aware that they cannot guarantee confidentiality as they may need to tell someone else.
- See *Interaction with Pupils – Model Code of Conduct for Staff*

6. Types of Abuse and Neglect

- 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 of, or deliberately induces, illness in a child.
- Emotional abuse may involve the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child although it may occur alone.
- Sexual abuse involves forcing or grooming a child or young person to take part in sexual activities, not necessarily involving a high level of violence,

whether or not the child is aware of what is happening. It includes allowing children to watch inappropriate material.

- Neglect may mean the persistent failure to meet a child's basic physical and/or psychological needs.
- Abuse may be caused by adults (men and women) or by other children, therefore staff should be aware of pupil relationships and the potential for peer abuse.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues i.e.

www.nspcc.org.uk. Staff can also access broad government guidance on the gov.uk website to assist in the fulfilment of their safeguarding responsibilities in the following areas:

- Body image issues
- Bullying including cyberbullying
- Children missing education (refer to KCSiE Annex A)
- Children missing from home or care
- Child sexual exploitation, including female genital mutilation (FGM) – (teachers to report FGM to THE POLICE; refer to KCSiE Annex A)
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Forced marriage (refer to KCSiE Annex A)
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Honour-based violence
- Indicators of abuse from parents or carers
- Mental health
- Missing children and adults
- Peer abuse, including victim support
- Private fostering
- Preventing radicalisation, i.e. children in danger of being drawn into terrorism (ANYONE can make a referral for this, not just the school's designated safeguarding lead)
- Relationship abuse
- Self-harm
- Sexting and unacceptable banter
- Trafficking

7. Possible Signs of Abuse

The NSPCC lists some of the signs and behaviours which may indicate that a child is being abused:

- Repeated minor injuries
- Children who are dirty, smelly, poorly clothed or who appear underfed
- Children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums
- An air of 'detachment' or 'don't care' attitude
- Overly compliant behaviour

- A 'watchful' attitude
- Sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age) continual open masturbation, aggressive and inappropriate sex play
- A child who is reluctant to go home or is kept away from school for no apparent reason
- Does not trust adults, particularly those who are close
- 'Tummy pains' with no medical reason
- Eating problems, including over-eating, loss of appetite
- Disturbed sleep, nightmares, suicide attempts
- Self inflicted wounds
- Reverting to younger behaviour
- Depression, withdrawal,
- Relationships between children and adults which are secretive and exclude others
- Pregnancy

These signs are not evidence themselves but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts. Staff are encouraged to recognise the increased vulnerability of SEND children.

8. Recording suspicions of abuse and disclosures

Staff must make a record of:

- The child's name;
- The child's address;
- The age of the child;
- The date and time of the observation of the disclosure;
- An objective record of the observation or disclosure;
- The exact words spoken by the child as far as possible;
- The name of the person to whom the concern was reported, along with date and time; and
- The name of any other person present at the time.

All members of staff are aware of the procedures for recording in the Child Protection Record. In addition to the above the member of staff must report any disclosures to the DSL so that any information can be recorded in the central record.

We will record all allegations of abuse and our subsequent actions including any disciplinary actions.

9. Anonymous Allegations

If we are faced with an anonymous allegation of child abuse which names both a member of staff and a child we will handle it in exactly the same way as if we knew the identity of the person making the allegation. We will report the matter to the Local Safeguarding Children Board and be guided by them in our handling of the allegation. Where the allegation names a member of staff but not the pupil we will normally interview the member of staff and ask for his or her version of events unless the LSCB has advised otherwise. A record will normally be kept.

10. Responding to suspicions of abuse

- We are aware that there are many different forms of abuse, including physical, emotional and sexual as well as neglect.
- If a child is suffering a form of abuse, it may be demonstrated in the things they say, changes in their appearance and unusual behaviour or play.
- If the above changes are apparent, they must be recorded by the child's teacher, with details of the concern and the date. The concern must be discussed with the DSL. Information held will be stored confidentially. A child in need should be referred to the children's social care and a child at risk to the same organisation but referral should be immediate.
- Staff must be careful not to alter the way they speak to the child or ask too many questions as this may influence the outcome.
- The members of the staff involved must always remember that **the child's welfare is paramount. Our priority is to safeguard the young people in our care. We will give all the support that we can to a pupil who has been abused. The Headmaster, together with the Principals, will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, guardians, Local Safeguarding Children Board or other agencies involved to identify the support strategies that will be appropriate.**
- In the case of a disclosure made by a child to a member of staff, no other staff should question the child. The exact words used by the child must be recorded, in writing, by the member of staff to whom the disclosure was made. These details should be passed to the Social Services as part of a referral or if appropriate the DSL will make a referral to the Cornwall Multi-Agency Referral Unit, 0300 1231 116 (out of hours 01208 251300). This must be done within 24 hours of disclosure. This referral should be followed up in writing within 48 hours.
 - Children in need → DSL → children's social care
 - Children at risk → DSL → police (if a crime has been committed, immediately, or at least within 24 hours) or children's social care (if not a crime)
- Where possible the parents of the child concerned should be informed, either before the referral is made or after. This will depend on the circumstances and the degree of concern. In some circumstances, the parents should not be informed, this will usually be the case if the parent is the likely abuser or where the guidance of the Local Safeguarding Children Board does not allow this (for example, if fabricated illness, sexual abuse or multiple abuse is suspected or where if informing the parents may lead to a situation on which one's own safety or the safety of others is a concern). The desire to inform the parents must not delay a referral.
- The staff member should carry out any instructions given them by the Social services, or other enforcing agencies such as the Police.
- If in an extreme case, the member of staff is concerned for the life or well-being of a child, themselves or other people involved, the Police should be contacted by dialling 999.
- Throughout the entire process, confidentiality should be maintained as far as possible. This can be achieved by speaking only to those staff members that need to know, by making telephone calls in private and seeing parents in private. Staff involved must be reminded of the need for confidentiality.
- Any suggestions of breaches of 'The Prevent Duty', FGM or children missing education must be reported to the relevant agencies.

The referral process would normally be carried out by the DSL; however, any member of staff may make a referral.

11. Procedures for dealing the abuse by one or more pupils against another

Polwhele House has a robust policy in place for dealing with bullying in all forms (see *Anti-Bullying Policy*). In very serious cases, and only after the Headmaster has been involved, it may be necessary to make a report to the Police or Social Services.

12. Allegations against DSL, staff, volunteers or temporary staff (staff)

- We ensure that all parents know how to complain about staff, volunteers or temporary staff (staff) within the setting, which may include allegations of abuse.
- Allegations that a member of staff or volunteer has abused a pupil or pupils either inside the school premises or during a school trip or visit could be made by parents, the abused pupil, other members of staff, other pupils, the Police or Social Services, a third party.
- An allegation of such seriousness would be reported directly to the Headmaster (DSL) but if another member of staff is told first they must ensure that the Headmaster is informed immediately or, if he is unavailable or involved, the DDSL and the Principals (proprietors) should be told at once. The Principals should be told at once of any allegation involving the Headmaster or DDSL. In this case the Principals would report this immediately to the Local Authority Designated Officer (LADO) without informing the Headmaster.
- We will respond promptly and sensitively to the legitimate concerns of the victim and his or her family. We take any allegation of abuse very seriously.
- We will follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff has abused a child even in case of doubt.
- We will respond to any disclosure by children or staff that abuse by a member of staff may have taken, or is taking place, by first recording the details of any such alleged incident and establishing the facts before jumping to any conclusion.
- We refer any such complaint immediately to the LADO within 24 hours of a disclosure or suspicion of abuse.
- If we were given information that suggested that a member of staff was abusing a child who was not a pupil at Polwhele House we would immediately pass such information to the LADO to handle. We would then interview the member of staff and formally advise him/her of the allegations, making it clear that the school would not play any part in the investigatory process. He or she would be advised of the possibility of facing suspension, re-assignment to other duties etc. in exactly the same way as if the allegation has involved a school pupil. If the allegation subsequently proved to be unfounded he or she would be given the full support of the school.
- We will inform the member of staff concerned honestly of the allegation that has been made, and advise him or her to contact their Trade Union or Professional Association for advice and support.
- We will inform the child's parents in confidence, inviting them to maintain confidentiality whilst the investigation takes place, unless the allegation

involves the parents, in which case we will contact the Social Services before making contact.

- If the facts suggest that there may be reasonable grounds for suspecting actual abuse or grooming of a child or other criminal behaviour, we will contact the police in order for them to conduct an investigation and consider suspending the member of staff or volunteer concerned.
- We co-operate entirely with any investigation carried out by Social Services in conjunction with the police.
- We recognise the importance of maintaining confidentiality and guarding against unwanted publicity while an allegation is being investigated or considered. We follow the guidance set out in KCSIE.
- Suspension of a member of staff is a neutral act and does not imply that any judgement has been reached about his or her conduct. Even so, it is a serious step and we will take legal advice beforehand and will normally only suspend a member of staff where there is serious risk of harm or further harm to the child; the allegations are so serious as to constitute grounds for dismissal, if proven; the police are investigating allegations of criminal misconduct.
- We recognise fully that we have a duty of care towards all of our staff and we will always keep an open mind until a conclusion has been reached, interview a member of staff before suspending him or her and keep him or her informed of the progress of the investigation.
- Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension is entitled to be accompanied by a person of their choice. Staff who reside on-site who are suspended will be required to remain off-site for the duration of their suspension and will be provided with alternative accommodation.
- We will always consider an alternative to suspension including sending the member of staff on leave, giving them non-contact duties, ensuring that a second adult is always present when they are with children.
- The resignation of a member of staff or volunteer will not lead to the investigation being abandoned; every investigation into allegations of child abuse will be completed. No compromise agreement will be used in such a situation.
- We recognise that everyone's interests are served by completing any investigatory process as quickly as possible and we will aim to spend as little time as is compatible with fair and impartial processes on the investigatory process. We would expect almost every case to be completed within one month.
- Any person (whether employed, contracted, a volunteer or student) who has harmed, or poses a risk of harm to a child and who has been removed from working (paid or unpaid) with children, or would have been removed had he or she not left earlier will be reported to the Disclosure and Barring Service (DBS) promptly.
- Where a teacher has been dismissed for professional misconduct (or would have been dismissed had he/she not resigned first) consideration will be given to making a referral to the National College for Teaching and Leadership (NCTL).

13. Training

We seek out training opportunities for all staff involved in the setting to ensure that they are able to recognise the signs and symptoms of possible physical, emotional, sexual abuse and neglect, so that they are aware of the guidelines for

making referrals. We also ensure that staff know the procedures for recording their concerns in the setting.

The DSL and DDSL receive update training every two years and take on board any informal updates. All staff receive update training every three years in accordance with the LSCB requirements. As part of their induction, new staff spend time with the DSL to discuss: the identity and function of the DSL; the school's safeguarding policies and procedures, including whistle blowing; and the staff behaviour policy and code of conduct.

All staff sign to say they have read the summary publication 'Keeping Children Safe in Education (part 1)'; a record of this is kept on file in the Bursar's office.

Training arrangements for staff include training for all staff concerning the risks of radicalisation, online safety and how to identify children and young people at risk.

14. Guidance to Staff to avoid allegations of abuse

See *Staff Code of Conduct*

15. Curriculum

We introduce key elements of safeguarding into our setting to promote the personal, social and emotional development of all children, so that they grow up to be 'strong, resilient and listened to' and so that they develop an understanding of why and how to keep safe. This work includes teaching children to keep safe online and in other settings.

16. Support to families

- Polwhele House believes in building trusting and supportive relationships with families, staff and volunteers in the group.
- The school will risk assess the situation with statutory agencies and keep the best interests of the child at heart.
- We follow the Child Protection Plan as set out by Social Services in relation to the school's designated role and tasks in supporting the child and the family, subsequent to any investigation that takes place.
- Confidential records are shared with the child's parents or those who have parental responsibility for the child in accordance with the procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.
- With the provision that the care and safety of the child must always be paramount, the school will do all in their power to support and work with the child's family.

17. Handling unfounded or unsubstantiated allegations about staff:

17.1 The Child

A child who has been the centre of unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. We will liaise closely with the LSCB to set up a professional programme that best meets his or her needs which may involve the Adolescent Mental Health Services and an Educational Psychologist as well as support from school staff. We shall be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child's own family and/or community. However much support the child may need in such circumstances,

we need to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher and may conclude that it is in the child's best interests to move to another school. We would do our best to help him/her to achieve as smooth a transition as possible, working closely with the parents/guardians.

17.2 The Member of Staff

A member of staff could be left at the end of an unfounded or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues may feel there is 'no smoke without fire'. We recognise that he or she is likely to need both professional and emotional help. We will undertake to arrange a mentoring programme in such circumstances, together with professional counselling outside the school community. A short sabbatical or period of re-training may be appropriate. In response to an allegation, suspension will not be the default option. An individual will only be suspended if there is no reasonable alternative. If suspension is appropriate the reasons and justification will be recorded and the individual notified of the reasons. Allegations that are found to be malicious will be removed from personnel records and not referred to in any employer references.

18. Whistle Blowing

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult, this is particularly important where the welfare of children may be at risk. You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable child or young person who is targeted. These children need someone like you to safeguard their welfare.

Don't think 'what if I'm wrong' - think 'what if I'm right'

18.1 Reasons for whistle blowing

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

18.2 What stops people from whistle blowing

- Starting a chain of events which spirals
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

18.3 How to raise a concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken.
- Try to pinpoint exactly what practice is concerning you and why

- Approach any member of the Senior Management Team (Headmaster, Deputy Head, Bursar) or Richard and Rosemary White (Tel: 01872 261355; riwhite@talk21.com). If your concern is about your immediate manager/Headmaster, or you feel you need to take it to someone outside the school, approach Richard or Rosemary White.
- Make sure you get a satisfactory response - don't let matters rest.
- Ideally, you should put your concerns in writing, outlining the background and history, giving names, dates and places where you can.
- A member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.

18.4 What happens next

- You should be given information on the nature and progress of any enquiries.
- Your employer has a responsibility to protect you from harassment or victimisation.
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence.

18.5 Self reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

18.6 Further advice and support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, or your professional or trade union. *"Absolutely without fail - challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong."* (reproduced with acknowledgement to "Sounding the Alarm" - Barnardos)

Read and signed by
(Richard White, Chair of Managing Council)

Dated:

Created: April 2009

Reviewed: March 2010, March 2011, October 2011, November 2011, September 2012, Feb 2013 (SMT), Feb 2014 (SMT), Feb 2015 (SMT), April 2015 (SMT), September 2015 (SMT), October 2015 (SMT), September 2016 (AMcC), March 2017, April 2017, May 2017

Review date: Annually, according to the school's policy review cycle

Related Polwhele House Policies that may be obtained from the School Office:

Employment Policies and Procedures
Staff Induction Policy
IT Policy and Home Agreement
Data Protection and Use of Pupil Images Policy
Staff Code of Conduct
Anti-Bullying Policy
Policy for Pupils on Confidentiality Issues

Useful Contact Numbers and Websites

Designated Safeguarding Lead (DSL) for whole school, including EYFS	Mr Alex McCullough 01872 273011 headmaster@polwhelehouse.co.uk
Deputy Designated Safeguarding Lead (DDSL) for whole school, including EYFS	Mrs Julie Keyes 01872 273011 jkeyes@polwhelehouse.co.uk
Member of Managing Council with responsibility for Safeguarding	Canon Richard White 01872 273011 riwhite@talk21.com
Truro Cathedral Safeguarding Officer	Emma Nicholls 01872 276782 emmanicholls@trurocathedral.org.uk
Cornwall and Isles of Scilly Safeguarding Children Board 3 West New County Hall Truro TR1 3AY	Contact: 01872 327225 safeguardingboards@cornwall.gov.uk Multi-agency Referral Unit: 0300 123 1116 Out of Hours Service: 01208 251300 Local Authority Designated Officer (LADO): 01872 326536
Children's Social Care	0300 1234 101 children@cornwall.gov.uk
Children Missing Education Team	01872 323400 cmeenquiries@cornwall.gov.uk
Elective Home Education	0300 1234 101 ehadmin@cornwall.gov.uk
School Admissions	0300 1234 101 schooladmissions@cornwall.gov.uk
Police	999 (emergency) 101 (non-emergency)
Steve Rowell MICJP Community Safety Officer (West) & Preventing Extremism/Terrorism Lead Cornwall Community Safety & Protection Cornwall Council Penzance One Stop Shop St Clare Penzance Cornwall TR18 3QW	01736 336587 07980 895104 steve.rowell@cornwall.gov.uk or Prevent@Cornwall.gov.uk or Steve.Rowell@cornwall.gcsx.gov.uk
DfE Prevent Duty Helpline	020 7340 7264 Counter-extremism@education.gsi.gov.uk
Jennifer Bourne RN, Queen's Nurse, ISVA, Counsellor, FGM Specialist	jenniferbourne@fgmeducation.co.uk or crasac.jenniferbourne@gmail.com
Early Support Lead (TAC): Crin Whelan	01872 323329 cwhelan@cornwall.gov.uk

South West Child Protection Procedures	www.swcpp.org.uk
NSPCC	www.nspcc.org.uk
Every Child Matters	www.everychildmatters.co.uk
Independent Listeners	Mrs Val Royston 01872 264690 07866 160781 Canon Lynda Barley 01872 273924 07720 593069
Childline	0800 1111
Children's Commissioner for England Sanctuary Buildings 20 Great Smith Street London SW1P 3BT	020 7783 8330