

# Safeguarding and Child Protection Policy

## Table of changes

Date	Version	Summary of Amendments	Author
05.08.2021	1	n/a	JC
27.09.2021	2	Incorporate changes introduced by KCSIE 2021. Title changed by inserting "child protection"	JC

## Safeguarding Policy Statement

SEE is fully committed to safeguarding the welfare of all the children and young people we work with by taking all reasonable steps to protect them from harm. A child or young person is defined as anyone under the age of 18.

SEE recognises that safeguarding needs to be lead from the top. Hence, the director will always have the appropriate safeguarding knowledge and be involved in all safeguarding processes, including having the oversight of arrangements.

SEE will share this policy with the young people we work with and the host families, social services and staff.

The policy is primarily intended for keeping our students safe whilst they are here in the UK. Concerns about safety in their home country will be addressed with our partner organisations.

The safeguarding policy is to be read in conjunction with these policies:

- Anti-bullying policy (including cyberbullying)
- Online safety policy
- Whistleblowing policy
- Complaints procedure
- Health and Safety policy
- The Rules
- Absent and Missing Child policy

Date: 5 Oct 2021

24h emergency phone line: +44 (0)7796 997780

Review by: 5 Oct 2022

*Director and Designated Safeguarding and Prevent Lead:* Juliet Cassells - Tel: 07796 997780 - email: juliet@southenglandexchange.org  
*Deputy Designated Safeguarding Lead:* Eve Crow - Tel: 07795 842565 - email: eve@southenglandexchange.org

SEE, 12 Russell Mews, Brighton BN1 2HZ - www.southenglandexchange.org

# Safeguarding and Child Protection Policy

- Low level concern policy
- Emergency plan
- Safer recruitment policy
- Anti-radicalisation policy
- Private fostering statement
- Relocation Policy
- Staff and host family code of conduct
- Brighton International School Staff discipline and sanctions policy

## Legislation and Guidance

This policy is based on the following legislation and guidance:

- Children Act 1989
- Children Act 2004
- Keeping Children Safe in Education (Statutory Guidance for schools and colleges on safeguarding children and safer recruitment) 2021
- Working together to safeguard children (Statutory guidance on inter-agency working to safeguard and promote the welfare of children) 2018 (updated 2020)

## DBS and Barred List Checks

All members of staff and all members of host families aged 16 and over must be fully DBS checked before they take up employment / hosting. Where appropriate, the check will be of the enhanced type and a Barred List check will be conducted additionally.

## Promoting Children's Wellbeing

SEE will support all students by:

- Selecting schools where the curriculum includes social and emotional aspects of learning, drug, alcohol and tobacco education and relationships and sex education
- Building a response to online threats, enabling students and host families to learn about the risks of new technologies and social media and to use these responsibly
- building resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views
- providing students with a number of appropriate adults to approach if they are in difficulties
- supporting the child's development in ways that will foster security, confidence and independence

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- encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying
- ensuring that all staff understand their responsibility for safeguarding and know what to do if they have a concern for a child's wellbeing
- liaising and working together with other support services and those agencies involved in safeguarding children
- monitoring school attendance patterns and reviewing and responding to them as part of welfare and protection procedures
- monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.

### Staff Training

All new staff and host families are given an online induction which includes child protection training proportionate to their roles and responsibilities. The training focuses on recognising signs of abuse, how to respond and report concerns, and on e-safety. This training is reinforced through annual updates and the host family assessment pack. All staff and host families receive safeguarding training at least every three years. Part of the induction is the requirement that all new staff members familiarise themselves with part 1 of the current version of Keeping Children Safe in Education.

The Designated Safeguarding Lead (DSL) and her deputy undergo nationally recognised DSL training every two years. In addition, the DSL is qualified to train others in safeguarding matters.

Annual updates are disseminated via SEE's Safeguarding Newsletter.

All child protection training and renewals are recorded in SEE's database.

### Mechanisms

It is essential that we all adhere to our safeguarding policy, which is based on 6 fields. This policy ensures that processes are correct and transparent. This protects everyone involved.

# Safeguarding and Child Protection Policy



## Recognition

In order to keep young people safe, we must be able to recognise risks. All staff members are required to know the definition and common signs of abuse and keep an open mind to the possibility it is occurring.

(source: Keeping Children Safe in Education 2021 pp.11,12):

**“Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.”

**“Physical abuse:** a form of abuse which 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:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.”

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**“Sexual abuse:** involves forcing or enticing 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. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer-on-peer abuse) in education.”

**“Neglect:** the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.”

Staff are required to ask themselves regularly if all aspects of emotional abuse can be ruled out. The student exchange specific issue of whether a student is being treated differently to other members of the family must be included in this reflection. Signs to look out for include, but are not limited to:

- unexplained changes in behaviour or personality
- mental health concerns
- becoming withdrawn, seeming anxious
- becoming uncharacteristically aggressive
- lacks social skills and has few friends, if any
- poor bond or relationship with a parent/ host parent
- knowledge of adult issues inappropriate for their age
- running away or going missing
- always choosing to wear clothes which cover their body
- poor appearance and hygiene
- regular illness and infections
- signs of self-harm or injuries such as frequent cuts or burns
- eating disorders
- drug taking
- alcohol abuse
- producing, collecting and publishing nude images and videos
- deliberately missing school

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It must be remembered that children with Special Educational Needs or poorer English language skills may be disproportionately impacted and/or more prone to certain types of abuse whilst simultaneously not showing clear outward signs. Staff should also bear in mind that the language barrier may make it more difficult for some students to report incidents.

## Specific forms of abuse

Abuse can take many forms. The following have been defined by the government as specific issues (source: Keeping Children safe in education 2020, pp9ff:

**“Child sexual exploitation (CSE) and child criminal exploitation (CCE)”**: Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity, in exchange for something the victim needs or wants, and /or for the financial advantage or increased status of the perpetrator or facilitator and / or through violence or the threat of violence. CSE and CCE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

**CCE**: Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

**CSE**: CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child’s immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Signs of CSE to look out for include:

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- avoiding people they know
- sexually transmitted diseases
- pregnancy fears

Signs of CCE to look out for include, in addition to the common signs listed above:

- staying away from the host family often
- travelling frequently without reasonable explanation
- possession of unexplained money or goods
- keeping frequent company with older persons
- being secretive
- using new slang words and acquiring gang-style clothing / tattoos

**“Peer on peer abuse:** persons in the same age group abusing another. This can include bullying (including cyberbullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence such as rape, assault by penetration and sexual assault; sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse; abuse in intimate personal relationships; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery); upskirting which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; initiation/hazing type violence and rituals.”

Peer on peer abuse: signs to look out for:

- frequent disappearance of belongings
- unexplained injuries
- feigning illness when having to go to school
- problems with eating and sleeping
- trying to obtain more money than normally

**“Female Genital Mutilation”:** Whilst this specific type of abuse may be less frequent given the European cultural backgrounds of the vast majority of BIS’s students, staff should nevertheless keep an open mind towards the problem. A common alarm signal is the sudden temporary removal of a female student from school with no or insufficient explanation given. Upon return, the female student may display uncommon fear of being seen naked by others, have difficulty standing or sitting, spend more time on the toilet than normally, or appear anxious, depressed and quiet. If a teacher discovers that

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an act of FGM has been carried out on a girl under the age of 18, the teacher must report this to the police.

**“Serious Violence”**: Whilst common risk factors for being a victim of or being involved in serious violent crime include being male, frequently being absent or excluded from school, having a history of offending and having experienced maltreatment as a young child, staff and families should nevertheless look out for the following signs among all pupils:

- frequent absences from school
- change in relationships
- relationships with older individuals or groups
- significant decline in performance
- signs of self-harm
- significant change in wellbeing
- unexplained injuries
- signs of assault
- unexplained gifts and new possessions

### Role Definition

Designated Safeguarding and Prevent Lead (DSL): Juliet Cassells, 07796 997780 (24 hour hotline), [juliet@southenglandexchange.org](mailto:juliet@southenglandexchange.org)

Deputy Designated Safeguarding Lead: Eve Crow, 07795 842565, [eve@southenglandexchange.org](mailto:eve@southenglandexchange.org)

The DSL and her deputy

- act as sources of support and advice to all students, staff members and host families
- refer all cases to the LADO and LSP where necessary
- liaise with LADO and LSP in all safeguarding matters
- ensure all records are accurate, complete and kept confidential
- request information about existing child protection and welfare concerns in the student’s home country from the partner agencies abroad
- liaise with partner agencies abroad and where necessary, request that they co-ordinate approaches with the natural parents, schools and safeguarding authorities in the student’s home country
- work with area managers to facilitate relocations (new host families)

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Tutors are the first and usual contact for students within school, but students must be made aware of the possibility to contact a different person. This can be the area manager or the DSL.

Talking to the organisation in their home country, natural parents, guidance counsellor, social services is often not the most effective route but it may never be discouraged.

### Response

The way we respond when young people confide is crucial. Staff are required to remain sensitive and calm, reassure the student, keep them that they are safe, were right to tell, are not to blame and are being taken seriously. They must keep the student safe, let them talk, ensure a positive experience and tell the student what will happen next. Staff should never question unless for clarification, make promises they cannot keep, rush into actions that may be inappropriate, make/pass a judgment on alleged abuser, take sole responsibility. Staff must never give the impression that the student is creating a problem by reporting the situation.

Considerations of confidentiality will not be allowed to override the rights of children or young members to be protected from harm. Discretion will always be applied.

Any unusual incidents must be reported immediately and in writing to the DSL. Families, staff and students can do so by email or post, although an initial phone conversation is encouraged. Staff members use the *unusual incident form*. All fields on this form are encrypted for added security when they are being stored in Zoho's database. If a child is in immediate danger, the reporting person must call 999 without delay.

SEE will inform and take advice from LSP, LADO or police, and, where the concern regards a school or club setting, their safeguarding lead. Where SEE feels it wants to differ from this advice, the reason for the deviation must be documented. Further help can be sought from organisations such as the NSPCC.

Decisions must take into account the position of the host family and school / club, where applicable. Safeguarding the student will be the paramount factor. The student's wishes and feelings must be taken into account when deciding which action is to be taken and which services are to be provided. SEE will work closely with the local authorities involved in the case. Together, they will decide

- how to protect the victim (risk assessment)
- if other individuals are at risk and how to protect them (risk assessment)
- how and if to investigate
- whether to approach the alleged perpetrator
- whether other authorities such as the police should be informed
- which information can be shared

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- how to manage public interest, if any
- resulting actions regarding the perpetrator
- how to support the victim (including early help, referral to social care)

The DSL must decide whether to inform the partner organisation abroad, natural family, host family, police and enter that decision and the reason for it on the unusual incident report. Any further developments must be communicated without undue delay to all parties who have been informed of the issue.

It must be remembered that SEE has a duty of care not only towards its students but also towards all employees.

One student should never be aware of another student's affairs.

If allegations are made against a member of staff, the procedure set out in the Staff discipline and sanctions policy of SEE owned Brighton International School will apply. Please also see the Whistleblowing Policy.

### Reporting

If a crime is alleged to have been committed, BIS will involve the police.

If a person in regulated activity has been dismissed due to a safeguarding issue or would have been had they not resigned, it is SEE' legal duty to refer this to the Disclosure and Barring Service.

### Specific procedures for peer-on-peer abuse

SEE aims to prevent peer-on-peer abuse by integrating students from all backgrounds and nationalities on cultural trips. All students are made aware of the school's safeguarding policy, anti-bullying policy and behaviour policy. Host families are equally informed about the relevant policies on the website and through the Host Family handbook.

SEE has a no-tolerance approach to peer-on-peer abuse. It should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. It is recognised that males are more likely to be perpetrators and females victims, but all forms of abuse are unacceptable and will be dealt with. Everyone is encouraged to come forward and report incidents. Abuse often goes unreported because victims and bystanders feel they will not be supported.

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In the alleged case of peer-on-peer abuse, SEE will make an immediate risk and needs assessment, taking into account the risk to the victim, their protection and support, the risk to the alleged perpetrator and to all other school or host family members. The needs of all persons concerned, including their physical and mental wellbeing and their continued education, will be taken into account. On this basis, it will be decided how to process whilst the case is being investigated. For example, it may be expedient to separate alleged perpetrator and victim.

Decisions are taken after considering the following factors: the wishes of the victim, the nature of the incident (is it a crime?), the respective ages of the students, any imbalance between the children (such as age, maturity, confidence, ability), the fact whether the incident is a on-off case or part of a pattern of abuse, the presence of continued risk to the victim or other persons and the wider community context).

Sanctions may include ending the programme for the aggressor.

Reporting: it may be felt that the case can be managed internally if the persons involved do not need early help intervention but would benefit from pastoral support provided by the DSL or the Personal Development Manager. If this is not deemed sufficient, early help must be sought from the local authorities. Where a child has been harmed, is at risk of harm or is in immediate danger, SEE's DSL will inform the LADO (see contact details at the end of this policy). If a crime has been committed, SEE will inform the police in cooperation with the LADO. Only where a child is in immediate serious danger, staff are encouraged to call 999 themselves.

The victim will be supported throughout the process and after by the school's pastoral care team working closely with the local authority's social services.

### Raising Concerns

Students, host families, social workers, natural families, partner organisations and staff are encouraged to raise concerns about policy, procedures and personnel. If we have a gap in our system, we want to know about it and address the problem. A no blame approach will always be applied.

Please also see the Whistleblowing Policy.

### Records

BIS keeps the following records:

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Type	To include	Where kept	Retention period
Safeguarding policy	All policy changes	Current: on website Old versions: on Google Drive	10 years
Concerns and incidents	Summary of concern How was it followed up? Decision taken Reasons for decision Outcome	Unusual incident form on Zoho, paper records in safe.	10 years unless concern is found to be false or malicious in which case the record will be deleted
Staff and HF training	Date Level Renewal training	Zoho Database (host families) Google Drive (staff)	10 years
DBS and Barred List Checks	Date Level Risk assessment if certificate has an entry	In SEE's account on <a href="http://www.ukcrbs.co.uk">www.ukcrbs.co.uk</a> Summary of outcome on Zoho HF database Risk assessments on Google Drive Central Recruitment Record	10 years KCRBS has own retention period

For data protection of records please see SEE's Data protection policy.

### Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes.

Information will be shared with schools, other settings where an incident has taken place, the local authorities and the police if and when they are fulfilling a legal obligation to investigate and support.

### Site Safety (The Hub)

SEE requires every visitor to the site to sign in at reception. Visitors will never be left unsupervised unless the visitor can demonstrate recent (no older than 3 years) clearance by the Disclosure and Barring Service.

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## List of defined terms

- Child / Young Person- anyone under the age of 18
- Child protection - preventing and responding to violence, exploitation and abuse against children
- Safeguarding - action that is taken to promote the welfare of children and protect them from harm, e.g.: protecting children from abuse and maltreatment, preventing harm to children's health or development, ensuring children grow up with the provision of safe and effective care.
- "DSL" – Designated Safeguarding Lead: a senior member of staff who takes lead responsibility for safeguarding. The DSL receives regular specialist training to enable them to carry out their duties. The DSL or their deputy is available 24h on the phone. It is the DSL's duty to provide advice to staff, host families and students, to liaise with authorities and to make decisions for the safety of students such as relocations, seeking medical help, organising support of any kind. SEE's DSL is Juliet Cassells (24 hour hotline: 07796 997780, juliet@southenglandexchange.org), deputy DSL is Eve Crow (07795 842565, eve@southenglandexchange.org)
- "LSP" – Local Safeguarding Partner
- "LADO" Local Authority Designated Officer"

## List of LSP contact details

### BERKSHIRE

#### West Berkshire:

Esther.Blake@brighterfuturesforchildren.org

child@westberks.gov.uk

Phone No (West Berkshire Child Protection Line): 01635 503090 (out of hours: 01344 786543)

Address: West Berkshire Local Safeguarding Children's Board, West Berkshire Council, West Street House, Newbury, RG14 1BD

#### Reading:

Brighter Futures for Children, Bridge Street, Reading RG1 2LU

CSPOA@brighterfuturesforchildren.org

Tel: 0118 937 3641 (out of hours: 01344 786543)

### BUCKINGHAMSHIRE

Buckingham Safeguarding Children Partnership, Walton Street, Aylesbury, Bucks, HP20 1UA

Tel: 01296 383962 (out of hours: 0800 999 7677)

secure-cypfirstresponse@buckscc.gov.uk

### DORSET

BCP MASH (Bournemouth and Poole Multi Agency Safeguarding Hub): 01202 735046. (Out of hours: 01202 738256)

childrensfirstresponse@bcpcouncil.gov.uk or childrensoohs@bcpcouncil.gov.uk

Mash Dorset Police: 01202 222 222

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## KENT

KSCMP (Kent Safeguarding Children Multi-Agency Partnership): Room 2.71, Sessions House, Maidstone, ME14 1XQ  
kscmp@kent.gov.uk  
Tel: 03000 42 11 26 (out of hours: 03000 419191)

## OXFORDSHIRE

Yvonne Rees, Chief Executive of Oxfordshire County Council;  
Accountable Officer, Clinical Commissioning Group;  
John Campbell, Chief Constable, delegated to Timothy De Meyer, Assistant Chief Constable, Thames Valley Police  
Tel: 01865 815843  
Email: oscb@oxfordshire.gov.uk

## SOMERSET

childrens@somerset.gov.uk  
Tel No for DSLs: 0300 123 3078, otherwise 01823 355803

## SUFFOLK

Suffolk Safeguarding Partnership, Endeavour House, 8 Russell Road, Ipswich IP1 2BX  
Tel: 0808 800 4005  
Online via contact form: <https://suffolksp.org.uk/concerned/#Public>

## SUSSEX

### West Sussex

- West Sussex Safeguarding Children Partnership – Integrated Front Door
- Email: [wschildrenservice@WestSussex.gov.uk](mailto:wschildrenservice@WestSussex.gov.uk)
- Telephone: 01403 229900; out of hours: 0330 222 6664 and 07711 769657

### East Sussex

- East Sussex Safeguarding Children Partnership, East Sussex County Council, County Hall, St Anne's Crescent, Lewes, East Sussex, BN7 1SG
- [ESSCP.Contact@eastsussex.gov.uk](mailto:ESSCP.Contact@eastsussex.gov.uk); Telephone: 01273 481544

## WILTSHIRE

Wiltshire Safeguarding Children Board, Wiltshire Council, 2nd Floor, County Hall, Bythesea Road, Trowbridge, Wiltshire BA14 8JN  
Chair: Mark Gurrey  
Tel: 0300 456 0108 (out of hours: 0300 456 0100)

## WORCESTERSHIRE

Derek Benson: [DBenson@worcestershire.gov.uk](mailto:DBenson@worcestershire.gov.uk)  
Family Front Door Referral Team: 01905 822666  
Out of hours: 01905 768020

## List of LADO contact details

### BERKSHIRE

#### West Berkshire:

[lado@westberkshire.gov.uk](mailto:lado@westberkshire.gov.uk)  
Tel: 01635 503153

#### Reading:

[lado@brighterfuturesforchildren.org](mailto:lado@brighterfuturesforchildren.org)

Date: 5 Oct 2021

24h emergency phone line: +44 (0)7796 997780

Review by: 5 Oct 2022

*Director and Designated Safeguarding and Prevent Lead:* Juliet Cassells - Tel: 07796 997780 - email: [juliet@southenglandexchange.org](mailto:juliet@southenglandexchange.org)  
*Deputy Designated Safeguarding Lead:* Eve Crow - Tel: 07795 842565 - email: [eve@southenglandexchange.org](mailto:eve@southenglandexchange.org)

SEE, 12 Russell Mews, Brighton BN1 2HZ - [www.southenglandexchange.org](http://www.southenglandexchange.org)

# Safeguarding and Child Protection Policy

lado@reading.gov.uk  
CSPOA@brighterfuturesforchildren.org  
Tel: 0118 937 2684  
Children's Single Point of Access (CSPOA): 0118 937 3641  
Out of hours: 01344 786543

## BUCKINGHAMSHIRE

secure-LADO@buckinghamshire.gov.uk  
Tel: 01296 382070

## DORSET

Tel: 01202 817600 and 01202 456744  
LADO@bcpcouncil.gov.uk

## KENT

Tel: 03000 41 08 88 (out of hours: 03000 419191)  
kentchildrenslado@kent.co.uk

## OXFORDSHIRE

Alison Beasley (01865 815956, mobile: 07833 436649, email: alison.beasley@oxfordshire.gov.uk)  
Donna Crozier (01865 816382, mobile: 07901 331799, email: donna.crozier@oxfordshire.gov.uk)  
Sandra Barratt (01865 323457, mobile: 07785 453264, email: sandra.barratt@oxfordshire.gov.uk)  
lado.safeguardingchildren@oxfordshire.gov.uk  
Team tel: 01865 810603

## SOMERSET

sdinputters@somerset.gov.uk  
Tel: 0300 123 2224

## SUFFOLK

LADO@suffolk.gov.uk  
Tel: 0300 123 2044

## SUSSEX

### West Sussex

- Miriam Williams and Donna Tomlinson
- 0330 222 6450 or 01403 229900
- LADO@WestSussex.gov.uk

### East Sussex

No name given, all referrals to be made through contact form:  
<https://www.eastsussex.gov.uk/childrenandfamilies/professional-resources/lado/referrals/form-lado-referral/>

## WILTSHIRE

LADOWiltshire@Wiltshire.gov.uk  
Tel: 0300 456 0108 and 01225 713945, out of hours: 0845 607 0888

## WORCESTERSHIRE

Tel: 01905 846221  
LADO@worcschildrensfirst.org.uk