



Child Protection Policy

2017-2018



Ruskin Junior School Child Protection Policy 2017-2018



Name of School: Ruskin Junior School

Governor's committee responsible: Full Governing Body

Link Governor for safeguarding and child protection: Saskia Gillooley

Status and review cycle: Statutory Annual review required

Reviewed on: 22/02/17

Ratified by governors on:

Next review date: 22/02/18

Principles

- 1.0 This school takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care.
"The welfare of the child is paramount." Children Act 1989.
- 1.1 All action is taken in line with the following legislation/guidance:
 - Keeping Children Safe in Education (DfE September 2016)
 - South West Child Protection Procedures (SWCPP)
 - Section 175 Children Act 2002
 - Working Together to Safeguard Children (March 2015)
 - Swindon Local Safeguarding Children Board guidance
 - What to do if you're worried a child is being abused (DfE March 2015) – non-statutory advice for practitioners
 - Information-sharing :advice for practitioners providing safeguarding services (DfE March 2015)
 - The Prevent duty - Departmental advice for schools and childcare providers (July 2015)
- 1.2 We will follow procedures set out by the Local Safeguarding Children Board and take account of further guidance issued by the DfE, and the Local Authority (LA).
- 1.3 Our policy applies to all staff, governors and volunteers working in the school.

1.4 We recognise that staff, because of their contact with and knowledge of children or young people in their care, are well placed to identify abuse or neglect and offer support to children in need. (see Appendix 4 – types of abuse and neglect)

1.5 **As part of the ethos of the school, the governors and staff are committed to:**

- ensuring the school practises safer recruitment in checking the suitability of staff and volunteers to work with children¹;
- understanding, and adhering to, the school's code of conduct (*Safer Working Practice Guidance for adults working with children and young people 2013*);
- establishing and maintaining a safe school environment, where all children feel secure, can learn and develop, are encouraged to talk and are listened to, where their views are valued and respected;
- supporting pupils who have been abused, and carrying out specific actions in accordance with the agreed child protection support plan;
- The school employs a full time Family Coordinator who liaises closely with pupils who require support in a range of circumstances.
- Family Coordinator is the Safeguarding Lead, attends all EHR's, TAC's, LAC's, PEP's CHiN's, core groups and conferences and is designated point of contact for looked after children. As a result, the children know that this person will listen and support the children, knowing that they are aware of their needs and backgrounds.
- The social worker for children on a Child Protection Support Plan will be informed immediately if the child is excluded, there is a change in the child's behaviour, or their attendance patterns change.
- The Family Coordinator has close working relationships with a range of external agencies (see section 1.7 and relevant documentation in school)
- including opportunities in the curriculum for children to develop the skills they need to recognise, and stay safe from abuse;
- Antibullying focus (6 weeks)
- Family Coordinator's role is very visual in the school, attending assemblies, leading "Lead Learner" assemblies, working closely with infant and secondary schools, attending all EHR's, TAC's LAC's, PEP's, CHiN's etc and having her office in the school hall – ensuring that all children and parents know who she is and what her role in school is
- Internet Safety discussion from SWGfL for both children and parents
- Clear behaviour policy and cross curricular planning which embraces discussions on actions, consequences, feelings and emotions.
- "Think you Know" website and e-safety lessons planned for within the curriculum
- SEAL sessions within the class and within collective worship
- Close liaison with a range of external agencies (Including PCSO, TaMHs, Educational Psychologist and EWO to deal with issues which have occurred both in school and within the locality)

-
- Drama and role play opportunities to discuss feelings and emotions of characters within a range of situations (including selected texts in Guided Reading and Literacy)
 - Close links with infant and secondary schools to support transition
 - SMSC integrated throughout the curriculum and is a focus for displays around the school, including the entrance hall for all visitors.
 - Y6 Junior Good Citizen Scheme and Y5 Drugs talk
 - Upper and lower school HLTA's trained in Nurture programmes to work with targeted groups of vulnerable children
 - ensuring staff and volunteers are aware of signs and symptoms of abuse, know the correct procedure for referring concerns, or reporting allegations against staff, and receive appropriate training to enable them to carry out these requirements;
 - ensuring all volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the designated safeguarding lead;
 - exercising our duty to work in partnership with other agencies and to share information with them, including attendance at child protection conferences, core groups and preparation of reports for conferences;
 - encouraging and supporting parents/carers, working in partnership with them.

*Please refer to the South West Child Protection procedures for further information on safer recruitment.
<http://www.online-procedures.co.uk/swcpp/contents/safer-recruitment/>
Training is available from Swindon LSCB – see www.swindonlscb.org.uk*

1.6 The school recognises that it is an agent of referral and not of investigation.

Safeguarding issues can include one or more of the following:

- Neglect
- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Bullying or harassment (including e-safety)
- Child sexual exploitation
- Forced Marriage
- Radicalisation
- Female Genital Mutilation
- Domestic Abuse
- Children missing from education
- Children missing from home or care

(See appendix 4)

1.7 Radicalisation

This school recognises:-

- the positive contribution it can make towards protecting its pupils from radicalisation to violent extremism and strives to build pupils' resilience to radicalisation by promoting British values and enabling them to challenge extremist views.
- its role in protecting the wellbeing of particular children who may be vulnerable to being drawn into violent extremism or crime

As with managing other safeguarding risks, if a member of school staff (including regular volunteers) has concerns about a pupil, they should follow the school safeguarding procedures (see below) and discuss with the designated safeguarding lead.

1.8 Our child protection policy should be read in conjunction with the following relevant policies:

- Positive Handling and the Use of Reasonable Force
- Anti-bullying
- Anti-racism
- Health and Safety
- Behaviour
- Exclusions
- Equal Opportunities
- PHSE
- Internet Safety
- School Security
- Educational Visits
- Medical Needs
- First Aid
- Lone Working
- Recruitment
- Children looked after
- Children missing in education

Action when a child has suffered or is likely to suffer harm

Sharing / recording concerns

An individual with concerns about a child records these and shares these with the designated safeguarding lead who is **Karen Agambar** or the deputy DSL who are **Carolyn Jupp/Jess Delicata/Andrew Beadnell**, as soon as possible.

.....

Consideration

The DSL will consider the information, in the context of any other concerns / disclosures, and decide on next steps. Where possible this should be done in consultation with others in the safeguarding team.

Parents / carers should be involved at this stage, **unless to do so may place the child at increased risk of significant harm, in which case advice should be sought from Family Contact Point.**

Referral to children's social care

The DSL will make a telephone referral in the first instance to Family Contact Point on 466903. Emergency duty service 436699 This must be followed up within 24 hours with a written referral, using form RF1. The RF1 form must be signed and dated by the referrer. **If a child discloses physical or sexual abuse, where the alleged abuser is either a family member or someone resident within the household, the school must consult the Duty Social Worker before informing parent.**

No referral to children's social care

Actions will be agreed to monitor the child and support the child / family where needed.

An Early Help Record and Plan (EHRP) should also be considered at this stage.

Children's social care consideration

Children's social care decides within 1 working day what action will be taken, including if an assessment is needed and **feedback to the referrer**. This decision will be made using the Swindon LSCB threshold document.

Assessment

Children's social care completes the assessment within 45 working days of the referral; it could be a section 17 or section 47 assessment. All schools and colleges should allow local authorities access to facilitate arrangements.

No Assessment

If the information supplied in the referral does not meet the threshold, an EHRP may be recommended and/or onward referral to other specialist or universal services; **children's social care will feedback to the referrer**.

If the child's situation does not appear to be improving the referrer should press for re-consideration.

*** In exceptional circumstances the individual with concerns may refer to children's social care directly – where the DSL / deputy DSL is not available, the individual should not delay until they become available and should contact FCP immediately.**

Referrals for Alleged Perpetrators of Sexual Abuse – Where a pupil is being investigated by the police for allegedly committing sexual offences, and the police have said they will make a referral to Social Care, the school will still telephone Family Contact Point without delay to raise awareness of the concerns relating to the alleged perpetrator. Family Contact Point will advise whether or not an RF1 needs to be completed by the school.

Record Keeping

- 2.0 Any member of staff or volunteer receiving a disclosure of abuse, or noticing possible abuse, must :-
- make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the full date, time and location. (where possible this should be recorded onto appendix 1 – concern / disclosure form)
 - Where staff have observed injuries to a child, these should be recorded on a body map outline, with some indication given about the size of the injury. **Staff should not take photographs of injuries.**
 - The concern / disclosure must be discussed with the designated safeguarding lead as soon as possible.
 - All hand-written records must be retained, even if they are subsequently written up onto a concern/disclosure form.
- 2.1 Written records of concerns about children must be kept, even where there is no need to make a referral immediately.
- 2.2 All records relating to child protection concerns will be kept in a secure place and will remain confidential. They do not form part of the pupil's educational records and must be kept separate from other records.
- 2.3 A chronology will be kept at the front of individual pupils' files, which is reviewed and updated whenever a new concern is raised or additional relevant information becomes available, **noting actions and outcomes.**
- Significant events, for example a Team Around the Child (TAC) meeting or child protection conference should also be noted on the chronology.*
- 2.4 The quality of child protection records will be monitored by the Head teacher **Andrew Beadnell.**
The schedule for this quality assurance will take place at least annually.
- 2.5 Where a child moves school, the safeguarding / child protection documentation will be passed immediately and confidentially to the receiving school, separate from general records. Where possible the DSL will arrange to meet with the DSL from the receiving school to discuss the safeguarding / child protection information in more detail. The receiving school will be asked to sign to confirm that the transfer has taken place successfully and this signed record will be kept on file. Where a pupil is

-
- transferring into our school, a request for information will be sent to the previous school if there is no evidence of a safeguarding / child protection file, when records are received. This will prompt the previous school to check whether any safeguarding / child protection records exist.
- 2.6 Confidentiality must be maintained and information relating to individual pupils / families shared with staff on a strictly need to know basis.
- 2.7 Joint investigation procedures – for guidance on the joint investigations see appendix 2
- 2.8 There are occasions when social care will contact school and request a phone number for a parent or carer. The caller's identity should be verified before releasing this information and the school should confirm with social care whether or not the family should be informed about the request.

Alleged Abuse by Staff

If you become aware that a member of staff may have:

- behaved in a way that has harmed, or may have harmed a child or
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children



The child and/or alleged abuser SHOULD NOT be questioned but a record made of what has been reported. **The alleged abuser should not be informed of the allegation at this stage.**



Report immediately to your Head Teacher (or the Chair of Governors (Paul Cooper) if the allegation is about the head teacher)

(or in their absence, the Deputy Head, or designated safeguarding lead)



Report the allegation to the Local Authority Designated Officer for Allegations (LADO):

**Please call the following number:
01793 463854**

**In the event of not being able to speak to the LADO please contact
01793 465737(Schools' Safeguarding Adviser)**

Within one working day

The LADO will decide on further action:

- No Further Action after Initial Consideration and Closure, or
- Advice and Follow Up from LADO, or
- Strategy Discussion

No further action by the

LADO The school may be asked to complete their own enquiries and report the findings back to the LA at the conclusion.

Further action - The LADO will agree with the police whether or not a strategy meeting (police involvement) or an allegations meeting needs to take place.

If a strategy discussion is not required, an **allegations management meeting** will be held. The main purpose of this is to ensure the safety of the child/ren and ensure the process is concluded promptly, ensuring the accused staff member has adequate support.

Allegations strategy discussion

This will take place if the child has suffered significant harm / is at risk of suffering significant harm, or if the alleged behaviour may constitute a criminal offence related to the child.

The Head teacher / Principle / Chair of Governors will be invited to these meetings.

This document is intended for use as a guide. Please refer to:

1. [Keeping Children Safe in Education September 2016](#)
2. The Multi-Agency South West Child Protection Procedures at www.swcpp.org
3. Swindon LSCB guidance [A guide for employers contributing to strategy discussions or allegations management meetings Sept 13](#)

3.1 The school is legally obliged to make a referral to the Disclosure and Barring service if at the end of the allegation process a member of staff or volunteer is removed from their position, or if they leave while under investigation for allegedly causing harm or posing a risk of harm.

3.2 The school has a code of conduct in place*, which clearly states what behaviours are acceptable and what behaviours are not. Staff sign to say that they have read and understood the document.

*Schools and colleges are advised to use 'Safer working practice for adults working with children and young people' (Updated by SBC 2013 and available on Swindon schools online)

3.3 Historical allegations of abuse should also be referred to the police.

Concerns about safeguarding practice within our school / college

4.0 Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime. Appropriate whistle-blowing procedures are suitably reflected in staff training and in the school's code of conduct.

Parental Involvement

5.0 This school is committed to helping parents/carers understand its responsibility for the welfare of all pupils and our duty of care. Our first priority is the child's welfare and therefore there may be occasions when concerns about a child means that we have to consult other agencies before we contact the parent/carer. The procedures we follow have been laid down by the South West Child Protection Procedures www.swcphp.org.uk, and are in accordance with Swindon Borough Council guidance.www.swcphp.org.uk, and are in accordance with Swindon Borough Council guidance.

5.1 Parents/carers will be made aware of the school's child protection policy via the school website. The policy and procedures will also be shared at transition meetings with parents of new pupils.

5.2 Concerns will be discussed with parents/carers. Where a referral is

needed, the designated safeguarding lead should seek the agreement of parents/carers before making the referral, unless to do so may place the pupil at increased risk of significant harm. Advice will be taken from Family contact point.

Training

- 6.0 The designated safeguarding lead and his/her deputy must receive multi-agency child protection training every 2 years. Training is available from the Local Safeguarding Children Board www.swindonlscb.org.uk.
- 6.1 All staff, both teaching and support, must be provided with child protection training on a regular basis, at least every 3 years.
- 6.2 Temporary and supply staff must be made aware of basic information in respect of the school's child protection procedures, including the name of the designated person.
- 6.3 All new staff must receive child protection training as part of their induction. This will include level 1 training (basic awareness), whether 'in-house' or through the LSCB, unless they have attended training within the last 3 years eg. at a previous school. Volunteers will also receive some basic training.
- 6.4 Where appropriate, staff will receive additional training in order to effectively carry out their role e.g. safer recruitment training.
- 6.5 The designated safeguarding lead and their deputy should keep up to date with local and national advice and guidance on child protection, and attend such additional training as is necessary to effectively fulfil their roles.
- 6.6 Training records must be kept up to date, recording the date, focus and level of training received by individuals.

The Role of the designated safeguarding lead and deputy / deputies

- 7.0 The designated safeguarding lead and deputy / deputies will ensure that they fulfil their duties in line with Annex B, Keeping children safe in education July 2015' (New 2016 version available on notice board)

The Role of the Governing Body

- 8.0 The governing body will ensure that all statutory duties with regard to child protection are fulfilled, as detailed in 'Keeping Children Safe in Education ' September 2016.
- 8.1 The school will complete the school safeguarding audit, in partnership with the designated governor for safeguarding. A copy of this audit is sent to the schools' safeguarding adviser.
- 8.2 The governing body will ensure that weaknesses identified; within the annual school safeguarding audit; through on-going monitoring of child protection procedures; other sources, are addressed explicitly within the School Improvement Plan. The governing body will regularly monitor the implementation and impact of the identified actions.
- 8.3 The Chair of Governors (or designated governor for child protection, if they are not the chair), in liaison with the designated person, will ensure that the school has a child protection policy and procedures in place, which are known to all members of staff, and up-dated at least annually.
- 8.4 The governing body controls the use of school premises both within and outside of school hours and has a duty to safeguard children and young people using the premises. Where services or activities are provided separately by another body, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection, in line with LA ['Safeguarding Guidance for Commissioned Extended School Provision and Lettings'](#).

Safer Recruitment

- 9.0 Safer recruitment procedures are in line with the current legislation , Keeping Children Safe in Education, September 2016. This is where further detail can be found.
- 9.1 For most appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity. In addition, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

Review

This policy will be reviewed on an annual basis, and up-dated where appropriate, however if a weakness is identified in school procedures, the policy will be reviewed and revised immediately.

Signed:

Appendix 1

Concern / Disclosure Form
CONFIDENTIAL

Date:		Name and role of person completing form	
Name of child:		Name and role of person child disclosed to/ reporting C.P. incident/ concerns	
Details of disclosure by child / incident / child protection concerns			

Action taken by person(s) above:			
Date of notification to CPCO/ deputy:		Name of CPCO/ deputy:	
Detail of decision / action by CPCO or deputy:			
Reason(s) for this decision or action by CPCO or deputy:			
Notes of feedback between CPCO / deputy and the person who raised this child protection concern, including date of feedback:			
Tick to confirm added to pupil's chronology and copy placed in pupil's C.P. file			Tick to confirm added to CPCO overview sheet
Date for review:		Name of person(s) to review:	

Appendix 2 Guidance About Joint Investigations (Social Care and Police) which take place in Schools

- School will receive a phone call to let them know that a joint investigation has been agreed, following the Strategy discussion / meeting
- School will be informed at this stage whether parents/carers have been informed about the joint investigation taking place
- A social worker will attend, accompanied by a police officer (most likely to be a Police officer from the Child Abuse Investigation Team or the Domestic Abuse Investigation Team). The Police will be plain clothed and will attend in an unmarked car.
- The professionals will speak to the child on arrival and establish whether they wish someone from school to be present during the interview
- The interview will be recorded in note form by the Police
- If a disclosure is made, the interview will be stopped and will continue at Gable Cross Police station. This will be a video interview. A member of school staff may accompany the child/young person to the Police station only if required
- There is no requirement for members of school staff to record minutes / notes during the school meeting, as this could jeopardise possible future court outcomes
- The decision of the timings to inform parents will be agreed by the social worker and the Police, prior to the meeting.

Appendix 3 - Pathway To Follow When Children Are Not Collected From School

- The school will attempt to contact parent(s)/carer(s) and other authorised contacts.
- Half an hour after the end of school day/agreed collection time, if the school is unable to make contact, the school will contact the Referral Team to warn them of the situation, making it clear that at this stage it is just for information.
- Wherever possible the school will make a visit to the home, in case the parent/carers is present but not contactable via telephone.
- School will prepare the information which will be required by the Referral Team, as far as possible.

-
- An hour after collection time or by 4.30, whichever is the sooner, school will again contact the Referral Team, who will then provide support and guidance.
 -
 - **Appendix 4 - Types of abuse and neglect** (Taken from Keeping Children safe In Education , September 2016)
 - 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. They may be abused by an adult or adults or 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 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.

-
- 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. 28. 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 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.
 - Broad government guidance on the issues listed below can be found via the GOV.UK website and on the South west Safeguarding and child Protection procedures website

Further information on Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Further information on Female Genital Mutilation

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding

procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Further information on Preventing Radicalisation

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). This guidance will be updated further to reflect the implications of the Prevent duty, which is expected to come into force later in 2015.

The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are 13

vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act will come into force on 12 April 2015 but many local authorities already have Channel panels set up in their area.

- [Broad government guidance on the issues listed below can be found via the GOV.UK website and on the South west Safeguarding and child Protection procedures website](#)
-

-
- • child sexual exploitation (CSE)
 - • bullying including cyberbullying
 - • domestic violence
 - • drugs
 - • fabricated or induced illness
 - • faith abuse
 - • female genital mutilation (FGM)
 - • forced marriage
 - • gangs and youth violence
 - • gender-based violence/violence against women and girls (VAWG)
 - • mental health
 - • private fostering
 - • preventing radicalisation –See Link
 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417943/Prevent_Duty_Guidance_England_Wales.pdf
-
- • sexting
 - • teenage relationship abuse
 - • trafficking

Details for designated safeguarding leads and deputies (as of 3rd September,2016)

Name of school / college	Ruskin Junior School	
Designated safeguarding lead	Karen Agambar	Contact e mail - karenagambar@ruskin-jun.swindon.sch.uk Direct phone contact -01793 332107
Deputy designated safeguarding lead (please record all the names if more than one deputy trained)	Carolyn Jupp	Contact e mail – carolyn@ruskin-jun.swindon.sch.uk Direct phone contact – 01793 332107
Deputy designated safeguarding lead (please record all the names if more than one deputy trained)	Jess Delicata	Contact e mail – JessicaDelicata@ruskin-jun.swindon.sch.uk Direct phone contact – 01793 332107
Deputy designated safeguarding lead	Andrew Beadnell	Contact e mail – head@ruskin-

(please record all the names if more than one deputy trained)		jun.swindon.sch.uk Direct phone contact -01793 332107
---	--	---