

# Child Protection Policy



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School Name:	Medina House School
Designated Safeguarding Lead:	Julie Stewart
Deputy Designated Safeguarding Lead:	Alex Augustus
Designated Governor For Child Protection:	Matt Atkins (Chair of Governors )
Date Policy Accepted by Governors	November 2016 updated February 2017
Signed by Chair of Governors .....	
Signed by Headteacher .....	
Date of Review:	November 2017

## Introduction

This policy aims to provide all members of staff (including volunteers and governors), children and young people, and their families with a clear and secure framework for ensuring that all children in the school are protected from harm, both while at school and when off the schools premises.

All the children at Medina House School have a Statement of Educational Need/Education Health Care Plan, therefore all staff are highly trained in total communication strategies and positive behaviour management. There is also a high staff/child ratio with every child having a key worker. All of the above ensures that Medina House School is recognising and addressing additional barriers that can exist when abuse/neglect is identified with children with SEND.

Practitioners who work with children in this school will read this policy within the framework of:

- 4LSCB Policy and Procedures
- 4LSCB Protocol for management of actual/suspected bruising for infants who are not independently mobile.
- Working Together to Safeguard Children (2015)
- Keeping Children Safe in Education 2016
- Safeguarding Children and Safer Recruitment in Education (2007)
- Information Sharing Guidance (2008)
- Children Act 2004
- Education Act 2002
- Data Protection Act 1998
- Children Act 1989
- Counter Terrorism and Security Act 2015
- In line with the Teachers Standards 2012, which states that 'teachers, including Head teacher's should safeguard children's wellbeing.

As a school, **Medina House** believes in supporting all aspects of children and young people's development and learning, and keeping children safe and therefore have a child centred and co-ordinated approach to safeguarding..

We understand that emotional and social aspects of learning create a foundation for all learning. If a child has not been supported to understand, express and resolve their feelings, they may not have the ability to share with other children, resolve the small conflicts that arise in day-to-day classroom life, or concentrate on learning. Their frustrations may cause a range of antisocial, disruptive, overly compliant or withdrawn behaviours.

All staff will work to ensure that:

- All children and young people feel listened to, valued and respected – in spite of any communication challenges they may have

- All staff are aware of indicators of abuse and know how to share their concerns appropriately
- All paid staff and unpaid volunteers are subject to rigorous recruitment procedures
- All paid staff and unpaid volunteers are given appropriate support and training
- All children are provided with a safe environment in which to learn

Education staff play a crucial role in helping to identify welfare concerns, and indicators of possible abuse or neglect, at an early stage.

**Medina House** is committed to referring those concerns via the Designated Safeguarding Lead to the appropriate organisation, including local authority children's social care, early help services, police, as appropriate, contributing to the assessment of a child's needs and, where appropriate, to ongoing action to meet those needs.

In order to ensure children are adequately protected, we will ensure that:

- We have a designated safeguarding lead officer (DSL) – Julie Stewart, and two deputy DSL's – Alex Augustus & Jane Tavares, who attend multi-agency training at least once every two years
- All staff are trained in Level 2 Child Protection awareness annually
- All staff have read and understood the Child Protection Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children
- All staff sign Appendix 2 of the Policy
- All children, young people and their families are familiar with the Child Protection Policy which is sent out with the admissions pack and is available on the school website.
- The child protection policy is reviewed on an annual basis by the DSL and the board of Governors.
- We will ensure that we carry out an annual Child Protection audit under Section 175 of the Education Act 2002 for the Local Authority and produce an action plan which will be reviewed 6 monthly.
- There will be a designated governor for child protection. This is currently Matt Atkins, Chair of Governors, who has received Level 3 training.
- Recommendations from LSCB are incorporated into policies/protocols as appropriate.
- Staff and governors understand their roles and responsibilities with regard to the Prevent Duty - Counter Terrorism and Security Act 2015 – and promote a safe learning environment for the promotion of British values:
  - **Democracy** – respect for democracy and support for participation in the democratic process
  - **The rule of law** – respect for the basis in which the law is made and applies in England

- **Individual liberty** – support for equality of opportunity for all
- **Mutual respect and tolerance of those with different faiths and beliefs** – respect for and tolerance of different faiths and religions and other beliefs

## Recognising Abuse

In the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached their 18th birthday.

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children (2013) as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Abuse and neglect are forms 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 a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

The Children Act 1989 introduced the concept of **significant harm** as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm (Section 47 Children Act 1989).

### Physical abuse

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.

Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.

### Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development:

- It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs.
- It may involve seeing or hearing the ill-treatment of another – for example where there is fighting or violence in the home.
- It may involve serious bullying (including via electronic media), 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, though it may occur alone.

For more information, see our [Anti-Bullying and E- Safety policies](#)

### **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, 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.

For more information, see our [Intimate care policy](#)

### **Neglect**

Neglect is 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 caregivers); or
- ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

It must be noted that children with SEND particularly those who are non-verbal have potential to be suffering abuse without showing outward signs. It's essential that ALL members of staff report any change in usual behaviour patterns e.g withdrawn/ aggressive/ tearful. Those children who are non ambulant should be treated according to baby protocols (e.g bruising protocol) and if any marks are noticed, the fact that they are not independently mobile, MUST trigger a concern.

### **Special Circumstances**

The 4LSCB procedures outlines response to special circumstances in child protection cases, including issues such as:

- Bullying
- Domestic violence
- Fabricated or induced illness
- 'Honour'-based violence
- Information and communication technology (ICT)-based forms of abuse
- Missing from care and home
- Parental lack of control
- Parental mental illness
- Parents with learning disabilities
- Parents who misuse substances
- Pregnancy
- Private fostering
- Sexually exploited children
- At risk of radicalisation

## **The Designated Safeguarding Lead (DSL)**

The designated safeguarding lead (DSL) takes the lead responsibility for child protection, including support for other staff and information sharing with other agencies, developing policies and staff training. Usually, the DSL is also the named person who responds to [allegations](#) made against members of staff.

The DSL should be a senior member of staff with the authority and seniority to carry out the functions of the role.

### **DSL Responsibilities**

- Refer suspected abuse and neglect to Hants Direct in line with the Local Authorities referral process  
(Tel: 03003000901 Email: [iowcsprofessional@hants.gov.uk](mailto:iowcsprofessional@hants.gov.uk)).

- Report [allegations](#) made against members of staff to the Local Authority Designated Officer ( LADO) on **03003000901**
- Develop and update the [Child Protection and other safeguarding policies](#), ensuring that staff and children/families/parents are aware of them
- Provide support and advice to all members of staff within the setting regarding child protection concerns
- Keep the Headteacher informed about any issues that arise
- Ensure that cover is provided for the role when absent from the setting
- Ensure that a child's child protection file is copied for the new educational establishment when a child moves educational settings, and that this file is transferred securely and separately from the main pupil file.
- Ensure that all staff receive appropriate [Child Protection and Safeguarding Training](#), and maintain training records
- Cooperate with any requests for information from the local authority, such as Child Protection training returns and self-evaluative forms for safeguarding and child protection, in compliance with Section 11, Children Act 2004

### **Other Staff's Responsibilities**

It is the responsibility of all other members of staff to ensure that all safeguarding concerns, both minor and serious, are reported to the DSL as soon as reasonably possible.

The DSL may have other information regarding a child, young person or their family of which other staff may not be aware. Minor concerns may take on greater significance within the wider context of knowledge of a child or family that the DSL may have.

### **Child Protection Procedures**

Medina House School total communication approaches will be applied to these procedures as appropriate to ensure the child has a voice and is empowered to understand the process (-e.g AAC, Makaton, BSL, symbols). This will also apply to interactions with parents with SEND.

1. **You have a concern about a child / young person's wellbeing**, based on:
  - a. Something the child / young person / parent has told you
  - b. Something you have noticed about the child's behaviour, health, or appearance
  - c. Something another professional said or did

Even if you think your concern is minor, the DSL may have more information that, together with what you know, represents a more serious worry about a child.

**It is never your decision alone how to respond to concerns – but it is always your responsibility to share concerns, no matter how small.**

2. **Decide whether you need to find out more** by asking the child / young person, or their parent to clarify your concerns, being careful to use open questions:

...beginning with words like: 'how', 'why', 'where', 'when', 'who'?

once you have decided to let the DSL know do not continue to question the child

3. **Let the child / young person / parent know what you plan to do next** if you have heard a disclosure of abuse or you are talking with them about your concerns. Do **not** promise to keep what s/he tells you secret.

...for example, 'I am worried about your bruise and I need to tell Mrs Smith so that she can help us think about how to keep you safe'

4. **Inform the DSL immediately.** If the DSL is not available, inform their Deputy. If neither are available, speak another senior member of staff. If there is no other member of staff available, you must make the referral yourself.
5. **Make a written record** on Medina House concern sheet pro-forma as soon as possible after the event, noting:
  - a. Name of child
  - b. Date, time and place and event
  - c. Who else was present
  - d. What was said / What happened / What you noticed  
... speech, behaviour, mood, drawings, games or appearance
  - e. If child or parent spoke, record their words rather than your interpretation
  - f. Analysis of what you observed & why it is a cause for concern
  - g. You should note the date and time you make the record and sign this record. The sooner you do this after 5 b the more weight it will hold.
  - h. Written record **must** be given to DSL as soon as possible
6. The DSL may **take advice from the Hants Direct Service. The Professional Line is 0845 002 0095. The DSL will write actions they took on the concern sheet and record on CPOMS.**
7. The DSL makes the **referral to Hants Direct**  
The referral will note all previous intervention by the school with the child, any relevant history relating to the child, their siblings or the family.
8. The **DSL shares information with other relevant professionals**, eg child's social worker if there is active involvement eg from Children's Disability team, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared



9. The **DSL informs parent that they have made a CP referral**, if the parent does not already know, and if there is no reason not to let them know

...Hants Direct may suggest to delay informing the parent in cases of suspected sexual abuse, or where informing the parent might put the child at further risk, to prevent the child being harmed or intimidated (and retracting their disclosure)

...or in cases of suspected Fabricated or Induced Illness by proxy, the parent is not informed that this is being considered

10. The **DSL remains in close communication with other professionals around the child / young person** and with the family, in order to share any updates about the child / young person

If a child protection investigation (547) is pursued, the DSL and other key school staff will:

- Work closely and collaboratively with all professionals involved in the investigation, to keep the child / young person safe
- Attend a child protection conference when invited and provide updated information about the child on LSCB pro-forma.
- Attend any subsequent child protection review conferences.
- Attend core group meetings and take an active role in the implementation of the protection plan.
- Support the child as required in any interviews with involved agencies e.g police/social care e.g facilitating communication by signing/provision of symbols.

## Safe Practice

### Safer Recruitment

[Safeguarding Children and Safer Recruitment in Education \(2007\)](#) outlines Safer Recruitment processes in education settings. At least one member of staff on every recruitment panel has undertaken training in [Safer Recruitment](#).

Safer Recruitment processes aim to:

1. Deter potential abusers by setting high standards of practice and recruitment.
2. Reject inappropriate candidates at the application and interview stages
3. Prevent abuse to children by developing robust policies and agreeing on safe practice

The 4LSCB has developed [Practice Guidance on the recruitment and selection of staff](#). [See also our Safer Recruitment and Selection Policy](#)

## **Allegations Against Staff**

Allegations of abuse can be made by children and young people and they can be made by other concerned adults.

All allegations against staff or volunteers should be immediately brought to the attention of the Headteacher.

If an allegation is made against the Headteacher, this should be brought to the attention of the Chair of Governors.

If an allegation is made against the Chair of Governors, this should be brought to the attention of a nominated Governor (Vice Chair).

In all cases, the LADO (Local Authority Designated Officer), who is one of the Child Protection Advisers, should be notified.

The Headteacher should take the following actions:

- Ensure that the child reporting the allegation is safe and away from the member of staff against whom the allegation is made
- Make a referral to the Children's Service, if appropriate
- Contact the LADO immediately
- Contact the parents/carers of the child, following advice from the LADO
- Suspend the member of staff or review his/her working arrangements, pending the investigation, following advice from the LADO
- Attend strategy meetings convened by the LADO and act upon the decisions made at these meetings

Suspension should be considered when:

- There is a cause to suspect a child is at risk of significant harm or
- The allegation warrants investigation by the police or
- The allegation is so serious that it might be grounds for dismissal

Any disciplinary investigation should be carried out once the child protection investigation has been completed.

For more information, see [Chapter 5 of Safeguarding Children and Safer Recruitment in Education \(2007\)](#). And our [Allegations of Abuse Against Staff Policy](#)

## **Visitors**

- All visitors will be asked to sign in on the Vis-ited system, and they will read our safeguarding notice as part of the signing in process and have their photo taken.
- All visitors will be expected to wear a visitors badge (with photo).

- All staff are aware of the need to challenge any unfamiliar person wandering around school who is not wearing a visitors badge
- No visitors will be allowed to wander around the premises unaccompanied when children and young people are present
- Except in exceptional circumstances, which will be carefully assessed, trades people or contractors will not be allowed to wander around the premises unaccompanied when children and young people are present.
- Staff should be alert to strangers frequently waiting outside a venue with no apparent purpose.
- Children should not be collected by people other than their parents unless written notification has been received in advance; if someone unexpected appears, parents will be contacted.
- If a child is not collected after a session it is reasonable to wait approximately half an hour for a parent or carer to arrive. If the parent or carer cannot be contacted, staff should contact Hants Direct or the child's social worker if the case is open.

### **Supporting School Provision**

Many other aspects of school provision support the aims of this policy. Schools play an important role in making children and young people aware both of behaviour towards them that is not acceptable, and of how they can help keep themselves safe.

The non-statutory framework for personal, social and health education (PSHE) provides opportunities for children and young people to learn about keeping safe. PSHE curriculum materials provide resources that enable schools to tackle issues regarding healthy relationships, including domestic violence, bullying and abuse. Discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable, let children and young people know that it is acceptable to talk about their own problems, and signpost sources of help.

Other aspects of provision that support this policy are:

- Social and Emotional Aspects of Learning (SEAL)
- Citizenship Curriculum
- Sexual Health Initiatives
- School Nurse checks
- ELSA sessions

### **Use of Force, Restraint and Positive Handling**

The law forbids a teacher or other members of staff from using any degree of physical contact that is deliberately intended to punish a pupil, or that is primarily intended to cause pain or injury or humiliation.

Teachers at a school are allowed to use reasonable force to control or restrain pupils under certain circumstances. In some circumstances, teachers and authorised members of staff can restrain pupils in order to protect them and others. For more information, see our [Positive Handling and Behaviour and Discipline Policies](#).

Any concerns or allegations that a member of staff may have acted inappropriately should be brought to the headteacher immediately, in confidence. The Headteacher, in turn, will contact the Local Authority Designated Officer (LADO).

### **Staff Conduct**

In order to protect children, young people and members of staff, we require staff to follow our professional code of conduct. This covers appropriate dress, the use of appropriate boundaries, social contact outside setting (including on social networking sites), the receiving and giving of gifts and favouritism, and the safe use of technology.

- Being alone with the child / young person
- Physical contact / restraint
- Social contact outside setting / appropriate boundaries
- Gifts & favouritism
- Behaviour management
- Intimate care
- Safe use of technology (Security / Internet / mobile phones / digital images of children, etc)
- Appropriate use of social networking sites

Appropriate and safe staff conduct is supported in the following policies:

- [Allegations of Abuse Against Staff Policy](#)
- [Central record of recruitment and vetting checks Policy](#)
- [Single Equality Policy](#)
- [Safe Working Policy](#)
- [Whistle Blowing Policy](#)
- [Lone Working Policy](#)

### **Child Protection Training**

The DSL will keep detailed records of all staff's child protection training and will issue reminders when training updates are required. It is good practice to include a safeguarding and child protection agenda item in all staff meetings.

All paid staff and unpaid volunteers, including school governors, undertake single-agency Group 2 basic awareness child protection training once every three years.

In addition, the Designated members of staff and Child Protection Governor, will undertake multi-agency Group 3 training every two years.

### **Implementation, Dissemination & Review Strategies**

This policy is reviewed annually by the DSL and is approved by the board of Governors.

All members of staff read and agree to the child protection policy before the start of their employment.

All children, young people and their families will be made aware and agree to the policy before enrolment. It is important for families to be aware of actions staff may take if there are any concerns for a child or a young person's safety, and for them to understand that they might not be consulted before action is taken. Knowing about child protection procedures ahead of time helps parents to engage better in the process, meaning that change is more likely to take place.

Copies of this policy and supporting materials, such as the 4LSCB Child Protection Procedures and Safeguarding Children and Safer Recruitment in Education (2007) are easily accessible in the following area:

- [www.4LSCB.org.uk](http://www.4LSCB.org.uk)

## **Appendices**

1. Key Contacts in Child Protection
2. Staff acknowledgement form
3. Body Map

## Appendix 1



HAMPSHIRE AND ISLE OF WIGHT CONTACT INFORMATION		
<b>Hampshire Children's Services</b>	Hants CC The Castle Winchester Hants SO23 8UJ	<b>Tel: 08456035620 Mon-Fri</b>  <b>Tel: 08456004555 Out of Hours</b>
<b>Hants LADO</b>	Safeguarding Unit Children's Services Dept Clarendon house Monarch way Winchester SO22 5PW	<b>Tel: 01962876364</b>
<b>Council Main Switchboard</b>	Isle of Wight Council High Street Newport Isle of Wight PO30 1UD	<b>Tel: 01983 821000</b>
<b>Local Authority Designated Officer (for allegations)</b>  <b>01983 823723</b>	Paul Barnard & Jane Cook IOW Children's Safeguarding Board, Jubilee Stores The Quay, Newport Isle of Wight PO30 1UD	<b>New Referrals</b> <b>Professional Line: 03003000901</b> Professionals' email: <a href="mailto:iowcsprofessional@hants.gov.uk">iowcsprofessional@hants.gov.uk</a>
<b>Isle of Wight Safeguarding Children Board Manager</b>	Paul Barnard IOW Children's Safeguarding Board Jubilee Stores The Quay Newport Isle of Wight PO30 2EH	<b>Tel: 01983 823723</b> <b>Fax: 01983 823123</b> <b>Email: <a href="mailto:paul.barnard@iow.gov.uk">paul.barnard@iow.gov.uk</a></b> Or <a href="mailto:jane.cook@iow.gov.uk">jane.cook@iow.gov.uk</a>
<b>Safeguarding Children Board Chair</b>	Maggie Blyth IOW Safeguarding Children Board	<b>Tel: 01983 814545</b> <b>Email: <a href="mailto:LSCB@iow.gov.uk">LSCB@iow.gov.uk</a></b>
<b>Safeguarding Children Board Administration &amp; Information Officer</b>	Lorna Neale/Lucie Coleman IOW Safeguarding Children Board, Jubilee Stores, The Quay Newport Isle of Wight PO30 2EH	<b>Tel: 01983 814545</b> <b>Email:</b> <a href="mailto:Lorna.neale@iow.gov.uk">Lorna.neale@iow.gov.uk</a> <a href="mailto:Lucie.coleman@iow.gov.uk">Lucie.coleman@iow.gov.uk</a>
<b>Hants 4 LSCB</b>	Martin Smith (Board Manager) <a href="mailto:Martin.3.smith@hants.gov.uk">Martin.3.smith@hants.gov.uk</a> Sam Smith/Valerie Skaf (Board Administrators) <a href="mailto:Samantha.smith@hants.gov.uk">Samantha.smith@hants.gov.uk</a> <a href="mailto:Valerie.skaf@hants.gov.uk">Valerie.skaf@hants.gov.uk</a>	<b>Tel: 08456035620 (24 hours)</b> General Enquiries: 01962 876230 Email: <a href="mailto:hscb@hants.gov.uk">hscb@hants.gov.uk</a>

<b>Designated Nurse Safeguarding Children</b>	Jenny Johnston Isle of Wight NHS Primary Care Trust St Mary's Hospital Parkhurst Road Newport Isle of Wight PO30 5TG	<b>Tel:</b> 01983 524081
<b>Designated Doctor Safeguarding Children</b>	Consultant Paediatrician Paediatric St Mary's Hospital Parkhurst Road Newport Isle of Wight PO30 5TG	<b>Tel:</b> 01983 524081
<b>Hampshire Police</b>	Hampshire Constabulary Police Headquarters West Hill Romsey Road Winchester Hampshire SO22 5DB	<b>Tel:</b> 0845 045 45 45 <b>Please note:</b> in an emergency call 999
<b>Duty and Assessment Service (Advice, Referrals and Assessments)</b>	Childrens & Family Service Floor 3 County Hall Newport Isle of Wight PO30 1UD	<b>Tel:</b> 01983 814374
<b>Children's Social Care Isle of Wight</b>	Childrens & Family Service Floor 3 County Hall Newport Isle of Wight PO30 1UD	<b>Tel:</b> 01983 814374
<b>Emergency Duty Service (outside office hours)</b>	Wightcare	<b>Tel:</b> 01983 821105
Hampshire Police		
<b>Hampshire Police</b>	Hampshire & Isle of Wight Constabulary, Kingston Crescent North End Portsmouth Hants, PO2 8BU	<b>Tel:</b> 0845 045 45 45 <b>Please note:</b> in an emergency call 999

<b>Solent NHS Safeguarding Children Team</b>	15-17 Cumberland House Cumberland Place Southampton SO15 2BG	<b>Tel:</b> 023 8071 6671
<b>Common Contact Information</b>		
Child Death Overview Panel		
<b>4LSCB Child Death Overview Panel (CDOP)</b>	Child Death Overview Panel Hampshire Safeguarding Children Board Safeguarding Unit Clarendon House Monarch Way Winchester Hampshire SO22 5PW	<b>Tel:</b> 01962 876356 <b>Secure fax:</b> 01962 834538 <b>Secure Email:</b> <a href="mailto:POR-PCT.CDOP@nhs.net">POR-PCT.CDOP@nhs.net</a> <b>Business Email:</b> <a href="mailto:cdop@hants.gov.uk">cdop@hants.gov.uk</a> <b>Web:</b> <a href="#">Click here to view website</a>
Hampshire Police		
<b>Hampshire Police</b>	Hampshire Constabulary Police Headquarters West Hill Romsey Road Winchester Hampshire SO22 5DB	<b>Tel:</b> 0845 045 45 45 <b>Please note:</b> in an emergency call 999



## Appendix 2: Staff acknowledgement form

Name	<input type="text"/>
Job Title	<input type="text"/>
I have read this Child Protection Policy and I understand my role with regards to Child Protection in this setting	<input type="checkbox"/>
Signature	<input type="text"/>
Date	<input type="text"/>