Guidance for developing a safeguarding policy in school

Policy Owner:	Jatinder Matharu – Education Safeguarding Officer Slough Borough Council
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Safeguarding in Education policy guidance 2018 - 2020

This guidance has been written for governing bodies, proprietors, head teachers, principals, senior leadership teams and designated safeguarding leads in an education setting.

This document provides an outline and should be used as an example document and can be adapted to meet the needs of individual schools to develop their own in house safeguarding policy. This document outlines what should be included in a Safeguarding policy for education providers. It is not a given as inclusive or a comprehensive listings as guidance and legislation is changing and evolving on a regular basis.

This policy guidance has been developed in accordance with the principles established by the Children Act 1989/2004; and in line with the following guidance and legislation:

- Keeping Children Safe in Education (KCSIE) 2018
- Working Together to Safeguard Children 2018
- Information sharing for practitioners 2018
- Education Act 2002
- Children and Families Act 2014
- The Education (Health Standards) (England) Regulations 2003
- The Further Education (Providers of Education) (England) (Regulations) 2006
- The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007 as amended by SI 2010/1919, SI 2012/1201, SI 2012/1825, SI 2012/3158
- The School Staffing (England) Regulations 2009 as amended by SI 2012/1740 and SI 2013/1940
- The Education (Non-Maintained Special Schools) (England) Regulations 2011 as amended by SI 2015/387
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- The Education (Independent School Standards) Regulations 2014
- Framework for the Assessment of Children in Need and their Families 2000
- What to do if you are worried a Child is being Abused 2015
- Slough Local Safeguarding Children Board (LSCB) Threshold guidance

The Governing Body/management committee/proprietor takes seriously its responsibility under section 11 of the Children Act and Section 175 of the Education Act and Section 157 (academies) and duties under "working together" to safeguard and promote the welfare of children; to work together with other agencies to ensure adequate arrangements exist within our setting to identify, and support those children who are suffering harm or are likely to suffer harm.

We recognise that all staff and governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. It is highly recommended a version of your safeguarding policy is available to staff, parents and professionals. A child friendly version is available for your students.

This policy applies to all staff (teaching and non teaching), governors and volunteers working in your school.

What should be included in your safeguarding policy?

The table below includes areas of legislation and guidance that can help develop your safeguarding policy. This can be used as a checklist to ensure you have covered all areas of safeguarding in your policy and made reference to the relevant guidance and mandatory duties. The policy should be self-contained and not rely on other documents to understand it. Any appendices should be kept as part of the whole document. There are flowcharts in appendices at the back of the document you may want to adapt for your setting/school.

	Content	What should be included? Where can you find the information
Front page	Name of School including contact details	
	Name of Head teacher / Principal/ Proprietor	
	Name of Designated Safeguarding Lead (DSL)	Including any deputy safeguarding officers (DSL)
	Name of Safeguarding Governor	
	Date policy was written:	
	Date policy was approved by Governors	
	Date of review:	The policy should have a publication date and a review date (not later than one year from publication). Typically, these dates are put on the front cover.
	Safeguarding strapline:	*We are committed to safeguarding children and promoting the welfare of children and expects all staff and volunteers to share in this commitment*
Policy Statement	To include commitment, expectations and why	The aim is to create a culture of vigilance. Include a definition and commitment to safeguarding. It should include reference to 'we will act in the best interest of the child(ren)'.
	Who the policy is aimed at?	To include staff, parents, governors, volunteers and wider school community. The policy should be clear that pupils are taught about safeguarding (which includes online, through various teaching and learning opportunities, as part of a broad and balanced curriculum. Detail where his document can be located? (staff room, website etc). The current safeguarding and child protection policy should be available on the school's website
	Confidentiality and consent	▪ Statement regarding professional confidentiality. Staff must never guarantee confidentiality or make promises to keep secrets. ▪ Reference to consent should also be included including exceptional reasons when consent can be over ridden

		Information on cases will be shared on a need to know basis
Guidance & Legislation	Statutory Framework (to include legislation and /guidance) Section 175 of the <u>Education Act 2002</u> (Section 157 for Independent schools) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school. Statement from <u>Keeping Children Safe in Education 2018</u> And All staff have received and read Annex A and Part 1 of KCSIE 2018	Some policies may include the legislation that covers safeguarding in schools, in which case the list must be up to date. The latest available list of legislation to include could be found in 'Keeping Children Safe in Education (July 2018)'. I would not recommend simply including it without checking for changes. **Keeping Children Safe in Education 2018** **Working Together to Safeguard Children 2018** - Children and Social Work Act 2017 - Education Act 2002 - Ofsted guidance 'Inspecting safeguarding in early years, education and skills' (2016) - The Children and Family Act 2014 - SEND Code of Practice 2014 - Framework for the Assessment of Children in Need and their Families 2000 - Berkshire procedures on line - What to do if you are worried a Child is being Abused 2015 - Children Act 1989 & 2004 - United Nations Conventions on the Rights of the Child - Counter-Terrorism and Security Act 2015 - Serious Crime Act 2015 - Sexual Offences Act (2003) - Education (Pupil Registration) Regulations 2006 - Information sharing advice for safeguarding practitioners 2018 **General Data Protection Regulations and Data Protection Act 2018** - The Equalities Act 2010 - Criminal Exploitation of children and vulnerable adults county lines guidance 2017 - Sexual violence and sexual harassment between children in schools and colleges 2018 - The Education (Health Standards) (England) Regulations 2003 - The Further Education (Providers of Education) (England) (Regulations) 2006 - The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007 as amended by SI 2010/1919, SI 2012/1201, SI 2012/1825, SI 2012/3158 - The School Staffing (England) Regulations 2009 as amended by SI 2012/1740 and SI 2013/1940 - The Education (Non-Maintained Special Schools) (England) Regulations 2011 as amended by SI 2015/387

		▪ The Education (School Teachers' Appraisal) (England) Regulations 2012 ▪ The Education (Independent School Standards) Regulations 2014
Other policies	**Reference to Early Help Services**. Reference should be made to contextual safeguarding. Safeguarding incidents that happen outside of school which may impact on adolescents. Reference should be made to assessment of disabled children and their carers; young carers; children in secure youth establishments; To include in appendices	▪ Slough's Safeguarding Threshold document and referral pathway document ▪ Allegations against Staff ▪ Attendance policy ▪ Behaviour policy (*should include Positive handling reference - The use of reasonable force advice for head teachers/proprietors, staff and governing bodies July 2013*). KCSIE outlines comprehensive individual plans to miminise and reduce the need for any force and limit to 'reasonable force' as and when required. ▪ Health & Safety policy ▪ Relationship and sex education policy ▪ Special Educational Needs Policy ▪ Supporting pupils with medical conditions policy ▪ Administration of Medication ▪ Restraint Policy ▪ Intimate Care Policy ▪ Preventing racialization and extremism policy ▪ Anti-bullying Policy ▪ E-Safety Policy ▪ Drugs Education Policy ▪ ICT/Use of cameras and mobile phones in school policy ▪ Children Missing Education Policy ▪ Children absconding from school policy ▪ **Peer on Peer abuse policy**
Accountability & Processional Conduct	To outline roles of: ▪ Staff ▪ Head teacher ▪ Proprietor ▪ Principal ▪ Governor ▪ DSL ▪ LADO ▪ Social Care A brief overview of the: ▪ Roles and responsibilities: ▪ Managing Allegations ▪ Whistleblowing ▪ Supervision arrangements	**All Staff**: ▪ The policy should be clear that all verbal conversations, disclosures and allegations must be recorded promptly in writing. All information should be recorded verbatim and no leading questions should be asked and in particular avoid the 'W' questions (who, what, when, why, where). ▪ There must be an identified single location for the delivery for concern forms (preferably electronically) for audit trail and a clear method for alerting the DSL that a concern has been raised ▪ All staff have read and understood Part 1 and Annex A (KCSIE 2018) **DSL** - The school should have at least 2 DSL's and named in the policy along with contact details. There should always be 1 DSL on site at all times when the school is open and children are present. ▪ **KCSIE 2018 (page 18 and Annex B) states the DSL should have the duties outlined in the job description and be a member of the senior leadership team (SLT)**

		▪ Clear process outlining DSL responsibility including caveat to override if not satisfied with response to take either to social care or Local Area Designated Officer (LADO). ▪ Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy including the NSPCC contact details: https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/ **Reporting Concerns** When adults in the school have a concern about a child or young person they should: Complete a concern form in writing [promptly/within ten minutes/other suitable phrase] Concern Forms can be found [state where] The DSL should be informed that a concern has been raised by [state how the DSL is to be informed] The policy should be clear about the steps the DSL should take in order to refer a concern outside the school, e.g. a social services enquiry or to the local authority Designated Officer (LADO). An up-to-date list of relevant names and contacts details should be included in the policy. **For Proprietor Led schools**: DSL must be sufficiently independent, particularly in relation to any allegations involving the proprietor or members of the proprietor's family. Written confirmation that duties involve contacting the LADO on any matter that the DSL considers cannot be dealt with internally. This enables there to a separation between the family running the school and the DSL. Consider providing the DSL with access to external advice and/or legal services.
		Governor – The policy should detail the contact details and statement about how concerns about a head teacher or the DSL can be taken directly to the Chair of Governors/ Governing bodies to be investigated. The NSPCC Whistleblowing advice line should be widely communicated in the school.
		Head teacher /Proprietor – ▪ The policy must be clear that any concerns about the conduct of another adult should be taken to a Head Teacher. ▪ If the concern is about the Head teacher it should

		▪ go to the Governor ▪ In Independent schools (Proprietor led) concerns should about the proprietor to be taken directly to the local authority Designated Officer LADO
Site Security		▪ To reference staff ID, staff visitor and contractors security procedure and are DBS checked ▪ Outline the access procedure for children late into school
Record Keeping and Information sharing	To make reference to multi agency working	**Records** ▪ The GDPR data mapping exercise should help to identify how long data should be stored and when it should be destroyed. Child protection records should be kept for 25 years. ▪ <mark>You must hold two emergency contacts for each child as outlined in KCSIE 2018</mark> ▪ How they information should be stored? All records should be recorded and stored with a clear chronology of events, actions and review dates. These concerns should be kept on the child's CP file not the Pupil File **Multi Agency working** ▪ To attend and contribute to any professionals meetings including Early help, CIN and CP to promote the welfare of the child
Safer Recruitment	The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children	▪ Records on Single Central Record (SCR) are up to date to include: ▪ DBS checks (enhanced) including the barred list <mark>Schools must risk assess **volunteers** to decide whether to obtain an enhanced DBS check for any volunteer not engaging in **regulated activity.**</mark> ▪ Checks on disqualification by association (DBA) are undertaken and recorded for all staff (including temporary staff). <mark>Changes to **DBA** include as of 1st September 2018, schools will no longer have to ask staff questions about cautions or convictions of someone living or working in their household (KCSIE 2018</mark>). ▪ Safer Recruitment training for interview panel members ▪ <mark>**S128 prohibition checks** should be completed for all Academies, Free and Independent schools including senior leadership team, Heads, Governors and departmental heads.</mark> ▪ <mark>All checks on **alternative providers** must be provided to school in a written format.</mark>
Categories, definitions and indicators of Safeguarding	Under The Children's Act 1989 (CA) *This can be included in appendices*	The policy should outline the definitions, signs and symptoms of the four kinds of abuse and neglect. The definition can be lifted from the Children's Act 1989 or from KCSIE 2018 (page 14) ▪ Neglect ▪ Sexual Abuse ▪ Physical abuse

		▪ Emotional Abuse
	A brief descriptor on each of the safeguarding themes, indicators and risk indicators including reference to key legislation/policy guidance and in addition the **mandatory duty needs to be included for radicalization, FGM and CSE**: The policy should also reference that any of the safeguarding issues/themes must be reported immediately to the DSL.	**Child Sexual Exploitation (CSE) – DfE 2017** The statutory definition can be found: https://www.gov.uk/CSE-definition and a guide for practitioners Or **Working Together 2018** Resources for CSE for children with LDD http://www.bild.org.uk/resources/cse-and-ld/unprotected-overprotected/
		Female Genital Mutilation (FGM) Make reference to the legislation and the mandatory duty ▪ *Female Genital Mutilation Act 2003* ▪ *Section 74 of the Serious Crime Act 2015* www.gov.uk/government/publications/female-genital-mutilation-guidelines www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information FGM Fact Sheet. The following is a useful summary of the FGM mandatory reporting duty:
		Racialization and Extremism (**Prevent Duty**) The policy should include the school's duties under the Counter Terrorism and Security Act 2015 (The 'Prevent Duty') Make reference to the legislation and the mandatory duty0 www.gov.uk/government/publications/prevent-duty-guidance ==Educate against hate; a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people.== https://educateagainsthate.com/
		Children going Missing from Education (CME) 2016 The policy should refer to Children Missing Education (CME) and the school's approach to tackling this issue. Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Scholl need to monitor attendance carefully and address

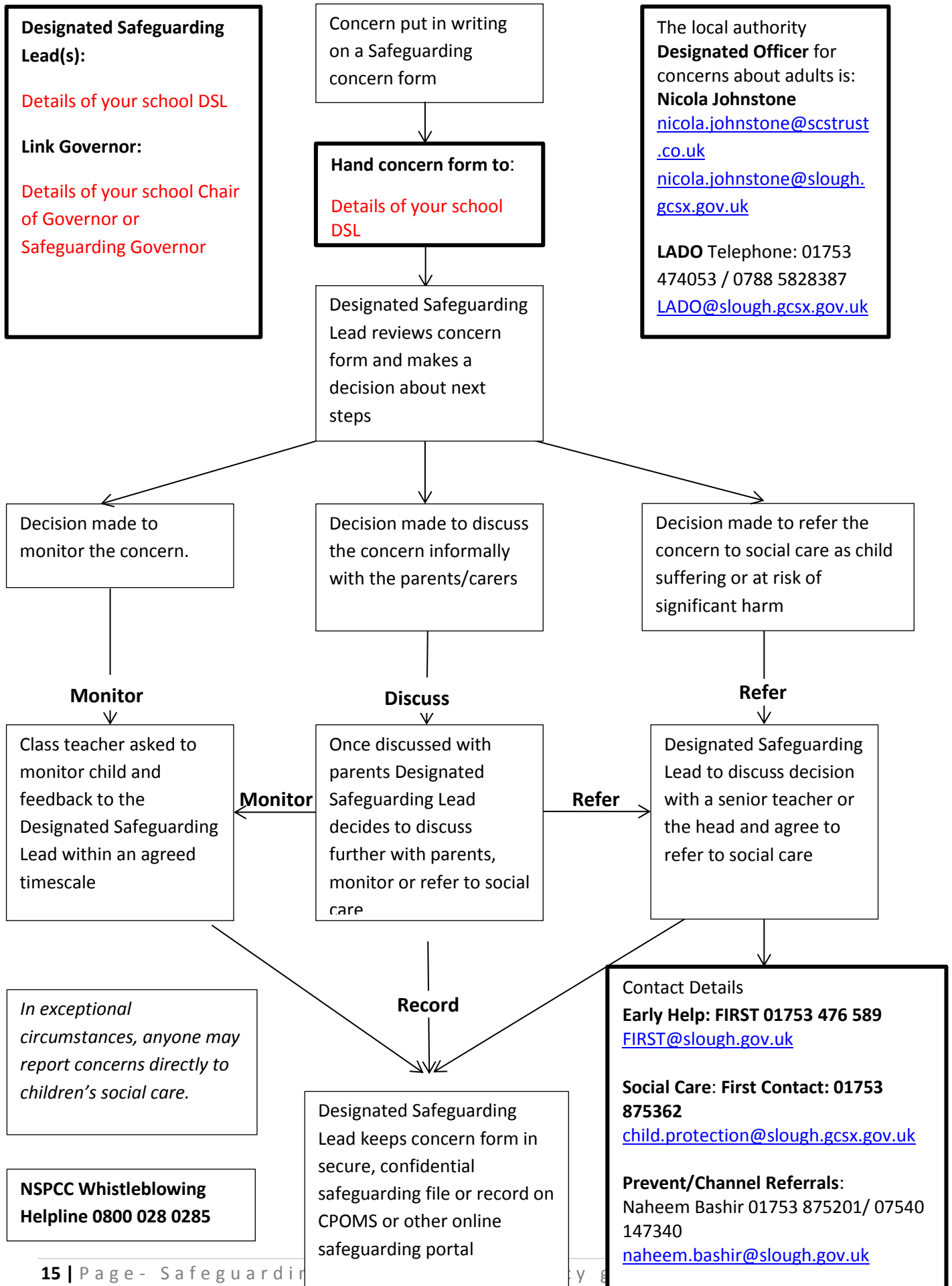|		
		poor or irregular attendance without delay. **KCSIE guidance 2018** https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children/latest **Children missing education: statutory guidance for local authorities – September 2016** https://www.gov.uk/government/publications/children-missing-education
		Peer on Peer Abuse The policy should be clear about the school's response to peer-on-peer abuse, including incidents of 'sexting' . Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. At [school name] we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy. Part 5 of KCSIE outlines the key responsibilities for schools. Peer on peer abuse consists of: • Bullying including cyber bullying • Physical abuse • Sexual violence and sexual harassment (published Dec 2017 & reissued in May 2018) • Sexting • Initiation ceremonies Your policy should include details of: • How risk of peer on peer abuse will be minimised • How allegations are recorded and dealt with • How victims and perpetrators will be supported • This abuse should not be classed as "banter" • All peer on peer abuse will be taken seriously and • Different types of peer on peer abuse can take place **Sexting:** www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/ Sexting in schools and colleges, responding to incidents,

		and safeguarding young people, guidance from the UK Council for Child Internet Safety (UKCCIS) 2016 https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
		Sexual assault and sexual harassment between children in schools and colleges -DfE guidance 2017 https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges
		Gender based: www.gov.uk/government/policies/violence-against-women-and-girls
		Online abuse: Schools need to have a clear policy on the use of mobile technology in school. **KCSIE 2018: Annex C** ahs some good tips, resources to assist you with developing your policies around filtering and monitoring within the school's infrastructure, and how children access the internet whilst they're at school. www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/appropriate-filtering-and-monitoring
		Domestic abuse and coercive control Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/ https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/ http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/ http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse
		Substance and alcohol abuse
		Forced Marriage and Honour based violence So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend

		the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. https://www.gov.uk/guidance/forced-marriage *s121 of the Anti-Social Behaviour, Crime and Policing Act 2014*
		Children with Special Educational needs and disabilities (SEND) The policy should reflect the fact that children with special educational needs and disabilities can face additional safeguarding challenges such as: There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; Your policy should reflect the additional safeguarding challenges that SEND children may have including: • Awareness that behaviour, mood and injury may relate to possible abuse and not just their SEN or disability • Higher risk of peer group isolation • Disproportionate impact of bullying and difficulties with communication • Schools should consider extra pastoral support for children with SEND. Children with SEN and disabilities can be disproportionally impacted by things like bullying without outwardly showing any signs; and difficulties may arise in overcoming communication barriers. At [name of school] we identify pupils who might need more support to be kept safe or to keep themselves safe by: [Explain here the steps taken to give additional support to pupils with SEN/D] https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
		Trafficked Children and Modern Day Slavery https://www.gov.uk/government/publications/duty-to-notify-the-home-office-of-potential-victims-of-modern-slavery https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms
		Child criminal exploitation: county lines Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and

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<td>money from urban areas to suburban and rural areas, market and seaside towns.

Gangs and Youth violence
www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence</td>
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<td>**Private Fostering**
The policy should define 'Private Fostering' and note that there is a mandatory duty to inform the local authority of children in such arrangements. Further details for your policy can be found here:
http://www.scstrust.co.uk/what-we-do/fostering/private-fostering/
www.gov.uk/government/publications/children-act-1989-private-fostering</td>
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<td>**Bruising on non mobile children and young people**
Bruising and unusual marks in a not independently mobile child is rare and must always result in an immediate consultation with Children's Social Care. Bruising / suspicious marks will never be interpreted in isolation and will always be assessed in the context of medical and social history, individual development and any explanation given. Assessments will be led by Children's Social Care and a lead medical professional
http://berks.proceduresonline.com/slough/p_bruising.html</td>
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<td>**Homelessness**
The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.
The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. Further details can be found here:https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets</td>
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<td>**Professional Learning & Development**</td>
<td>**DSLs** – attend training every two years; and in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually. The focus should be regular</td>
<td>The policy should set out the training opportunities for staff in different roles; and the type and frequency of training. This should include:
The level of training for each Head teacher, Proprietor, DSL, Governors and whole school staff including non teaching staff and volunteers.
To ensure everyone fully understands their safeguarding responsibilities</td>
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	shorter briefings. **All other staff** – will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. **Safer Recruitment training** is available to all relevant staff and governors who are involved in the recruitment process.	Frequency and in what mode of delivery (face to face, conference, e learning) is done within timescale: • Induction Training (mandatory) • Awareness training for whole staff (statutory) • Designated Safeguarding Lead Training (statutory) • Safer Recruitment Training (statutory) • Training about preventing terrorism (statutory) • Training for School Governors (non-statutory) • Training on specific issues including Female Genital Mutilation and Child Sexual Exploitation Multi agency safeguarding training can be accessed here: https://www.sloughsafeguardingboards.org.uk/lscb
Raising Awareness	Dissemination of key safeguarding messages	You should include how you will disseminate and promote your safeguarding policy ▪ How information is displayed in school (posters) ▪ Policy published on school website ** *must be available online* ▪ Newsletters ▪ Regular termly updates ▪ Site security The policy should set out the other relevant documents all staff must have read: • Keeping Children Safe in Education (2018) [Part One and Annex A]; and school leaders and staff that work directly with children should also read Parts 2, 3, 4, 5. • School's Code of Conduct • School's Safeguarding Policy
	Relationships and Sex Education (RSE) Personal, Social, Health and Economic Education (PSHE)	▪ **Children and Social Work Act 2017** makes reference to Relationships Education *It will be compulsory for schools to deliver relationships education for primary school pupils in England, as well as sex and relationships education for secondary school children from September 2019.* Pupils should also be taught about safeguarding. https://www.gov.uk/government/publications/relationships-education-rse-and-pshe

Appendix 1: Raising safeguarding concerns about a child flowchart

Designated Safeguarding Lead(s):

Details of your school DSL

Link Governor:

Details of your school Chair of Governor or Safeguarding Governor

Concern put in writing on a Safeguarding concern form

Hand concern form to:

Details of your school DSL

The local authority **Designated Officer** for concerns about adults is: **Nicola Johnstone**
nicola.johnstone@scstrust.co.uk
nicola.johnstone@slough.gcsx.gov.uk

LADO Telephone: 01753 474053 / 0788 5828387
LADO@slough.gcsx.gov.uk

Designated Safeguarding Lead reviews concern form and makes a decision about next steps

Decision made to monitor the concern.

Decision made to discuss the concern informally with the parents/carers

Decision made to refer the concern to social care as child suffering or at risk of significant harm

Monitor

Discuss

Refer

Class teacher asked to monitor child and feedback to the Designated Safeguarding Lead within an agreed timescale

Monitor

Once discussed with parents Designated Safeguarding Lead decides to discuss further with parents, monitor or refer to social care

Refer

Designated Safeguarding Lead to discuss decision with a senior teacher or the head and agree to refer to social care

In exceptional circumstances, anyone may report concerns directly to children's social care.

Record

NSPCC Whistleblowing Helpline 0800 028 0285

Designated Safeguarding Lead keeps concern form in secure, confidential safeguarding file or record on CPOMS or other online safeguarding portal

Contact Details
Early Help: FIRST 01753 476 589
FIRST@slough.gov.uk

Social Care: **First Contact: 01753 875362**
child.protection@slough.gcsx.gov.uk

Prevent/Channel Referrals:
Naheem Bashir 01753 875201/ 07540 147340
naheem.bashir@slough.gov.uk

Appendix 3: Local Contacts

Contact	Number
Slough child protection Procedures	http://berks.proceduresonline.com/slough/index.html
Slough Early Help; **FIRST** (Family Information Resource Support Team)	Schools can seek advice from FIRST about services available to support pupils in need of additional support and also to refer pupils and families deemed to be at Level 2 to FIRST. If you want to speak to a member of the FIRST team please call **01753 476 589**. To submit a referral, please follow the attached guidance and send it into: FIRST@slough.gov.uk
Slough Children's Services Trust Ltd	
Social Care out of hours service	If your concern is regarding any harm of a child or young person please immediately contact: **First Contact: 01753 875362** and email child.protection@slough.gcsx.gov.uk
Thames Valley Police	**01344 786543** **101** www.thamesvalley.police.uk (non emergency) 999 for emergency police service
NSPCC	0800 800 5000
Child line Slough LSCB	0800 11 11 Business Manager – Betty Lynch Independent Chair – Nick Georgiou safeguardingboards@slough.gov.uk
Whistleblowing and Local Authority Designated Officer (LADO):	Nicola Johnstone nicola.johnstone@scstrust.co.uk /nicola.johnstone@slough.gcsx.gov.uk LADO Telephone: 01753 474053 / 0788 5828387 LADO@slough.gcsx.gov.uk
NSPCC Whistleblowing advice line	0800 028 0285 help@nspcc.org.uk
Education Safeguarding Officer	Jatinder Matharu 01753 875068/07714 858213 jatinder.matharu@slough.gov.uk
Prevent Coordinator	Naheem Bashir 01753 875201/ 07540 147340 naheem.bashir@slough.gov.uk
Prevent Education Officer	Rabena Sharif 07928 655038 Rabena.sharif@slough.gov.uk
Education Standard and Effectiveness Officer (SEND)	Deborah Bowers 07712 548725 Deoborah.bowers@slough.gov.uk

CSE Exploitation Manager	Beth Mathews 01753 875835 beth.matthews@slough.gcsx.gov.uk